

Anthropology / Javier Espinoza	45	11.25	2 CAH	1.35	0.9	2	2
ECD / Alice Hale	596	149	6 CAH	17.88	11.92	38	6
English / TBD	50	12.5	2 CAH	1.5	1	22	3
Ethnic Studies / Kay Fischer	47	11.75	2 CAH	1.41	0.94	6	1
Geography & Enviro Studies / Suzanne Maher	39	9.75	2 CAH	1.17	0.78	3	0
History & Lib Arts / Juan Pablo Mercado	33	8.25	2 CAH	0.99	0.66	0	0
Political Sci- ence / Jessica Gallucci	139	34.75	4 CAH	4.17	2.78	21	3
Psychology / TBD	661	165.25	6 CAH	19.83	13.22	68	10
Sociology & Soc/Behav Sci / TBD	253	63.25	4 CAH	7.59	5.06	61	9
TOTALS:	1843	465.75	30 CAH	55.89	37.26	221	33

*Approximately 25% of the students in the pilot had less than 3 units for both Sociology and Psychology, so I've used that percentage to calculate new students by headcount.

**Data from the pilot shows between a 9-16% retention rate, so I've used 12% as the estimate here.

***Data from the pilot shows a 2% increase in success across all experimental students so I've used percentage as the estimate here.

++My belief is that this kind of targeted intervention with information and support will increase the number of degree completers and transfers. I'm using an estimate of a 15% increase over the prior year's numbers for degree completions. Note: the degrees they complete might not end up being in their major depending on the degree works analysis. In Spring 2018, there were 824 transfers, which equals approximately 6% of Spring 2018 headcount. If this intervention increases transfers over that by 2% points, this can give an estimate of additional transfers.

III. Anticipated Fiscal Outcomes

Additional FTES Generation: $55.89 + 37.26 = 93.15$ students * 157.5 WSCH (assume taking 3, 3 unit classes) = 27.95 FTES/Sem x 2 Sem = 55.9 OR **\$215,516**

Additional Degree Generation: 33 additional degrees / 14 additional certificates (ECD only) over 2018 OR **\$72,695**

Additional Transfer Generation: 37 additional transfers OR **\$25,216**

Supplemental: At current % of students who are Pell/Promise/AB540 (40%?) x approximately \$100,000 (Degree + Transfer) OR **\$39,164**

Total project revenue contribution: \$352,591

IV. Expectations and Minimum Communication Terms for Coordinators (per Semester)

In the list below, I've used blue type for the items where faculty with more CAH/more majors, would have to do double or triple (or more) the amount of outreach work. The other items would be the same obligation whether for a small or large number of students.

1. Develop, prepare, and mail out information to students within first month of the semester
2. Four major focused outreach/communications per semester via email and other methods of communication
3. Two major focused events/activities for students (adding additional day/time options for add'l students)
4. Complete major advising per contract terms with individuals and groups of students
5. Keeping website up to date
6. Participation in Open House
7. Closely track all work with students, analyze results, report on successful intervention techniques
8. Communicate with instructors in that area, conduct classroom visits and make announcements
9. Targeted outreach and interventions for students based on degree works analysis (particularly important for the students close to degree/certificate/transfer completion)
10. Collaborate with other faculty coordinators
11. Other interventions....let's see what emerges as faculty work to build community among students based on their major

VI. More detailed budget breakdown (Annual)

10 3 CAH sections x max adjunct rate of \$6384 = \$63,840 for Faculty Compensation

10 programs x \$500-1500 printing and mailing costs / program = \$7,500

10 programs x \$100 in materials & supplies for each event x 4-10 per program = \$5,000

Total budget for 1 year: \$76,340



Student Centered Funding Formula Project Proposal

Thank you for proposing a Student Centered Funding Formula project. Please read the Funding Formula Committee's Philosophy Statement prior to completing the application.

Funding Formula Committee Philosophy Statement:

The Funding Formula Committee (FFC) strives to educate the Chabot-Las Positas Community College District about the State funding formula metrics, accurate data sources on the metrics, and best practices and efficient processes to fully benefit from the metrics. We aim to capitalize on the metrics while maintaining a central focus on student success and equity.

The FFC aims to recommend high-impact initiatives and processes that are fiscally responsible and lead to increased funding based on any of the State's three funding formula components:

- *Base Allocation:* FTES funding, Credit, Non-credit, CDCP, Special Admit and Incarcerated Education
- *Supplemental Allocation:* California Promise Grant, AB 540 students, and Pell Grant recipients
- *Student Success Allocation:* degrees, degrees for transfer, credit certificates, completion of 9 or more CTE units, transfers to four-year university, completion of transfer level math and English, attainment of a regional living wage and equity "bumps" for California Promise Fee Waiver and Pell Grant recipients

The FFC aims to do all the above, while also taking into consideration the initiatives' impacts on students meeting their educational goals, student equity, the College's strategic plans and educational missions, cost-benefit analyses, scalability and alignment of the initiatives across both Colleges.

The FFC strives for our committee processes to be respectful, transparent, equitable, collaborative, and grounded in data-driven analyses and evidence-based practices. We will aim to value and respect the time it takes for faculty members, Classified Professionals, Administrators, and student employees to accomplish new initiatives. We believe that all CLPCCD community members have valuable ideas and we will be most successful collectively strategizing to maximize our funding.



Title of Project Proposal: Major Outreach: Persistence, Degree Completion, and Transfer **Today's Date** 9/19/2019

1. Requestor(s):

Full Name of Lead Contact for Request: Sara Parker Title or Position Dean, Social Sciences

Phone number 5107236669 Extension 6669

Email spark@chabotcollege.edu

Department(s): Other Social Sciences Division Proposal

- Location (check all that apply): District Chabot LPC
- How many requests have you submitted to the Funding Formula Committee to date? 0
- Was this proposal, or a proposal similar to this, identified as part of Program or Area Review at the college? Yes No
- List the names of other employees, agencies and/or stakeholders involved in this project:
9 Participating Disciplines (all offer AA-T degrees):
Anthropology, majors (Lead TBD), *Early Childhood Development, majors (Alice Hale/Ana Gutierrez/Hilal Ozdemir), Economics (Lead TBD), Ethnic Studies (Lead TBD), *Geography (Suzanne Maher), *History (Juan Pablo Mercado), *Political Science (Jessica Gallucci), Psychology (Lead TBD), Sociology (Lead TBD).
*Programs with identified leads confirmed.



2. Scope of Project

2a In about 250 words, briefly describe the scope of this project in the space provided below.

Data-based research consistently shows that students in special programs, learning communities, affinity groups, First-Year experience, and other "high touch" environments that provide information, support, and facilitate a sense of community, improve outcomes across student success metrics. The challenge is in scaling up efforts to reach more than a narrow segment of our student population. This proposal provides a solution, with preliminary data to support improved outcomes in persistence (credit FTES), certificate and degree completion (success points), and transfer (success points). Research also shows this is particularly valuable for low income, disproportionately impacted, and/or first generation students (supplemental points). In 18-19 Psychology and Sociology participated in a pilot study to test if outreach and communication interventions would make a difference in persistence and success. Declared majors were divided into experimental and control groups and further divided into categories by degree applicable units. The IR office provided results after 1 semester showing an increase in persistence from Fall to Spring among Psychology (9%) and Sociology (16%) Majors for NEW students. Connecting with students matters! There was also a statistically significant increase in the success rates between the experimental and control groups of 2% (n=213). We propose to replicate this experiment systematically and consistently across eight majors (AA-T/AA degrees) with detailed expectations for outreach and support by major to include: regular and ongoing communication, hosting events, providing materials, connecting students with campus services, participation in an Open House, visiting classrooms, and tracking student progress. One FT faculty member per major would receive 3CAH reassignment or overload plus F hr pay for the few programs with larger numbers of majors.

2b Duration: _____ 1st semester _____ 2nd semester _____ x _____ Longer term- *Please provide a short description below*

We propose rolling out implementation in Spring 2020 and continuing through 2020-21. Not all programs will be able to begin participating in Spring 2020 due faculty assignment constraints. All programs would be prepared to participate in 20-21.



2c The cost-benefit analysis is critical to the application process. To the best of your ability, briefly describe the cost-benefit analysis and how this project will accomplish its outcomes.

This proposal is an opportunity to evaluate what it would look like on our campus if an additional 1,677 students (# of students with these 9 participating majors) received the kind of support we know students are highly likely to benefit from. Social Science pilot data aligns with FYE persistence data (all new students persisting at 74% (Fall 2017 to Spring 2018) and FYE students at 92%. FYE currently serves 230 students. If the backfill cost of a class is \$6,000 x 9 departments = \$54,000/sem x 2 = \$108,000 /year, and conservative numbers from our pilot study are replicated, this would result in 150 additional students persisting for one additional semester. Assume those students have a 9 unit loads to produce 112.5 FTES. This = \$593,900 credit generated FTES by students who stayed. Add success points on top of that, and add the increased likelihood of completing a degree and transferring on top of that, and you have invested this money very wisely. In 2009-10, the transfer rate of community college Puente students (statewide) was 56%, compared to 44% for all CCC students and 34% of educationally disadvantaged students. Puente serves 200-300 students. Aspire data shows students transferring at twice the rate of the general population. Aspire serves 130 students. Degrees among 9 the social sciences majors proposed in this project increased 89% from 17-18 to 18-19 to 229, yet that is just 10% of declared majors in those fields. We estimate increasing degrees 20% annually with targeted interventions. The number of transfers in these majors to CSU and UCs in 15-16 was 170 and we estimate increasing transfers 10% annually.

3. Estimated Impact on Student Centered Funding Formula (SCFF)

1. Using the table below, read the list of SCFF funding categories in the column titled "SCFF Metrics" and identify which metrics are expected to be impacted with this project.
2. For each SCFF metric impacted, estimate the number of students/amounts of FTES to be generated, over and above what is typically generated in the metric. Input this number into the column entitled, "Estimated SCFF points generated by project" in the appropriate row. For example, if the project is estimated to generate an additional 100 Pell grants in Year 1 (FY19-20), then input the number "100" in column, "Estimated SCFF points generated by project," row "Pell Grants," under the group of columns for "Year 1 (FY19-20)".
 - oHow many additional students/FTES are estimated to result from this project in Year 2 (FY20-21)? Input this number into the column, "Estimated SCFF points generated by project," in the row for the appropriate SCFF metric and corresponding year.
 - oHow many additional students/FTES are estimated to result from this project in Year 3 (FY 2021-22)? Input this number into the column, "Estimated SCFF points generated by project," in the row for the appropriate SCFF metric and corresponding year.
3. For each SCFF metric with a number entered for "Estimated SCFF Points generated by project," the total monies generated per year will automatically populate.
4. These totals will be used later in the application (Question 4) when you are calculating the estimated expenses in comparison to the estimated revenue generation (i.e. the "return on investment").

-Table for Calculations on the next page-



SCFF Metrics		FY19-20 (Year 1)		FY20-21 (Year 2)			FY21-22 (Year 3)		
Base Allocation	Incremental Units	SCFF Contribution	Project Revenue Contribution	Incremental Units	SCFF Contribution	Project Revenue Contribution	Incremental Units	SCFF Contribution	Project Revenue Contribution
<i>Credit FTES</i>	37	\$ 3,848.50	\$ 142,394.50	300	\$ 3,958.57	\$ 1,187,571.00	300	\$ 4,074.16	\$ 1,222,248.00
<i>Credit FTES of Special Admit</i>	0	\$ 5,634.56	\$ 0.00	0	\$ 5,795.71	\$ 0.00	0	\$ 5,964.94	\$ 0.00
<i>Credit FTES of inmates in correctional facilities</i>	0	\$ 5,634.56	\$ 0.00	0	\$ 5,795.71	\$ 0.00	0	\$ 5,964.94	\$ 0.00
<i>Noncredit FTES</i>	0	\$ 3,456.62	\$ 0.00	0	\$ 3,555.48	\$ 0.00	0	\$ 3,659.30	\$ 0.00
<i>CDCP noncredit FTES</i>	0	\$ 5,634.56	\$ 0.00	0	\$ 5,795.71	\$ 0.00	0	\$ 5,964.94	\$ 0.00
Total Base Allocation			\$ 142,394.50			\$ 1,187,571.00			\$ 1,222,248.00
Supplemental									
<i>Pell Grant Recipients</i>	3	\$ 948.96	\$ 2,846.88	14	\$ 976.10	\$ 13,665.40	14	\$ 1,004.60	\$ 14,064.40
<i>California Promise Grant Recipients</i>	0	\$ 948.96	\$ 0.00	0	\$ 976.10	\$ 0.00	0	\$ 1,004.60	\$ 0.00
<i>AB540 Students</i>	0	\$ 948.96	\$ 0.00	0	\$ 976.10	\$ 0.00	0	\$ 1,004.60	\$ 0.00
Total Supplemental			\$ 2,846.88			\$ 13,665.40			\$ 14,064.40
Student Success									
<i>Associate degree for Transfer</i>	10	\$ 1,817.38	\$ 18,173.80	40	\$ 1,869.35	\$ 74,774.00	40	\$ 1,923.94	\$ 76,957.60
<i>Associate degree</i>	2	\$ 1,363.03	\$ 2,726.06	8	\$ 1,402.01	\$ 11,216.08	8	\$ 1,442.95	\$ 11,543.60
<i>Credit Certificate (16-units)</i>	5	\$ 908.69	\$ 4,543.45	20	\$ 934.68	\$ 18,693.60	20	\$ 961.97	\$ 19,239.40
<i>Transfer Level Math and English</i>	0	\$ 908.69	\$ 0.00	0	\$ 934.68	\$ 0.00	0	\$ 961.97	\$ 0.00
<i>Transfer to a four-year university</i>	0	\$ 681.52	\$ 0.00	20	\$ 701.01	\$ 14,020.20	20	\$ 721.48	\$ 14,429.60
<i>9 or more CTE Units</i>	5	\$ 454.34	\$ 2,271.70	20	\$ 467.34	\$ 9,346.80	20	\$ 494.93	\$ 9,898.60
<i>Attained Living Wage</i>	0	\$ 454.34	\$ 0.00	0	\$ 467.34	\$ 0.00	0	\$ 480.98	\$ 0.00
Total Student Success			\$ 27,715.01			\$ 128,050.68			\$ 132,068.80
Total by year			\$ 172,956.39			\$ 1,329,287.08			\$ 1,368,381.20

4. Budget Summary

Refer to the personnel needs and funding categories below to estimate the expenses that will be incurred to accomplish this project. Check all boxes that apply.



Personnel Needs: Admissions and Records Maintenance and Operations Institutional Research Business Office Full-time Faculty Adjunct Faculty Financial Aid Classified Professionals Other, *describe below*

Other:

Funding Category: Technology Supplies and Equipment Travel and Mileage Facilities Use Administrative Support Institutional Research Marketing and Outreach Curriculum Other, *please describe*

Other: direct student contact, outreach, follow up, and support.

Expense	Year 1	Year 2	Year 3
Full-time and/or Adjunct Faculty	\$ 48,000	\$ 128,000	\$ 128,000
Classified Professionals and/or Other Personnel Needs <i>(Part-time, Specialist or Professional Experts)</i>	\$ 0	\$ 0	\$ 0
Materials & Supplies <i>(consider marketing and outreach for this project)</i>	\$ 2,000	\$ 8,000	\$ 8,000
Equipment & Software	\$ 0	\$ 0	\$ 0
Other	\$	\$	\$
Other	\$	\$	\$
Other	\$	\$	\$
Cost Benefit Totals	Year 1	Year 2	Year 3
Total Annual Revenue Projected:	172,956.39	1,329,287.08	1,368,381.20
Total Annual Expenses Projected:	50,000.00	136,000.00	136,000.00
Return on Investment Projected:	122,956.39	1,193,287.08	1,232,381.20



5. Optional: Additional Information

Provide additional information not asked about this project here, if needed.

The priority and expectation will be for a full time faculty member from each major to do this work with an additional F hour stipend for those programs that have significantly more majors than others (ECD & Psychology). Participating major outreach coordinators will adhere to a set of expectations, develop cohesive documentation, and collaborate on a regular basis. The Dean will work closely with Institutional Research to evaluate the project on a semester by semester basis.

After clicking on “Finish” this application will be emailed to the Dean/Area Manager, then the VP, then the President/VC for review and approval.

6. Reviewer’s Signatures

Please note: Approved projects require a report out once per semester to the FFC and will be reviewed by the PBC on a quarterly basis.

Print Name:	Signature:	
Dean or Area Manager		Date
Print Name: Stacy Thompson	Signature: <small>DocuSigned by:</small> <i>Stacy Thompson</i> <small>5BEFD6886C8844D5...</small>	
Vice President		Date 10/7/2019
Print Name: Susan Sperling	Signature: <small>DocuSigned by:</small> <i>Susan Sperling</i> <small>C41128F792ED4BB...</small>	
President or Vice Chancellor		Date 10/10/2019

Certificate Of Completion

Envelope Id: 897FF4837E2448A18AB0E44773223146	Status: Completed
Subject: SCFF Budget Submission Request by [[College-Staff_UserName]]	
Source Envelope:	
Document Pages: 7	Signatures: 2
Certificate Pages: 5	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	CLPCCD SCFF APP
Time Zone: (UTC-08:00) Pacific Time (US & Canada)	7600 Dublin Blvd
	3rd Floor
	Dublin, CA 94568
	FFC-SCFF@clpccd.org
	IP Address: 209.129.155.251

Record Tracking

Status: Original	Holder: CLPCCD SCFF APP	Location: DocuSign
9/19/2019 1:23:47 PM	FFC-SCFF@clpccd.org	

Signer Events

Sara Parker
 sparker@chabotcollege.edu
 Dean, Social Sciences
 Security Level: Email, Account Authentication (None)

Signature

Completed
 Using IP Address: 99.33.85.24

Timestamp

Sent: 9/19/2019 1:23:49 PM
 Viewed: 9/19/2019 1:24:21 PM
 Signed: 9/19/2019 9:01:45 PM

Electronic Record and Signature Disclosure:
 Accepted: 9/19/2019 1:24:21 PM
 ID: 3af55d1e-52a9-417a-9f9c-04b221b13667

Stacy Thompson
 slthompson@chabotcollege.edu
 Security Level: Email, Account Authentication (None)

DocuSigned by:

 5BEFD686C8844D5...
 Signature Adoption: Pre-selected Style
 Using IP Address: 99.42.140.183

Sent: 9/19/2019 9:01:48 PM
 Resent: 9/20/2019 2:05:01 PM
 Resent: 9/23/2019 9:50:46 AM
 Resent: 9/23/2019 9:56:10 AM
 Resent: 9/23/2019 9:57:42 AM
 Resent: 9/23/2019 3:34:10 PM
 Resent: 10/3/2019 3:40:49 PM
 Viewed: 9/23/2019 9:58:01 AM
 Signed: 10/7/2019 10:52:47 AM

Electronic Record and Signature Disclosure:
 Accepted: 10/7/2019 10:52:28 AM
 ID: 21c918d6-654b-4d5c-a827-0a19aa368aae

Susan Sperling
 ssperling@chabotcollege.edu
 Security Level: Email, Account Authentication (None)

DocuSigned by:

 C41128F792ED4BB...
 Signature Adoption: Pre-selected Style
 Using IP Address: 209.129.155.253

Sent: 10/7/2019 10:52:51 AM
 Viewed: 10/10/2019 6:34:33 PM
 Signed: 10/10/2019 6:35:01 PM

Electronic Record and Signature Disclosure:
 Accepted: 10/10/2019 6:34:32 PM
 ID: f8f81b28-1ae1-4ccc-b643-e788d73f5f9c

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events	Status	Timestamp
---------------------------	--------	-----------

Carbon Copy Events	Status	Timestamp
--------------------	--------	-----------

Committee Mail FFC-SCFF@clpccd.org Chabot-Las Positas CCD Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	<div style="border: 2px solid blue; padding: 5px; display: inline-block;">COPIED</div>	Sent: 10/10/2019 6:35:04 PM
---	---	-----------------------------

Witness Events	Signature	Timestamp
----------------	-----------	-----------

Notary Events	Signature	Timestamp
---------------	-----------	-----------

Envelope Summary Events	Status	Timestamps
-------------------------	--------	------------

Envelope Sent	Hashed/Encrypted	10/10/2019 6:35:04 PM
Certified Delivered	Security Checked	10/10/2019 6:35:04 PM
Signing Complete	Security Checked	10/10/2019 6:35:04 PM
Completed	Security Checked	10/10/2019 6:35:04 PM

Payment Events	Status	Timestamps
----------------	--------	------------

Electronic Record and Signature Disclosure
--

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Chabot-Las Positas CCD (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Chabot-Las Positas CCD:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: dneideffer@clpccd.org

To advise Chabot-Las Positas CCD of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at dneideffer@clpccd.org and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Chabot-Las Positas CCD

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to dneideffer@clpccd.org and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Chabot-Las Positas CCD

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to dneideffer@clpccd.org and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Chabot-Las Positas CCD as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Chabot-Las Positas CCD during the course of your relationship with Chabot-Las Positas CCD.



[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Welcome back to Fall semester 2018!

I wanted to take the opportunity to introduce the Social Sciences Division. We are so glad that you are a declared Sociology Major and part of our program here at Chabot.

The full time faculty in Sociology are:

Christina Mendoza, cmendoza@chabotcollege.edu

Mona Abdoun, mabdoun@chabotcollege.edu

Attached to this letter, please find the AA-T transfer pattern for Sociology. To view your Student Education Plan and track progress toward your major visit Degree Works at:

<https://www.chabotcollege.edu/admissions/degreeworks/>

For any advising questions, I encourage you to make an appointment with a counselor. To do so, please see: <https://www.chabotcollege.edu/counseling/get-counseling.php>

There are many great opportunities to get involved on campus and to access our programs and services. You'll receive a follow up email from me in the next few weeks with a short summary of these programs and services with links. Please keep a look out for this email and other communications throughout the year.

I know that you will find Chabot to be a supportive and enriching place that helps you achieve your educational goals. Best wishes for a wonderful semester and college journey!

Sincerely,

Sara Parker, Ph.D.
Dean of Social Sciences

Note: To change your major, please submit a Personal Data Change form. You can find this here:
<http://www.chabotcollege.edu/admissions/forms/personaldatachange.pdf>

SOCIAL SCIENCES



Chabot College

Effective:

PROGRAM OF STUDY

Sociology Associate in Arts for Transfer (AA-T)

A major in Sociology offers students the opportunity to learn about human social interaction in groups as small as two or as large as a society. Sociologists study the properties of groups and their influence on human behavior. Sociology is a social science whose principles are based on theory and empirical research. As a large discipline with over 100 specializations, Sociology offers students the opportunity to study criminology, family studies, social problems, gerontology, social psychology, social justice, inequality, gender, race and ethnicity, and globalization. Majoring in Sociology at Chabot College provides one with the introductory knowledge and skills that are required for an upper division major in Sociology as well as a large number of related fields including Social Work, Human Development, Liberal Studies, and Ethnic Studies. Majors in Sociology are often found in a diversity of careers including urban planning, social work, law, consulting, evaluation research, international relations, college level teaching, government administration, industrial relations, counseling, demography, and journalism.

Required Core

SOCI 1 Principles of Sociology 3

List A (select two-6-7 units)

Units

SOCI 2 Social Problems 3

SOCI 5 Introduction to Social Research Methods 3

MTH 43 Introduction to Probability and Statistics 4

or

PSY 5 Introductory Statistics for the Behavioral and Social Sciences 4

List B (select two-6 -7units)

Units

Any List A course not used above

SOCI 3 Introduction to Race and Ethnic Relations 3

SOCI 4 Marriage and Family Relations 3

SOCI 6 Introduction to Gender 3

List C (select one-3 units)

Units

Any List A or B course not used above

SOCI 8 Human Sexuality 3

or

PSY 8 Human Sexuality 3

or

HLTH 8 Human Sexuality 3

SOCI 10 Introduction to Asian American Studies 3

SOCI 30 Social Gerontology 3

PSY 1 General Psychology 3

ANTH 3 Social and Cultural Anthropology 3

GEO 2 Cultural Geography 3

ES 3 Introduction to Muslim-American Studies 3

HIS 21 The African American Experience in U.S. History From Reconstruction 3

HIS 22 Mexican American History and Culture 3

HIS 25 American Indian History and Culture 3

General Education Courses

CSU GE or IGETC (CSU) requirements: 37-39 units

(Possible Double-counting: 9 units)

CSU transfer Electives as needed to reach 60 CSU transferable units

TOTAL UNITS: 60 units

All courses making up the minimum must be transferable to CSU, and a minimum GPA of 2.0 must be maintained.

Total Units

18 - 20

SOCIOLOGY CAREERS

HUMAN SERVICES

- Counseling
- Case Management
- Advocacy
- Mental Health Services
- Programming
- Social Work
- Administration

GOVERNMENT

- Social Statistics
- Demography
- Public Administration
- Policy Analysis
- Research
- Program Development
- Human Services
- City/Urban Planning
- Law Enforcement
- International Relations

EDUCATION

- Teaching
- Research

SOCIAL SCIENCE RESEARCH

- Research
- Data Analysis
- Demography
- Market Research
- Information Sourcing

SOCIOLOGY QUOTES

"True peace is not merely the absence of tension. It is the presence of justice."

MARTIN LUTHER KING, JR.

"The power of the ballot we need in sheer defense, else what shall save us from a second slavery?"

W.E.B DU BOIS

"Blindly following ancient customs and traditions does not mean that the dead are alive, but that the living are dead."

IBN KHALDUN

"The philosophers have only *interpreted* the world, in various ways. The point, however, is to *change* it."

"Children must be taught how to think, not what to think."

KARL MARX

The principal cause of war is war itself.

C. WRIGHT MILLS

"Most activism is brought about by us ordinary people."

PATRICIA HILL COLLINS

"If the meanest man in the republic is deprived of his rights, then every man in the republic is deprived of his rights."

JANE ADDAMS

SOCIOLOGY

CHABOT COLLEGE

SOCI

Congratulations! You're a college student!

DID YOU KNOW?

College graduates are:

- Healthier
- Happier
- More likely to be employed
- Have higher levels of income and wealth

Attending college increases one's focus and confidence as college teaches individuals how to navigate obstacles.

Want to attend college but worried about debt?

- First, find out if you're eligible for financial aid. You may qualify for a free college education: <https://studentaid.ed.gov/sa/fafsa>
- The average graduate has about \$25,000 in debt, BUT college graduates (from 4-year colleges) earn 98% more per hour than those without a degree.
- College graduates earn \$500,000 to \$1 million more over their lifetime compared to those without college degrees. In other words, **NOT GOING TO COLLEGE** is expensive. It could cost you about \$500,000 to \$1 million over your lifetime.
- By 2020, 65% of all jobs—compared to 28% in 1973—will require some form of postsecondary education.
- A Pew Research Center study found that the median yearly income gap between high school and college graduates is around \$17,500.

SOCIAL SCIENTISTS CHANGE LIVES

ANTHROPOLOGY

"The purpose of anthropology is to make the world safe for human differences." -Ruth Benedict, Anthropologist

PSYCHOLOGY

"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and freedom." -Viktor Frankl, Psychologist

SOCIOLOGY

"True peace is not merely the absence of tension: it is the presence of justice."
-Martin Luther King, Jr., Civil rights leader, sociology major

ENVIRONMENTAL STUDIES & GEOGRAPHY

"I only went out for a walk, and finally concluded to stay out till sundown, for going out, I found, was really going in." -John Muir, Naturalist

HISTORY

"The more you know history, the more liberated you are." -Maya Angelou, Poet & Civil Rights Activist

EARLY CHILDHOOD DEVELOPMENT

"The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six." -Maria Montessori, Educator

ADMINISTRATION OF JUSTICE

"If we desire respect for the law, we must first make the law respectful." -Louis D. Brandeis, Former U.S. Supreme Court Justice

WOMEN'S STUDIES

"Give me a woman, and I will give you a movement" -Jane Wolford, Chabot History Professor

ETHNIC STUDIES

We will be brave, intentional, and unapologetic in addressing the intersections of our identities and collectively, we will stand up for the most marginalized among us, because they are us.
-Carmen Perez, Activist

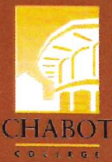
ECONOMICS

"Understanding economics can help you make better decisions and lead a happier life." -Tyler Cowan, Economist

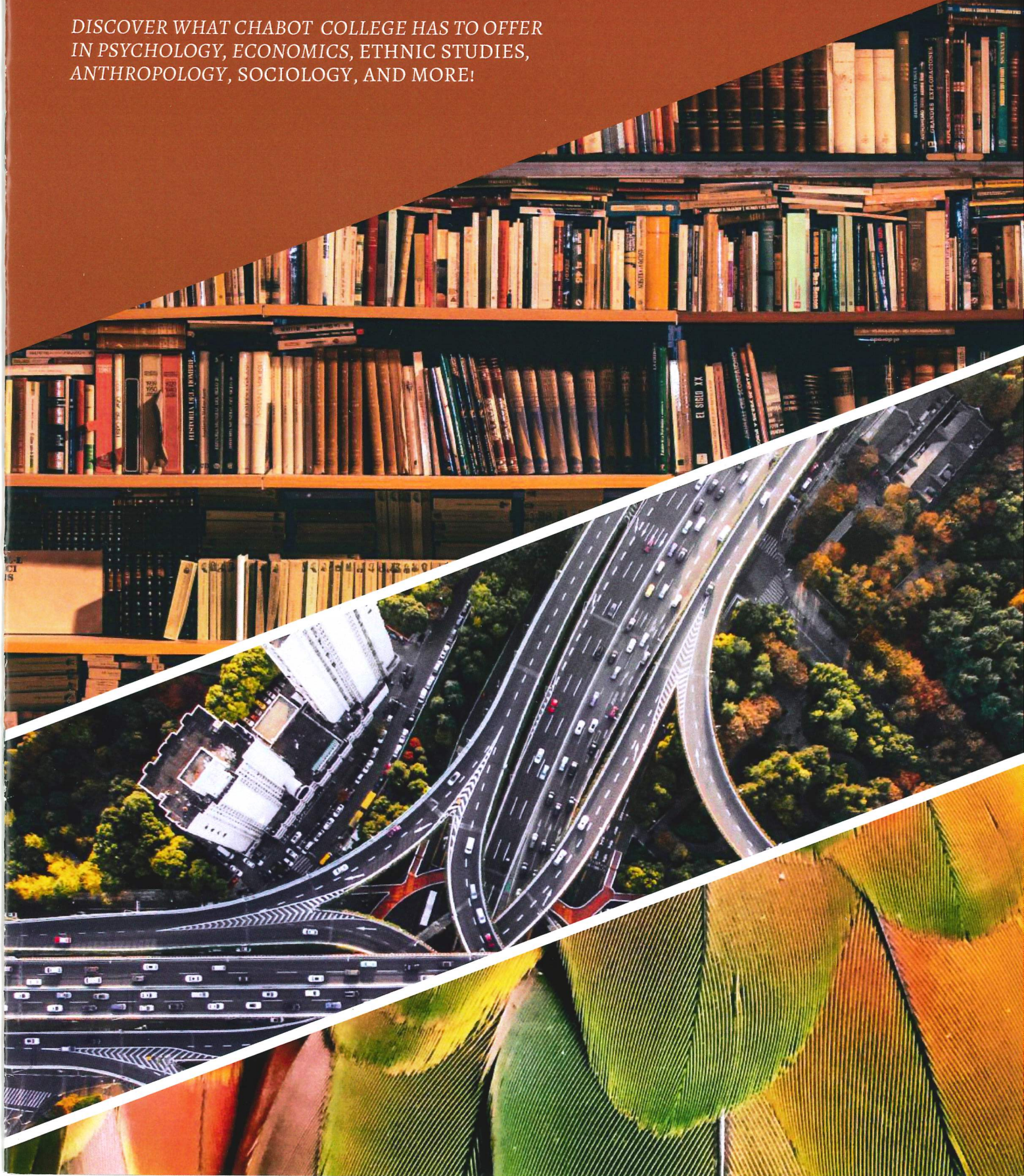
POLITICAL SCIENCE

"Every election is determined by the people who show up." - Larry J. Sabto, Political Scientist

SOCIAL SCIENCES AT CHABOT COLLEGE

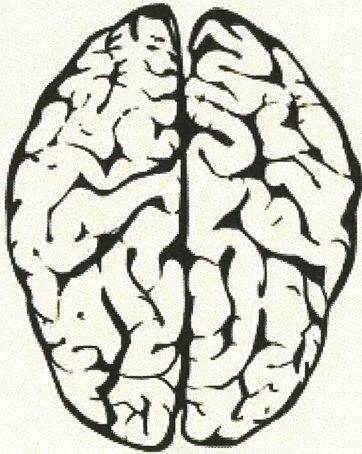


DISCOVER WHAT CHABOT COLLEGE HAS TO OFFER
IN PSYCHOLOGY, ECONOMICS, ETHNIC STUDIES,
ANTHROPOLOGY, SOCIOLOGY, AND MORE!



Sara Parker

From: Sara Parker
Sent: Tuesday, December 18, 2018 7:37 PM
Subject: Psychology Class Schedule Spring 2019 - Register Now!



**PSYCHOLOGY
STUDENTS:
THINKING ABOUT
SPRING?**

Check out the Spring 2019 psychology course offerings.

Have questions?

<https://www.chabotcollege.edu/counseling/get-counseling.php>

31877	General Psychology	MW	9:00a-10:15a	PIERSON, ANDREW	01/14-05/24
30793	General Psychology	MW	10:30a-11:45a	PEREZ, FELICIA	01/14-05/24

Sara Parker

From: Sara Parker
Sent: Monday, March 18, 2019 11:06 AM
Subject: Learn about your progress toward a degree or certificate

Dear Psychology Major:

I hope you are having a great spring semester!

Come learn more about [how to use DegreeWorks](#) to track your progress toward a degree or certificate.

And remember, the last day to [apply for a degree or certificate](#) is **April 1st!**

Helpful Links to College Resources

Transfer Center

<https://www.chabotcollege.edu/caounseling/transfer-center/>

Counseling

<https://www.chabotcollege.edu/counseling/index.php#contact>

Tutoring

<http://www.chabotcollege.edu/LearningConnection/>

Student Health Center

<http://www.chabotcollege.edu/student-services/health-center/>

Veterans

<https://www.chabotcollege.edu/veterans/>

Library

<http://www.chabotcollege.edu/library/>

Daycare/Children's Center

<http://www.chabotcollege.edu/ChildrensCenter/>

Students with Disabilities

<http://www.chabotcollege.edu/DSRC/>

Financial Aid

<http://www.chabotcollege.edu/FinAid/>

Employment Opportunities

<https://www.chabotcollege.edu/counseling/career-center/>

Bookstore/Book Rentals

<https://chabotcollege.bnccollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=88261&catalogId=10001&langId=-1>

Transportation

<https://www.chabotcollege.edu/about/directions.php>

Sara Parker, Ph.D.
Dean, Social Sciences
Chabot College
510.723.6669
sparker@chabotcollege.edu

Sara Parker

From: Sara Parker
Sent: Wednesday, December 19, 2018 8:51 PM
Subject: Sociology Courses OPEN Spring 2019!



CRN 30920 SOCI 1 A04 Principles of Sociology, T/Th 7:30-8:45
CRN 30644 SOCI 1 A06 Principles of Sociology, T/Th 1:30-2:45
CRN 32109 SOCI 1 A07 Principles of Sociology, T/Th 3:00-4:15
CRN 30401 SOCI 1 A08 Principles of Sociology, F 10:00-12:50
CRN 30402 SOCI 1 A71 Principles of Sociology, M 6:00-8:50
CRN 31028 SOCI 1 A72 Principles of Sociology, W 6:00-8:50

CRN 32193 SOCI 2 001 Social Problems, T/Th 10:30-11:45

CRN 30973 SOCI 3 A01 Cultural Racial Minorities, M/W 9:00-10:15

CRN 32190 SOCI 4 001 Marriage Family Relations, T/Th 9:00-10:15

CRN 31103 SOCI 6 001 Introduction to Gender, M/W 12:00-1:15

Register in ClassWeb <http://banner-web.clpccd.cc.ca.us:700>

Have questions? <https://www.chabotcollege.edu/counseling/get-counseling.php>