Division: Social Sciences

10 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?
Anthropology	Javier Espinoza Barajas	Academic Services
Early Childhood Development	Alice Hale, Hilal Ozdemir, Ana Gutierrez	Academic Services
Ethnic Studies	Ismael Illescas, Kay Fischer	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	Michael Thompson, Juan Pablo Mercado, Takkara Brunson	Academic Services
PACE	Alison Kubo & Javier Espinoza Barajas	Academic Services
Political Science	Jessica Gallucci	Academic Services
Psychology	Aldrian Estepa, Rani Nijjar	Academic Services
Sociology	Mona Abdoun, Christina Mendoza	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

10 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.
Anthropology	Some Progress	Some Progress	Substantial Progress	Some Progress	Minimal Progress	Some Progress
Early Childhood Development	Some Progress	Some Progress	Minimal Progress	Substantial Progress	Minimal Progress	Some Progress
Ethnic Studies	Substantial Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell	Minimal Progress	I don’t know/ Too early to tell	Some Progress

Foster and Kinship Care Education (FKCE)	Some Progress	Substantial Progress	Substantial Progress	Minimal Progress	Some Progress	Substantial Progress
Geography and Environmental Studies	Substantial Progress	Some Progress	Some Progress	Substantial Progress	Some Progress	Substantial Progress
History	Some Progress	Minimal Progress	Minimal Progress	Minimal Progress	Minimal Progress	Some Progress
PACE	Substantial Progress	Some Progress	Substantial Progress	Some Progress	Minimal Progress	Substantial Progress
Political Science	Substantial Progress	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Substantial Progress
Psychology	Some Progress	I don't know/ Too early to tell	Some Progress	I don't know/ Too early to tell	Some Progress	I don't know/ Too early to tell
Sociology	Full Implementation	Substantial Progress	Substantial Progress	Some Progress	No Progress	Full Implementation

10 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.

Anthropology	1. DEIAA Some Progress • Continued focus on equity-minded practices. • Ongoing professional development and equity initiatives. • Work continues and outcomes remain uneven across the institution. 2. Workforce Development Some Progress • Continued collaboration with Career Center and workforce programs. • Some growth in career readiness efforts. • Internship opportunities remain limited for many disciplines. 3. Student Success and Retention Substantial Progress • Strong focus on enrollment management, retention, completion, and student support. • Expanded outreach efforts and student support programs. • Continued work remains necessary to address achievement gaps. 4. Basic Needs Some Progress • Increased awareness and visibility of basic needs services. • Food pantry and student support resources remain available. • Student demand still exceeds available resources in some areas. 5. Employee Recruitment and Retention Minimal Progress • Hiring continues but vacancies remain challenging. • Faculty and classified professionals continue reporting workload concerns. • Workplace morale and retention remain areas needing additional attention. 6. SCFF Metrics, Enrollment, Financial Aid, Degrees Some Progress • Significant institutional attention on enrollment recovery and outreach. • Continued efforts to improve registration processes and student completion. • Enrollment challenges and competition for students remain ongoing. "FACULTY PERSPECTIVE" • enrollment struggles, • recruitment efforts, • hiring challenges, • operational challenges associated with recently implemented systems (SSB9/Banner & Informed K12) • repeated promotion of low-enrolled courses (face-to-face), • concerns about workplace flexibility, Anthropology contributes to institutional goals by supporting transfer preparation, culturally responsive education, critical thinking, degree completion, and equitable student success outcomes across diverse student populations.

Early Childhood Development	RE: 1 & 6 Enrollment is challenging for populations of students outside of recent high school graduates. The fraud filter, difficulty of understanding CCCApply, etc. remain barriers. #5 Employee satisfaction seems low. Everyone continues to be asked to do more with less, while administrative & clerical tasks pile up.
Ethnic Studies	We think our campus should stop profiting off of ticketing student parking. Parking should be free for students, bus transportation should be free, and no one should be ticketed.
Foster and Kinship Care Education (FKCE)	Basic needs has gotten smaller with the Hub moving into 700.
Geography and Environmental Studies	N/A
History	N/A

PACE	1. DEIAA Initiatives – Substantial Progress The college has continued to advance equity-focused initiatives that improve access and support for disproportionately impacted student populations. PACE serves many adult learners, working students, first-generation students, and students returning to higher education after long absences. Continued efforts to provide flexible scheduling options, online course offerings, counseling support, and targeted outreach have helped reduce barriers to participation and promote educational attainment for historically underserved students. 2. Workforce Development, Career Readiness, and Internships – Some Progress The college has expanded conversations around workforce preparation and career readiness; however, additional opportunities remain to strengthen direct connections between programs and employment pathways. As PACE continues to grow, many working adults seek degree completion and career advancement opportunities. Increased partnerships with employers and clearer pathways linking academic programs to workforce outcomes would further support student success. 3. Student Success and Retention – Substantial Progress Significant progress has been made in supporting student success and retention through counseling, educational planning, student support services, and flexible instructional options. The PACE program continues to experience strong enrollment and student engagement, with increasing demand for counseling appointments and Student Educational Planning Comprehensive (SEPCs). These services play a critical role in helping students persist and complete their academic goals. 4. Basic Needs Resources – Some Progress The college has continued to provide resources that support students' basic needs; however, many adult learners continue to face challenges related to housing, food insecurity, childcare, transportation, and balancing work and family obligations. Continued investment in basic needs services and broader awareness of available resources would further support student persistence and completion. 5. Employee Recruitment and Retention – Minimal Progress While the college continues to make efforts to attract and retain employees, staffing shortages and limited support capacity remain challenges for many programs. Within PACE, counseling support has been reduced from previous levels despite growing student demand. Additional investments in classified professionals, counselors, faculty, and administrators are needed to sustain program growth and maintain high-quality student services. 6. SCFF Metrics: Enrollment, Financial Aid, Degrees, Certificates, Outreach, and Recruitment – Substantial Progress The college has demonstrated substantial progress in supporting enrollment and student completion efforts. PACE enrollment has grown significantly in recent years, and the program continues to serve approximately 90 students while generating increased demand through outreach and the PACE Interest Form. Approximately ten PACE students completed their educational goals during the 2025-26 academic year. Continued investment in counseling, outreach, and program support will be essential to sustaining enrollment growth and improving student completion outcomes. OVERALL COMMENT PACE has experienced sustained growth in enrollment and student engagement, demonstrating the value of flexible degree-completion pathways for adult learners. Continued investment in counseling services, outreach, student support, and program infrastructure will be critical to maintaining this momentum and advancing the college's goals related to equity, student success, retention, and completion.
Political Science	As it regards #4-Basic Needs much has been done, but with the recent and impending cuts of federal funds for Basic Needs and healthcare services, the challenges have steepened substantially from no fault of the college.

Psychology	Unit members continue to participate in trainings oriented around DEIAA and AI in order to improve programs that work in coordination with the college's initiatives. DEIAA mandates will be followed per the evaluation process.
Sociology	N/A

10 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.
Anthropology	• 1. Planning Priority #1 (DEIAA): Continue integrating DEIAA principles into academic programs, student services, hiring practices, and professional development opportunities, while regularly assessing outcomes to ensure efforts are effectively supporting disproportionately impacted student populations. • 2. Planning Priority #2 (Workforce Development): Strengthen partnerships with employers, community organizations, and transfer institutions to provide more workforce development opportunities, internships, and career readiness experiences for students across a broader range of disciplines. • 3. Planning Priority #3 (Student Success and Retention): Continue expanding student success initiatives while ensuring that faculty and student services professionals have adequate resources and staffing to provide timely support. Retention efforts should focus on reducing barriers that prevent students from persisting and completing their educational goals. • 4. Planning Priority #4 (Basic Needs): Continue expanding awareness, accessibility, and capacity of basic needs services, including food assistance, housing support, transportation assistance, and emergency resources. Many students continue to face significant financial challenges that impact their academic success. • 5. Planning Priority #5 (Employee Recruitment and Retention): Invest in flexible and sustainable work arrangements when appropriate, reduce unnecessary administrative burdens, and improve communication and transparency around institutional decisions. Supporting employee well-being and work-life balance is essential for attracting and retaining talented faculty, classified professionals, and administrators. • 6. Planning Priority #6 (Enrollment, Financial Aid, and Completion): Streamline student enrollment processes, continue addressing barriers within registration systems, and invest in targeted outreach to prospective and returning students. Additional support for departments and programs conducting recruitment efforts would help increase enrollment, improve student completion rates, and strengthen the college's SCFF metrics.

Early Childhood Development	#1 & 2 Apprenticeship is a clear workforce recruitment instrument as well as a way for impacted populations to access college education. We need continued support through college infrastructure to sustain these programs, and an administrator on campus (not just at district office) to actively support efforts in ways not available to faculty.
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	To attract and maintain employees I think we need to address workload burnout across campus. I don't know if there is a solution to this if we cannot afford to hire more classified professionals, full time faculty, and administrators, but this is an area where we should explore ways to improve. I have now heard multiple part time faculty tell me they no longer want a full-time faculty position due to the increased administrative work loads and less emphasis on teaching. Furthermore, FT faculty are often talking about how the increased administrative work loads result in significantly less time to support our diverse student body, create relevant course material, and high touch teaching methods, which support Goal #1 in the Goals & College Planning Priorities. For FT faculty, the administrative work is the cumulation of the following tasks that we do every semester that in total take up much of our time; creation of OER material, outreach to majors, writing program review, keeping up with curricular changes, changing top codes, re-writing the department schedule, working with adjunct to place classes where we have instructors to teach them, 3+ adjunct evaluations a semester, interviews for new adjunct every semester (because they often leave after a year if the job market is strong in that discipline area), supporting onboarding etc. For some division areas such as the Social Sciences, reassign time for these duties is not historically given, so most FT faculty are also teaching full loads of 5 classes with caps of 44-46 students in each class. This means that we are fielding emails from 220+ students a semester who are increasingly communicative over messaging and trying to keep up with grading. This is just the burn out for faculty, but I am increasingly hearing discussions of burnout from classified and admin too.
History	N/A

PACE

#1. Continue implementing and advancing DEIAA initiatives:
Continue expanding programs and services that reduce barriers for adult learners, working students, first-generation students, and other historically underserved populations. Programs such as PACE demonstrate that flexible scheduling, online course offerings, and personalized counseling support can increase access and educational attainment for students who may not be able to participate in traditional college pathways.
#2. Increase opportunities for student workforce development, career readiness, and internships:
Strengthen partnerships between instructional programs, employers, and community organizations to expand internships, workplace learning opportunities, and career exploration activities. Adult learners in PACE frequently seek career advancement and would benefit from stronger connections between academic programs and workforce opportunities.
#3. Create, improve, and support initiatives and programs targeted at student success and retention:
Restore counseling support for growing programs such as PACE. Student Educational Planning Comprehensive (SEPCs) have increased substantially, while counseling hours have decreased. Restoring counseling support to the previous level of 16 hours per week and providing counseling support during the summer and winter would improve student access to educational planning, increase retention, and support degree completion. Currently, PACE has no dedicated summer or winter counseling hours even though prospective and continuing students continue to submit interest forms and seek enrollment assistance during that period.
#4. Expand basic needs resources for all students:
Continue expanding awareness of and access to basic needs resources, particularly for working adults and students balancing employment, family responsibilities, childcare, and coursework. Many students are unaware of available support services and would benefit from more proactive outreach and targeted referrals.
#5. Strengthen our commitment to attract and retain classified professionals, faculty, and administrators:
Continue investing in staffing and support services for programs experiencing enrollment growth. Limited staffing can create challenges for both employees and students. Providing adequate staffing levels, professional development opportunities, and workload support can help reduce burnout, improve employee satisfaction, and strengthen student services.
#6. Maximize SCFF metrics by increasing enrollment, financial aid participation, and student completion:
Continue investing in outreach, recruitment, counseling, and student support services that directly contribute to enrollment growth and degree completion. In addition, the college should continue evaluating administrative processes and technology systems to reduce barriers for students and employees. Recent transitions to systems such as SSB9 and InformedK12 have created challenges for some faculty, staff, counselors, and students due to navigation difficulties and process complexity. Ongoing training, system improvements, and streamlined workflows could improve efficiency, reduce frustration, and better support enrollment, registration, scheduling, and student services.
Overall Comment:
PACE has demonstrated sustained growth and strong student demand, particularly among working adults and students seeking flexible educational pathways. Continued investment in counseling, outreach, student support services, employee staffing, and user-friendly administrative systems will help the college make more efficient progress toward its goals related to equity, student success, retention, enrollment growth, and degree completion.

	I really appreciated that our Dean gave us financial aid forms to distribute to students in class. I think this could be strengthened by including some type of intervention for online students.
Political Science	Student Services could create and deploy an extra credit assignment in Canvas that can be shared with all instructional faculty. We could then insert this assignment in our courses and give students extra credit points if they fill out the form and submit it (they could, for example, take a screen shot of the form and submit it – or if that data is too sensitive, take a selfie of themselves dropping the form off in the 700 building). Something similar could be done as it regards SEPs, creating an extra credit assignment on Canvas that is shared with instructional faculty, and if students attach their SEP to the Canvas assignment they can get extra credit points.
Psychology	N/A
Sociology	N/A

10 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).

Anthropology	An additional priority that deserves greater attention is improving institutional technology, administrative processes, and operational efficiency (SSB9/Banner & Informed K12). Faculty, staff, and students all depend on systems such as registration, scheduling, degree audits, payroll, and learning management platforms. When these systems are difficult to navigate or contain barriers, they can negatively affect student enrollment, retention, employee productivity, and overall satisfaction. Continued investment in user-friendly technology, training, technical support, and process improvement would help the college better serve both students and employees while advancing many of the existing goals and planning priorities.
Early Childhood Development	Access to campus resources for working students – hours for student services, ESL assessment library and tutoring in evenings and on weekends – is a facet of equitable practice that needs attention. We appreciate the focus on first year students, but we need to also look at what impedes degree completion for students, particularly working, part-time students.
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A

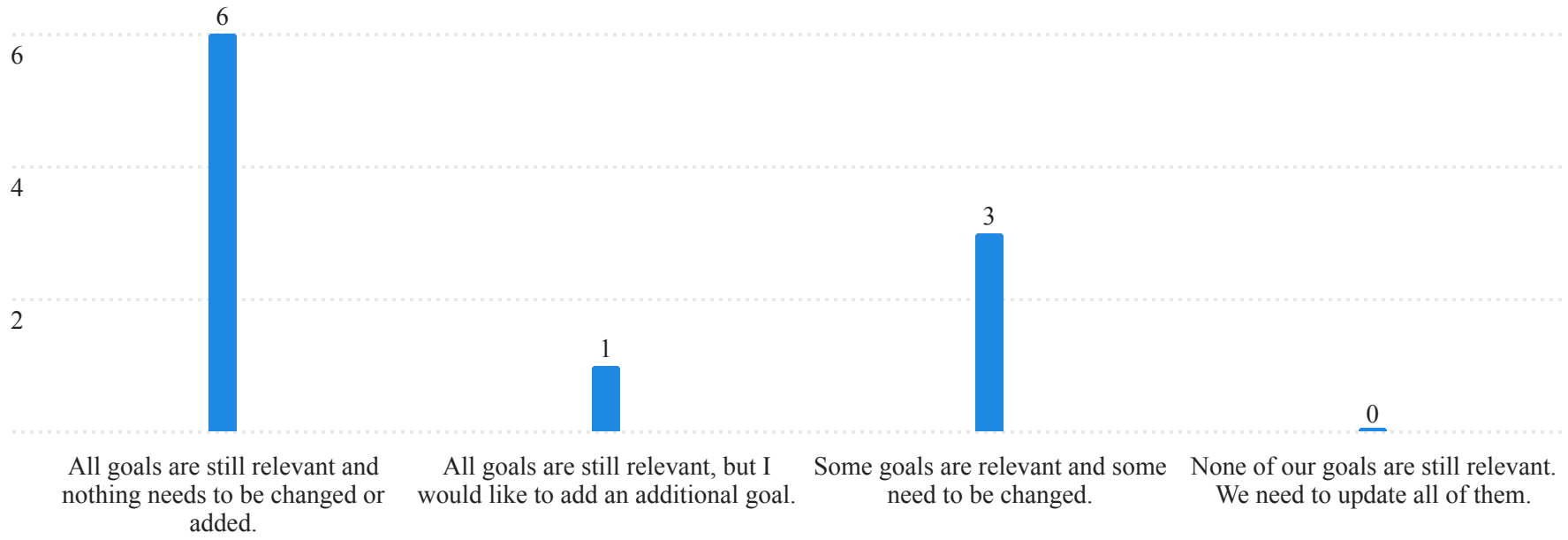
PACE	One important issue that is not explicitly reflected in the 2026-27 President's Goals and College Planning Priorities is the need for improved operational efficiency, technology usability, and year-round student support services. As the college continues to modernize administrative processes, greater attention should be given to the usability and effectiveness of systems used by students and employees. Recent transitions to systems such as SSB9 and InformedK12 have created challenges for faculty, counselors, classified professionals, and students due to complicated workflows, navigation difficulties, and the amount of time required to complete routine processes. Continued evaluation of these systems, additional training opportunities, and simplification of workflows would improve efficiency and reduce barriers to enrollment, registration, counseling, scheduling, and other student services. In addition, increased counseling capacity should be considered a strategic priority. Programs serving working adults and nontraditional students, such as PACE, continue to experience strong demand for counseling services and Student Educational Planning Comprehensive). However, counseling hours have declined even as enrollment and counseling needs have increased. Restoring counseling support to previous levels and providing additional counseling hours would improve access to educational planning, retention, transfer preparation, and degree completion. Summer and winter counseling support is also critically needed. Currently, there are no dedicated summer or winter counseling hours available for PACE despite continued student interest, outreach activity, and enrollment planning occurring throughout the summer and winter months. Prospective students frequently submit interest forms, seek educational planning assistance, and prepare for enrollment during this period. Providing dedicated summer and winter counseling hours would improve onboarding, educational planning, enrollment yield, and student success before the academic year begins. Investing in user-friendly administrative systems, streamlined processes, additional counseling hours, and year-round student support services would help the college operate more effectively while advancing student success, retention, enrollment growth, equity, and completion goals.
Political Science	N/A
Psychology	N/A
Sociology	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

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

10 Responses



10 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.)
Anthropology	N/A
Early Childhood Development	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A

PACE	Proposed New Goal 4 Goal 4: Expand counseling capacity and year-round student support services for PACE students. Expected Outcomes: • Restore counseling support to at least 16 hours per week. • Provide dedicated counseling hours during the summer and winter term. • Increase the number of Student Educational Planning Comprehensive (SEPCs). • Improve responsiveness to prospective students completing the PACE Interest Form. • Support continued enrollment growth, retention, transfer, and degree completion. Rationale: PACE has experienced increased counseling demand and recent growth in student participation. Student Educational Planning Comprehensive (SEPCs) increased from 56 in Fall 2024 to 86 in Spring 2026, while counseling support has decreased from shared counseling coverage to a single counselor providing 8 hours per week. Additionally, there are currently no dedicated summer or winter counseling hours despite continued student interest and recruitment activity during those terms. PACE students consistently achieve strong outcomes, including course success rates of 84-86%, fall-to-spring persistence rates of 68-82%, and degree/certificate attainment rates of 63-70%. Expanding counseling support would help sustain these outcomes while supporting continued enrollment growth, retention, transfer, and degree completion.
Political Science	N/A
Psychology	N/A
Sociology	N/A

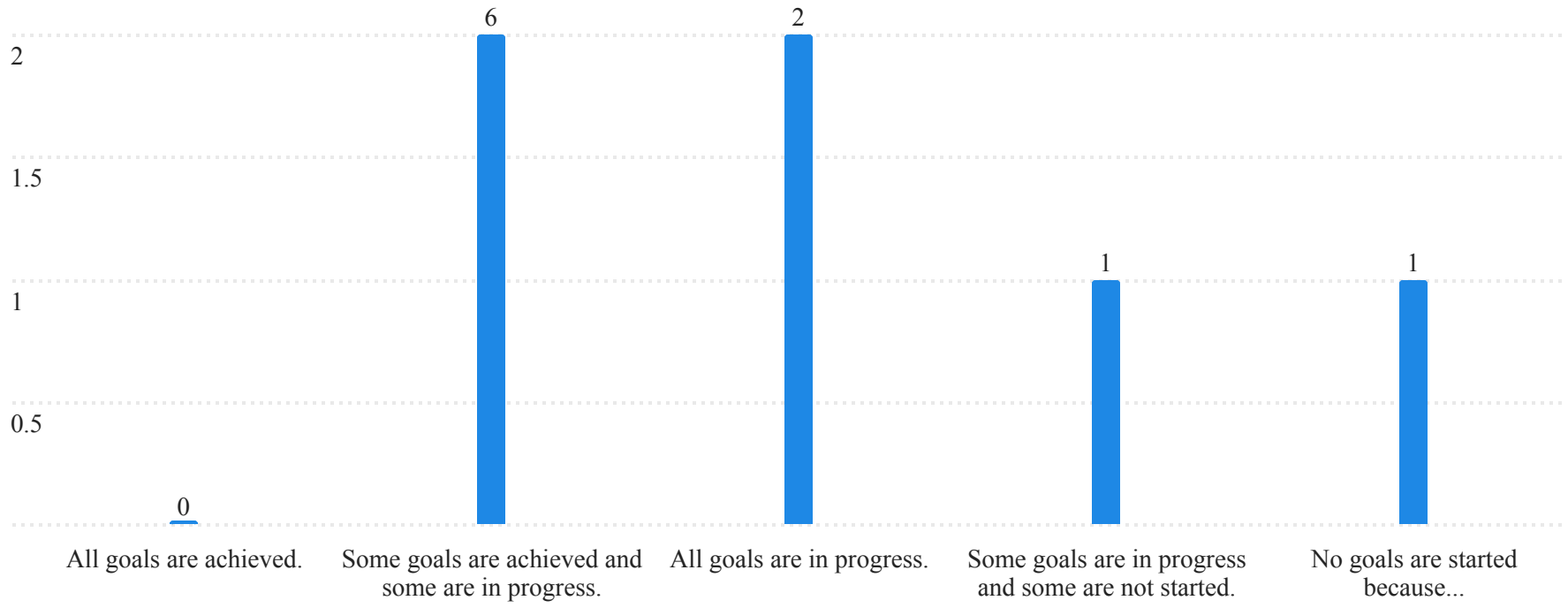
10 Responses

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.)
Anthropology	N/A

Early Childhood Development	Return Goal 2 to original: work on restoring more face to face classes. Change Goal 4 to work with ECD counselor, PDC, IR and apprenticeship partners to track completion, SEPs, transfer, Permit applications, apprenticeship data.
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	Goal 3 (provide support for struggling FKCE programs in the East Bay Region) no longer applies. All programs today are secure. I would like to change it to "Pilot in-person post-trainings to assess attendance, satisfaction, and cost"
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	This goal should be re-worded: Original wording: Research why it is that there are so few POSC majors that transfer (why so many students transfer in POSC but few opt into the AA-T). New wording Research why it is that so many students transfer to four-year colleges as Political Science majors, but do not opt in to the AA-T in Political Science at Chabot. This goal should be added: Participate in the OER grant on creating Political Science OER textbooks and ancillary materials, and successfully deploy these materials in our courses.
Psychology	N/A
Sociology	N/A

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

10 Responses



10 Responses

Name of Program/Area	No goals are started because... (please explain in the space below).
Anthropology	N/A
Early Childhood Development	N/A
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	All goals are in progress, no longer relevant, or new
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Reflections on Achievement and Challenges:

10 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.

Anthropology

Goal 1: Hire a Full-Time Instructor in Biological Anthropology or Archaeology

While the program has not yet achieved the goal of hiring an additional full-time faculty member, the Anthropology Program has continued to effectively serve students and sustain enrollment growth despite having only one full-time faculty member overseeing all four subfields of anthropology. Program outcomes demonstrate strong demand for Anthropology courses and continued program vitality.

Enrollment increased from 612 students in Fall 2023 to 752 students in Spring 2026, representing a 23% increase in student participation. During the same period, fill rates increased from 70% to 92%, indicating strong and growing student demand for Anthropology courses. The program also generated 74.67 FTES in Spring 2026, the highest level reflected in recent program data, compared to 57.58 FTES in Fall 2023.

Productivity measures also demonstrate efficient use of instructional resources. WSCH/FTEF increased from 416.83 in Fall 2023 to 549.52 in Spring 2026, while FTES/FTEF increased from 13.84 to 17.95 during the same period. These gains indicate that the program is serving substantially more students and generating more instructional activity relative to faculty resources than in previous years.

In addition, student outcomes have improved alongside enrollment growth. Success rates increased from 74% in Fall 2023 to 80% in Spring 2026, reaching a high of 82% in Fall 2025, while non-success and withdrawal rates generally declined. Equity data also indicate strong success rates across multiple demographic groups, with many student populations achieving success rates between 70% and 90%.

Despite these positive outcomes, the program continues to operate with only one full-time faculty member responsible for curriculum development, assessment, scheduling, program coordination, hiring and mentoring adjunct faculty, transfer and degree pathways, and instruction across all four anthropological subfields. The continued growth in enrollment, FTES generation, fill rates, WSCH/FTEF, and FTES/FTEF demonstrates sustained student demand and increasing instructional productivity, while also highlighting the need for additional full-time faculty capacity to support long-term program stability, curriculum development, and student success.

Goal 2: Offer Zero Textbook Cost (ZTC) Anthropology AA and AA-T Degrees

The Anthropology Program has continued working toward offering ZTC Anthropology AA and AA-T degree pathways. Progress has been made in reviewing, adopting, and developing instructional materials that reduce or eliminate textbook costs for students. These efforts support the college's commitments to equity, affordability, access, and student success by reducing financial barriers that can impede course completion and degree attainment.

Program outcomes demonstrate positive trends in student achievement during this period. Anthropology course success rates increased from 74% in Fall 2023 to 80% in Spring 2026, reaching a high of 82% in Fall 2025. At the same time, non-success and withdrawal rates generally declined. Success rates remained strong across multiple student populations, and equity data indicate that many demographic groups achieved success rates between 70% and 90%.

Additional evidence of program effectiveness can be seen in continued degree completion and student interest in the discipline. Anthropology AA and AA-T degrees continue to be awarded annually, demonstrating that students are progressing through the program and completing their educational goals. The program has also maintained and increased enrollment during the review period, indicating continued student demand and engagement.

While the goal of achieving fully ZTC Anthropology AA and AA-T degree pathways has not yet been fully realized, meaningful progress has been made toward reducing students' educational costs while maintaining strong academic outcomes. Continued work on ZTC course materials will further support student access, equitable participation, persistence, and degree completion.

Overall, the Anthropology Program has made substantial progress toward its goals by improving student success rates, supporting degree completion, maintaining strong enrollment and fill rates, advancing equity and affordability initiatives, and continuing the development of ZTC degree pathways despite limited full-time faculty resources.

Early Childhood Development	We continue to have robust COA award numbers. Some progress has been made re: sustainability of apprenticeship. Need to find a way to track Permit applications. Enrollment is strong. Dual enrollment has expanded dramatically. Dedicated counselor helps students get accurate guidance on degree completion and transfer. Enrollment is very strong. We have rebounded from pandemic in majors and enrollment.
Ethnic Studies	Goal 1: We're working on new Chicana/o/x Studies courses that meet the new Chicano Studies degree TMC and plan to submit those courses on Meta before the end of Fall 2026 (w/ anticipated start date of Fall 2028); we need to update our output to completing the course submissions, then completing the ADT on Meta by 2028; we will start promoting this new degree once it's completed Goal 2: we're on our way to increasing the success rate of Latinx studies in our courses: success rate went from 75% (Spring 2024) to 81% (Spring 2026); However, we still need to strategize ways on supporting Black student success in our courses - success rate remains the same: 71% (Spring 2024) to 76% (Spring 2026). One issue in tracking success for Black students is the fact that we have a smaller number of students enrolling in our courses compared to Latinx (only 79 Black students enrolled in our courses in Spring 2026) Goal 3 has been achieved
Foster and Kinship Care Education (FKCE)	Goal #1 is partially going well. We have increased our participant counts, but our Spanish-speaking participants have not increased. Goal #2, securing sustainable childcare, is going well. We have hired a professional expert who has many years of experience with providing care to children with trauma and special needs.
Geography and Environmental Studies	The number of majors is steadily increasing. The number of majors was 7 in 2015-16, it is now 36. Wing and I created the Earth and Environment Program website and GIS and Environmental Studies pages. These are housed in the STEME pathway. Created a group email for all majors and send weekly updates on relevant events/internships etc after the majors site in Canvas was taken away.
History	The History discipline successfully petitioned for, searched and hired a new faculty member (Takkara Brunson) who began her tenure-track employment this Fall. Discipline members are now reviewing History offerings and making adjustments to produce a schedule better aligned with student demand, and major and transfer requirements.

GOAL 1: REVIEW OUR PROGRAM OFFERINGS TO ALIGN WITH THE RECENT DEGREE REQUIREMENTS IMPLEMENTED IN THE CSU SYSTEM.

Expected Outcome: Program offerings align with the degree requirements implemented in the CSU system.

Reflection on Achievement and Challenges:

PACE has continued to review and refine course offerings to ensure alignment with CSU transfer and degree requirements. The program schedule continues to support students pursuing transfer-oriented pathways in areas such as Behavioral and Social Sciences, Business, Child Development, Human Services, Liberal Arts, and related fields. PACE coursework is intentionally designed to provide adult learners with access to General Education and transfer preparation courses that support degree completion and successful transfer.

Status: Achieved

GOAL 2: INCREASE THE NUMBER OF STUDENTS ENROLLING IN OUR COURSES.

Expected Outcome: Recruitment is currently taking place.

Reflection on Achievement and Challenges:

This goal has been successfully achieved. Based on program records, active PACE enrollment increased from 81 students in Fall 2024 to 103 students in Spring 2025 and reached 127 students in Fall 2025 before stabilizing at 91 students in Spring 2026. The program currently serves approximately 90 students and continues to receive interest from prospective students through the PACE Interest Form. Recruitment, outreach efforts, counseling support, and flexible course scheduling have contributed to sustained enrollment growth.

A continuing challenge is maintaining adequate counseling and staffing support as enrollment grows. Student Educational Planning Comprehensive (SEPCs) increased from 56 in Fall 2024 to 86 in Spring 2026, indicating growing demand for counseling services.

Status: Achieved

GOAL 3: OBTAIN DATA REGARDING THE NUMBER OF DEGREES AND CERTIFICATES AWARDED TO PACE STUDENTS AND THE NUMBER OF PACE STUDENTS WHO TRANSFER TO A FOUR-YEAR INSTITUTION.

Expected Outcome: Obtain information about PACE student degree, certificate, and transfer outcomes.

Reflection on Achievement and Challenges:

This goal has been achieved. The program was able to obtain data regarding PACE student success, persistence, degree and certificate completion, and transfer-related outcomes. The data indicate that PACE students consistently achieve strong results compared to non-PACE students. Degree and certificate attainment rates among continuing PACE students ranged from 63% to 70%, compared to 41% to 46% for comparable non-PACE students. In addition, transfer, degree, or certificate attainment outcomes ranged from 59% to 65% for recent PACE cohorts. These data provide a stronger foundation for program evaluation, planning, scheduling, resource requests, and future assessment of student outcomes. They also demonstrate that PACE students achieve strong outcomes in course success, persistence, degree attainment, and transfer compared to non-PACE students.

Status: Achieved

OVERALL REFLECTION

PACE has successfully achieved its primary goals related to program alignment, enrollment growth, and obtaining program outcome data. The program continues to serve a growing population of adult learners and working students through flexible scheduling, dedicated counseling support, and structured educational pathways. The greatest remaining challenge is sustaining and expanding counseling, recruitment, and student support services as demand increases. Increasing counseling capacity, including summer and winter counseling hours, remains critical as enrollment and demand for student support services continue to grow.

Political Science	Goal 1: Achieved - I culled the data from DegreeWorks on students taking our upper-level courses (i.e. POSC 12, POSC 20) and found that many of my assumptions were incorrect. A large number of the students taking these courses are taking them as GE courses, and do not plan to major in Political Science after graduation. Goal 2: In progress – I will be implementing Political Science majors office hours starting in Spring 2027 where students receive a piece of Political Science-branded swag if they make an appointment and attend office hours. There I will be able to ask students the relevant questions on where they are on the AA-T path, ask them about their SEPs and if they need to be updated, link them up with services, and overall get to make a personal connection with them. NEW Goal 3: In progress – Multiple faculty members in Political Science have been participating in the OER grant over the past two years, and are using this third academic year as an implementation year. Two of our part time faculty have contributed chapters to a new OER textbook on International Relations, and I have created a full suite of Creative Commons ancillary materials for two recently published OER textbooks on American Government and California Politics.
Psychology	Unit members continue to participate in trainings oriented around DEIAA and AI in order to improve programs that work in coordination with the college's initiatives. DEIAA mandates will be followed per the evaluation process.
Sociology	The Sociology Program has made strong progress on several of its goals. One major accomplishment has been expanding OER/ZTC across the curriculum, including SOCI 20 and SOCI 22, helping reduce textbook costs and improve student access. We will also offer SOCI 6 as a ZTC course for the first time in Spring 2027, further expanding low-cost access for students. In the Spring, Sociology will now offer a ZTC degree for students, with all our courses taught as ZTC. We have also continued working toward offering catalog courses regularly and updating the curriculum where needed, including deactivating an outdated course and replacing it with one aligned with the Transfer Model Curriculum. Another area of progress has been increasing awareness of the Sociology degree by sharing program information with students. We have also continued reviewing student learning and assessment practices, particularly in response to generative AI and the need to better measure students' own learning, application of sociological concepts, and critical thinking.

10 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.

Anthropology	Several challenges have limited the Anthropology Program's ability to fully achieve its goals. The most significant challenge is the continued absence of a second full-time Anthropology faculty member with expertise in Biological Anthropology and/or Archaeology. Anthropology is a four-field discipline, yet the program currently relies on a single full-time faculty member to oversee curriculum, assessment, scheduling, program administration, degree pathways, and instruction across all subfields. This limits the program's capacity to expand course offerings, support fieldwork opportunities, maintain and grow the anthropology specimen collection, and provide specialized expertise in Biological Anthropology and Archaeology. Although enrollment increased from 612 students in Fall 2023 to 752 students in Spring 2026, FTES increased from 57.58 to 74.67, and productivity measures such as WSCH/FTEF and FTES/FTEF also increased substantially, sustaining this level of performance with only one full-time faculty member remains an ongoing challenge. Another challenge involves continued progress toward offering ZTC Anthropology AA and AA-T degree pathways. While significant work has been completed, converting an entire degree pathway to Zero Textbook Cost requires ongoing review and development of course materials, identification of high-quality open educational resources, and coordination across courses and instructors. This work is time-intensive and must be balanced with regular teaching, assessment, curriculum development, and program responsibilities. Although Anthropology success rates increased from 74% in Fall 2023 to 80% in Spring 2026, continued monitoring and targeted support remain necessary to ensure equitable outcomes for all students. In addition, Anthropology degree completion remains an area for continued improvement. While students continue to earn Anthropology AA and AA-T degrees, annual degree counts fluctuate from year to year. Increasing student awareness of degree pathways, strengthening transfer-focused advising, and helping students navigate degree requirements remain important opportunities for improvement. While the program has demonstrated strong growth in enrollment, fill rates, FTES generation, instructional productivity, and student success, limited staffing capacity remains the primary barrier to achieving program goals. Continued progress toward ZTC degree pathways, maintaining equitable student outcomes, and improving degree completion rates will require sustained faculty leadership and program support.
Early Childhood Development	Permits are a clear indication of program success but hard to track and not included as a SCFF metric. Need data on transfers, and strategies to help students with degree completion. Need strategy to help students access ESL courses. Degree awards low for a program this size. Want to get students back in face to face classes but they prefer the convenience of online; we suspect high usage of AI as well. We have a highly productive program but have had to make FTE cuts that turn away prospective students who want to take entry level classes.

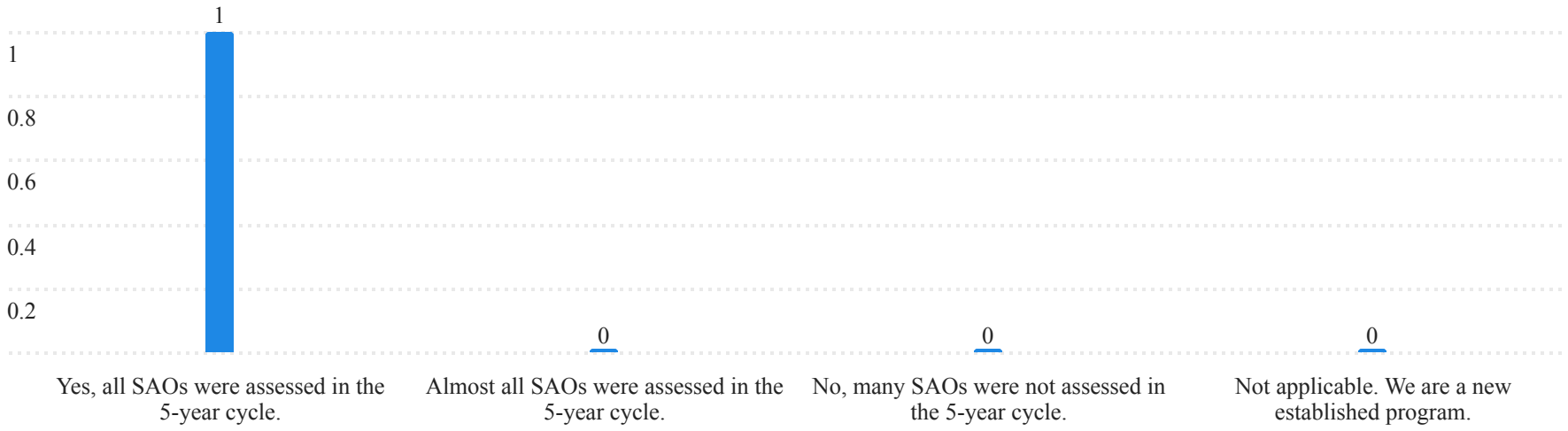
Ethnic Studies	Time and capacity: since we're only two full-time faculty managing technically what should be 4 separate programs (African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies), this is a challenge we come up against over and over. We're also dealing with an opaque, confusing, contradictory articulation process when submitting courses to meet the Ethnic Studies GE. As our Dean is aware, the articulation for Area 6/Ethnic Studies was taken away from one of our core classes (which was also popular): ES 1: Intro to Ethnic Studies.
Foster and Kinship Care Education (FKCE)	Goal #1 remains a challenge because we have challenged with finding Spanish-speaking participants. We send messages in Spanish and work with a bilingual child welfare worker, but numbers are not increasing. Also included in Goal #1 is to propose a higher budget. While the Chancellor's Office has increased one allocation, two others (county contracts) remain static.
Geography and Environmental Studies	We have yet to get a GIS full time faculty, and this hire would grow the GIS majors and classes, offer GIS classes in person, and make curricular changes to change the certificate so that it is a Chancellor-Approved certificate, connect students to local GIS internships (supporting workforce development), and advertise. We currently do not have anyone full time who can knowledgeably explain these fields and support majors. Outputs: increase the # of students served in GIS classes, increase course productivity, enrollment, and number of certificates, and increase workforce development. We struggle to keep up enrollments in Environmental and Cultural Geography focused classes (GEO 2, 5, 12, and ENST 1) as we do not have a full-time specialist in this area. Outputs: increase the # of students served in cultural geography classes and participate in majors' events. Outcomes: increase course success rates in our low success and enrollment classes. Increase the number of degrees.
History	Updating the discipline website became less a priority as the focus on faculty prioritization, recruitment and search, hiring and History offerings review have taken priority. The Discipline plans to return to updating the website in the near future.

PACE	• One challenge in assessing PACE outcomes has been the limited availability of program-specific data and the effort required to obtain and validate those data. While the program has now obtained information related to student success, persistence, degree and certificate attainment, and transfer outcomes, continued collaboration with Institutional Research and Admissions and Records will be necessary to maintain reliable longitudinal outcome tracking. • Another challenge is the continued growth of the program without a corresponding increase in counseling support. PACE enrollment has grown substantially over the past several years, and demand for Student Educational Planning Comprehensive (SEPCs) and counseling services continues to increase. However, counseling hours have been reduced from previous levels, and the program currently has no dedicated counseling support during the summer and winter terms. This limits the program's ability to provide educational planning, onboarding, outreach, and follow-up services to prospective and continuing students. • Recruitment and enrollment goals have generally been successful, but sustaining growth requires ongoing outreach, counseling, and administrative support. Working adult students often need individualized guidance regarding educational plans, transfer pathways, scheduling, and balancing academic, family, and work responsibilities. Limited counseling capacity can impact the program's ability to meet these needs. • Additionally, administrative and technology-related challenges can create barriers for both students and employees. New systems such as SSB9 and InformedK12 have improved functionality in some areas but can be difficult to navigate and often require additional training and troubleshooting. Time spent navigating these systems can reduce the time available for direct student support, recruitment, and program development. • Despite these challenges, PACE has made substantial progress toward its goals related to program alignment and enrollment growth. Continued refinement of outcome-data tracking, restoration of counseling hours, the addition of summer and winter counseling support, and improvements to administrative processes will help the program sustain student success and support future program growth.
Political Science	There are no significant challenges to report.

	Constraints resulting from limited CAH allocation, fluctuations in enrollments, and inefficient technology for managing student course add requests likely influence our success in meeting this goal.
Psychology	The demand for Psychology classes continues to grow and classes are over enrolled. The class cap is already high at 46 students, plus waitlists of 20 are often completely maxed out. With three full-time psychology faculty we were effective in managing enrollment, teaching, outreach and degree success. One full-time faculty has retired. With only two full-time faculty it will be challenging to maintain the program at its current level of excellence. The ratio of full-time faculty to part-time faculty right now is 2:17
Sociology	Several challenges identified last year remain, including generative AI, fraudulent enrollments, Common Course Numbering changes, pressures affecting DEI-related work, and increasing administrative workload. Time continues to be the biggest barrier to completing program goals. Generative AI requires additional time for professional development, assignment redesign, and addressing academic integrity, and the program continues to need resources for AI-related professional development. Sociology Fraudulent enrollments also remain a concern because they can limit access for legitimate students in high-demand courses. More broadly, curriculum updates, degree promotion, assessment, and adapting to policy and technology changes are completed alongside regular teaching and service responsibilities, which can slow progress on program goals

Service Area Outcomes (SAOs)

1 Responses



10 Responses

Name of Program/Area	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
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

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

SLO (Student Learning Outcome):

10 Responses

Name of Program/Area	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
Anthropology	At this time, there do not appear to be any Anthropology courses that have failed to complete SLO assessments within the five-year assessment cycle. Courses ANTH 1, ANTH 3, and ANTH 12 are currently listed as "waiting on review," which indicates that assessment activities have been completed but are pending final review and approval. The Anthropology discipline remains committed to maintaining compliance with the college's SLO assessment cycle and will continue to monitor assessment timelines to ensure all courses remain current.
Early Childhood Development	n/a
Ethnic Studies	ES 2 has been deactivated; ES 52 is being offered for the first time this semester, so we'll make sure it's assessed this academic year.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	These are up to date.

History	Several of the history courses that have not competed SLO Assessment were taught by PT faculty and access to Meta as challenging. We have identified the courses that need to be assessed and will closely with PT faculty to complete by the end of the AY.
PACE	• PACE's Service Area Outcomes (SAOs) have been assessed within the five-year assessment cycle. While PACE was not listed on the SAO Assessment Completion Report, consultation with the Curriculum and SLO Office confirmed that PACE appears on the SAO Assessment Timeline and is current with its assessment schedule. PACE is next scheduled to assess its SAOs during the 2027-2028 academic year (Fall 2027/Spring 2028). Therefore, all SAOs were assessed within the required five-year cycle.
Political Science	All of our SLOs are up to date.
Psychology	All courses are currently in compliance for this five-year assessment cycle.
Sociology	N/A

PLO (Program Learning Outcome):

10 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
Anthropology	The Anthropology Program has completed PLO assessment activities for both the AA and AA-T degrees within the assessment cycle. The PLO Completion Report currently lists both programs as "waiting on review," indicating that the assessments have been completed and submitted but are pending final review and approval. Therefore, the program does not have outstanding PLO assessments that were missed during the five-year cycle. The Anthropology discipline will continue to monitor the review process and maintain compliance with the college's PLO assessment requirements.
Early Childhood Development	n/a

Ethnic Studies	NA
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	These are up to date.
History	The history program will work diligently and collaboratively to complete the outstanding assessment in a timely manner this AY and will look for guidance/support from our division representative on the Assessment committee

PACE	PACE's goals of increasing enrollment, improving student persistence and completion, and expanding support services for working adult students will require additional resources. The program serves a unique population of adult learners, many of whom balance employment, family responsibilities, and academic coursework. PACE students consistently achieve strong outcomes, including course success rates that exceed comparison students, strong persistence rates, and degree and certificate attainment rates ranging from 63% to 70%. Additional counseling and student support capacity represents the program's highest resource priority. Student Educational Planning Comprehensive (SEPCs) increased from 56 in Fall 2024 to 86 in Spring 2026, demonstrating growing demand for counseling and educational planning services. However, counseling support has been reduced from previous levels, and the program currently lacks dedicated summer and winter counseling support. Expanding counseling capacity would strengthen enrollment, educational planning, retention, transfer, and degree completion outcomes. PACE would also benefit from increased outreach and marketing support, including funding for program promotion, recruitment materials, and community engagement activities that help working adults learn about degree-completion opportunities. Continued growth will require dedicated resources for student communications, program coordination, and administrative support. Technology and instructional support resources that enhance online and hybrid learning environments would further support student success and align with PACE's service area outcomes of providing accessible degree pathways and fostering a supportive learning community for working adults. At this time, the program anticipates resource requests related to: • Counseling and student support services • Outreach, recruitment, and marketing activities • Program coordination and administrative support • Technology and instructional resources that support online and hybrid learning • Data tracking, assessment, and program evaluation efforts These resources would support PACE's goals of increasing access, persistence, degree completion, transfer, and overall student success for adult learners.
Political Science	All of our PLOs are up to date.
Psychology	We are in full PLO assessment compliance as of mid-October 2025.
Sociology	N/A

Rationales for Resource Requests

10 Responses

Name of Program/Area	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?

Anthropology	The Anthropology Program's highest resource priority is achieving Goal 1: hiring a full-time Anthropology instructor with expertise in Biological Anthropology and/or Archaeology. The program currently relies on a single full-time faculty member to oversee curriculum development, assessment, scheduling, degree pathways, program administration, and instruction across Anthropology's four-field disciplinary framework. As enrollment increased from 612 students in Fall 2023 to 752 students in Spring 2026, and productivity measures such as FTES, WSCH/FTEF, and FTES/FTEF also increased, the need for additional full-time faculty capacity has become increasingly important. An additional full-time faculty member would provide disciplinary expertise in Biological Anthropology and Archaeology, expand course offerings, support field and laboratory-based learning opportunities, oversee and grow the Anthropology specimen collection, strengthen transfer pathways, and improve the program's long-term sustainability. Additional resources are also needed to support Goal 2: developing and implementing Zero Textbook Cost (ZTC) Anthropology AA and AA-T degree pathways. Continued progress toward fully ZTC degree programs requires faculty time and support for curriculum review, adaptation and creation of Open Educational Resources (OER), and coordination across courses to ensure that students can complete degree requirements without incurring textbook costs. These efforts support student access, affordability, equity, persistence, and completion. Resources that directly support student learning include laboratory materials, specimen collection maintenance and expansion, instructional technology, and discipline-specific teaching resources that enhance hands-on learning and student engagement. Anthropology relies on visual, material, and experiential learning opportunities that benefit from continued investment in instructional infrastructure. Additional counseling and transfer-support resources would also strengthen student completion outcomes by increasing student awareness of Anthropology AA and AA-T degree pathways and transfer opportunities. Degree completion data indicate that students continue to earn Anthropology degrees; however, additional support could help increase pathway awareness and encourage more students to complete program requirements. Overall, the program's highest priority remains the addition of a full-time Biological Anthropology/Archaeology faculty member. This position would provide the greatest impact on student learning, curriculum development, degree completion, field and laboratory experiences, and the program's ability to sustain growth in enrollment, FTES generation, and instructional productivity. Continued support for ZTC implementation and instructional resources would further advance student success, retention, transfer, and completion.

Early Childhood Development	We need an additional full-time instructor so we can make instruction more consistent and have additional support for students who struggle with study skills and are working full time while taking classes (75% of our students) and so we can meet demand for dual enrollment classes (difficult to fill with adjuncts who themselves work during the day). We need more hours for a dedicated ECD counselor who can help us with planning and with outreach and support to special populations (DE, Spanish-speakers, apprentices). We need to keep our Professional Development Coordinator. We need consistent release time for Faculty Lab Coordination, Apprenticeship coordination & Spanish cohort outreach/support.
Ethnic Studies	1) need resources/reassign time to support major growth - communication with Ethnic Studies, particularly Chicano Studies majors; creating a new degree in Chicano Studies, which also requires the creation of new courses in the Chicano/a/x Studies discipline. 2) need resources to consider what supports African American and Latinx student success rates in our courses. 3) need more CAH and paid time to write and rewrite ES courses that meet Ethnic Studies GE - the articulation process is opaque and inconsistent, and some classes are returned, not meeting GE articulation. Communication w/ counseling and programs are needed in relation to ES 1 losing its articulation w/ Area F/6
Foster and Kinship Care Education (FKCE)	To fully meet PAR goals, FKCE still has a need for staffing. Excluding the program director, all of the program staff are professional experts. As a result, the program does not have proper administrative support. With 3 funds (one categorical and two county contracts), 20 professional experts that need to be rehired every 6 months, and 10-15 contracts per year, classified staff support is vital to ensuring program success. Additionally, FKCE has added childcare to in-person trainings, which will adds more professional experts (childcare staff) and result in an additional layer of operations that need support.
Geography and Environmental Studies	The GIS certificate may need help getting funding for GIS software. This was previously paid for through STAC/STARTE, College Buys program for the college, but ESRI GIS is no longer included as an option for this package so the division and department now must find the annual $3,000.00 to purchase the GIS software. We cannot offer the classes or certificate if we do not have this software.

History	n/a
PACE	PACE's goals of increasing enrollment, improving student persistence and completion, and expanding support services for working adult students will require additional resources. The program serves a unique population of adult learners, many of whom balance employment, family responsibilities, and academic coursework. PACE students consistently achieve strong outcomes, including course success rates that exceed comparison students, strong persistence rates, and degree and certificate attainment rates ranging from 63% to 70%. Additional counseling and student support capacity represents the program's highest resource priority. Student Educational Planning Comprehensive (SEPCs) increased from 56 in Fall 2024 to 86 in Spring 2026, demonstrating growing demand for counseling and educational planning services. However, counseling support has been reduced from previous levels, and the program currently lacks dedicated summer and winter counseling support. Expanding counseling capacity would strengthen enrollment, educational planning, retention, transfer, and degree completion outcomes. PACE would also benefit from increased outreach and marketing support, including funding for program promotion, recruitment materials, and community engagement activities that help working adults learn about degree-completion opportunities. Continued growth will require dedicated resources for student communications, program coordination, and administrative support. Technology and instructional support resources that enhance online and hybrid learning environments would further support student success and align with PACE's service area outcomes of providing accessible degree pathways and fostering a supportive learning community for working adults. At this time, the program anticipates resource requests related to: • Counseling and student support services • Outreach, recruitment, and marketing activities • Program coordination and administrative support • Technology and instructional resources that support online and hybrid learning • Data tracking, assessment, and program evaluation efforts These resources would support PACE's goals of increasing access, persistence, degree completion, transfer, and overall student success for adult learners.
Political Science	None.
Psychology	We have no specific departmental resource requests of this type.

Sociology	N/A

Optional: Campus-Wide Reflection on Current Issues

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

10 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.)?

Anthropology	Faculty, classified professionals, and administrators would benefit from ongoing professional development focused on the effective, ethical, and responsible use of artificial intelligence (AI) in education and student services. Employees should develop skills in using AI tools to improve productivity, support student learning, enhance communication, analyze information, and streamline administrative tasks while maintaining academic integrity, protecting student privacy, ensuring data security, and complying with accessibility standards. Faculty would particularly benefit from training in AI literacy, designing assignments that promote critical thinking and authentic learning, evaluating AI-generated content, integrating AI appropriately into instruction, and helping students develop responsible AI-use skills that prepare them for transfer, career pathways, and participation in an increasingly AI-driven workforce. Classified professionals and administrators would benefit from learning how AI can assist with communication, data analysis, workflow management, student support services, and operational decision-making. At the same time, preparing employees to effectively engage with AI should be accompanied by efforts to improve the college's existing technology infrastructure and operational systems. Technology should enhance efficiency and improve services for students and employees. However, some existing systems can be difficult to navigate and may create unnecessary administrative burdens. For example, MyPortal is not always user-friendly, which can make routine tasks more complicated and time-consuming than necessary. In addition, processes completed through Informed K12, such as student drops, re-enrollment requests, and other workflow processes, can sometimes require extended processing times, delaying services that directly affect students' access to classes and support. As the college explores AI and other emerging technologies, it should also prioritize improving the usability, integration, automation, and efficiency of existing systems. AI has the potential to assist employees, reduce repetitive administrative tasks, and improve responsiveness to students, but these benefits are most effective when built upon reliable and user-friendly institutional technology systems. Investments in both employee training and technology improvements will better support teaching, learning, student success, employee effectiveness, and college operations.
Early Childhood Development	Faculty need to understand how students are using AI and how to build assessments and assignments that resist AI, as well as evaluating goals and objectives of their grading system overall. Employers already know there is grade inflation due to AI use. We need to address this seriously or we risk higher education being diminished and devalued to the point where it is considered irrelevant.
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	They need to understand that AI can be used for more than just editing emails. It can be used to help develop program and work plans, with complex scheduling, and with analyzing data. We must review and edit what it gives us, but it provides a helpful and time-saving start.
Geography and Environmental Studies	Employees need a practical foundation in AI literacy, critical evaluation, ethical use, and job-specific application. Faculty, classified professionals, and administrators should understand what generative AI can and cannot do, including limitations such as inaccurate or fabricated information, bias, privacy risks, and the need for human review. Employees also need experience selecting appropriate AI tools, writing effective prompts, evaluating AI-generated outputs, and deciding when AI should—and should not—be used. A great way to do do this would be for there to be multiple sessions at FLEX day or college day that are specific to disciple groups (i.e. a AI training for Social Science themed classes, STEME, classes etc).
History	The fact that this is an optional question four years into to this era of generative AI is likely indicative of a larger institutional need to engage more intentionally and purposefully into conversations about teaching and learning. This new(ish) technology raises existential questions about equity, assessments, knowledge, work, culture and the environment. While difficult to definitively answer, these questions need to be acknowledged, understood, and openly faced. Faculty need opportunities to gather, discuss, experiment, and develop strategies pertinent to their discipline and classroom needs. To do this they need to be given sustained institutional (district and college) support including, but not limited to: 1. gathered data measuring student, faculty, classified professional and administrative use of AI 2. shared governance committee(s) charged with developing policy proposals, exploring professional development opportunities, examining student curriculum needs, and helping determine college and district investment in any needed AI-related infrastructure. 3. Institutionalized funding for a Center for Teaching and Learning to promote faculty and student experimentation with AI (and without) that supports the development of assessment strategies that measure actual learning and promote critical thinking and digital literacy.
PACE	N/A

Political Science	Students are experiencing astronomical learning loss from overdependence on AI usage. While some students are using it as a tool, a huge percentage of them are using it to complete their work for them. I am worried about the long term effects of this for student development and their career prospects.
Psychology	Full-time faculty will participate in workshops around AI as offered by the college and colleagues in order to keep up with trends in this field.
Sociology	N/A

10 Responses

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

Anthropology	Students should develop AI literacy, critical thinking, information evaluation, digital ethics, and effective communication skills in order to successfully navigate a society and workforce increasingly influenced by artificial intelligence. Students should understand how AI systems work, their benefits and limitations, and how to use AI responsibly as a tool for learning, research, problem-solving, creativity, and productivity rather than as a substitute for independent thought. They should be able to evaluate AI-generated information for accuracy, bias, credibility, and reliability, recognizing that AI systems can produce errors, misinformation, and incomplete or misleading responses. Students should also develop skills in prompt writing, data literacy, digital communication, and ethical decision-making. As AI becomes more integrated into workplaces across industries, employers increasingly value individuals who can effectively use AI tools while maintaining creativity, critical analysis, adaptability, and professional judgment. Students should understand how to collaborate with AI technologies while continuing to apply human reasoning, problem-solving, and interpersonal skills that AI cannot replace. In addition, students should develop an understanding of privacy, intellectual property, academic integrity, algorithmic bias, and the broader social impacts of AI. They should be prepared to consider how AI influences employment, access to information, inequality, decision-making, and civic participation. Responsible AI use requires not only technical competence but also an awareness of the ethical responsibilities associated with creating, using, and evaluating AI-generated content. From an anthropological perspective, students should be encouraged to examine how AI shapes culture, social relationships, communication patterns, identity formation, and human behavior. They should critically analyze the ways technologies both influence and reflect cultural values, power structures, and social inequalities. Understanding AI as a cultural and social phenomenon, rather than only a technological tool, will help students become informed citizens capable of thoughtfully engaging with emerging technologies and their impacts on communities around the world. By developing both technical and ethical competencies, students will be better prepared to use AI responsibly as students, community members, employees, and future leaders in an increasingly AI-driven society.
Early Childhood Development	Students need to learn the disadvantages of relying on AI to do their thinking; also the ways AI distorts information, hallucinates, reinforces bad ideas and flawed thinking, and the way AI tools can use their data and information for the purposes of the parent company.
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	They still need to sharpen their writing and critical thinking skills. They need to learn to evaluate the accuracy of information AI gives them, as well as assess for bias, and faulty conclusions.
Geography and Environmental Studies	Students should learn how to use AI as a support tool rather than a substitute for disciplinary knowledge and human decision-making.
History	Part of the answer to this question could be revealed and developed by engaging in the practices mentioned above. Certainly, critical thinking skills and digital literacy are needed now more than ever. How do we help students develop these skills? What AI-related workforce skills are employers increasingly demanding? Are there programs on campus that are already witnessing that increased demand? Again, without sustained college conversations and data gathering it is difficult to identify specific competencies, how to help students develop them, and how they fit with employers' current and future demands.
PACE	N/A
Political Science	They should be taught that it is, at most, a research assistant or "sounding board". They should learn the potential dangers that it holds for their brain development and their overall critical thinking skills if they simply type in assignment prompts in order to have the machine do their work for them.
Psychology	At the bare minimum, students should learn about AI in terms of its ethical use, if any. Some fields will require training in it.
Sociology	N/A

Shared Governance

10 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)?
Anthropology	To strengthen campus culture, communication, and collaboration, the college should continue creating opportunities for meaningful dialogue, transparency, and shared decision-making among faculty, classified professionals, administrators, and students. Clear and timely communication regarding institutional priorities, resource allocation, strategic planning, policy changes, technology implementations, and budget decisions can help build trust and ensure that all constituency groups feel informed, respected, and engaged in the decision-making process. Regular opportunities for cross-functional collaboration can improve understanding of the perspectives, responsibilities, and challenges experienced by different groups across the college. The college should also continue efforts to foster a workplace culture that emphasizes respect, inclusion, collegiality, and employee well-being. Shared governance is most effective when employees feel that their voices are heard and that feedback contributes meaningfully to institutional decisions. Providing opportunities for broad participation in planning, governance, and decision-making processes, while communicating how feedback was considered, can strengthen engagement and trust across the campus community. In addition, collaboration can be improved through more efficient communication channels, clearer administrative processes, and user-friendly technology systems. Administrative procedures and technology should support, rather than hinder, collaboration and service to students. When systems are difficult to navigate or routine processes require excessive time and effort, communication and coordination across departments can become less effective. Continued efforts to improve the usability, integration, and efficiency of institutional systems would enhance collaboration among employees while improving services for students. Finally, expanding opportunities for student participation in college planning, governance discussions, and institutional decision-making would help ensure that policies and initiatives reflect student needs, experiences, and perspectives. A culture of transparency, collaboration, mutual respect, accountability, and shared responsibility will strengthen institutional effectiveness and contribute to student success.
Early Childhood Development	N/A
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	PDEV MUST lead the way on developing a plan for sharing information gathered from conferences. Ideas are on the table, but developing the new format for Flex Day is taking most of the attention.
Geography and Environmental Studies	Divisions need representation in each shared governance committee and we need more detailed share-outs from shared governance committee representation.
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Educational Master Plan

10 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?

Anthropology	One important opportunity for Chabot's next Educational Master Plan (EMP) is improving institutional technology, operational efficiency, and the student enrollment experience. The college has invested significant effort in increasing enrollment, retention, and student success; however, students and employees can still encounter barriers created by complex administrative processes and technology systems that are not always intuitive or user-friendly. Specific actions could include improving the usability and integration of systems such as MyPortal, streamlining enrollment and registration processes, reducing duplication of data entry across platforms, and reviewing workflows that affect student access to classes and services. For example, processes such as dropping and re-enrolling students through Informed K12 can be time-consuming and may delay services that directly impact students. Investments in technology improvements, process redesign, automation, and end-user training would support both student success and employee effectiveness while improving institutional efficiency. A second opportunity is strengthening instructional capacity and student support through strategic staffing and resource allocation. As enrollment grows and student needs become increasingly complex, the college should continue investing in faculty, classified professionals, counseling, and student support services. Maintaining adequate staffing levels is essential for supporting student learning, developing and assessing curriculum, expanding student services, and sustaining program quality. Within Anthropology, for example, an additional full-time faculty member with expertise in Biological Anthropology or Archaeology would strengthen instruction, support program growth, expand disciplinary offerings, and provide needed expertise in a four-field discipline currently supported by a single full-time faculty member. The EMP should also continue emphasizing affordability, equity, and student completion by supporting initiatives such as Zero Textbook Cost (ZTC) pathways, transfer preparation, educational planning, and targeted support for disproportionately impacted students. Strategic investments in staffing, technology, student support services, and instructional resources can help reduce barriers to access and completion while supporting the college's commitments to equity, student success, and long-term institutional sustainability.
Early Childhood Development	N/A
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Removing barriers to enrollment in SSB9 (i.e. having to drop waitlist to add, faculty not being able to quickly add students without add form, students not being able to easily find and add classes due to layout etc)
History	See discussion of AI above. Also, as history faculty, we would like Chabot's next EMP to recognize the important role that History plays in helping students develop critical thinking, information literacy, and civic engagement skills. One opportunity is to expand support for undergraduate research, oral history projects, and collaborations with local community and cultural organizations, which give students meaningful ways to connect classroom learning to the world around them. We would also like to see continued support for consistent course scheduling so students can more easily complete their educational goals. Investing in these areas would strengthen student engagement while reinforcing the value of the social sciences within Chabot's mission.
PACE	N/A
Political Science	I would put emphasis on the heightened need for basic needs and healthcare services due to the federal funding cuts.
Psychology	The hiring of a full-time Psychology Instructor to replace the one recently retired will be necessary to meet the needs of both the department and shared governance as dictated by the division.
Sociology	N/A