

**Chabot College  
Program Review Report  
2015 -2016**

**Year 1 of  
Program Review Cycle**

*Passion & Purpose*

**Submitted on 10/24/14**

**Contact:**

Tom DeWit  
Sean McFarland  
Jennifer Lange  
Zac Walsh  
Monique Williams  
Begonia Cirera

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## X   YEAR ONE

**1. Where We've Been** - Complete Appendix A (Budget History) prior to writing your narrative. Limit your narrative to no more than one page. As you enter a new Program Review cycle, reflect on your achievements over the last few years. What did you want to accomplish? Describe how changes in resources provided to your discipline or program have impacted your achievements. What are you most proud of, and what do you want to continue to improve?

The Passion & Purpose Initiative is the result of an evolution in the thinking of faculty and students. In Spring and Summer of 2013, a student-created film, "The Passion Project," spurred a student-led movement to explore the possibility of bringing to life in the classroom the education ideas found in the film. In Summer 2013 one group of students focused on classroom pedagogy, while a second group of students—the Opportunity and Freedom Group—conducted research into issues our local community faces. In Fall 2013, with the support of Title III funding, these two groups of students, armed with new ideas and research, facilitated a series of workshops for faculty who might be interested in teaching a Passion & Purpose course.

In Spring 2014 the first Passion & Purpose courses were offered. We could not have predicted the energy and enthusiasm of the first crop of students. This is only a one-unit course (which we are currently in the process of making 2-unit through the curriculum process), but you would never know it from the impact the course made that semester in the lives of students, college and community at large. One of the features of the class is that students are given the opportunity to develop projects and initiatives that impact the larger community. The sheer number and variety of such endeavors that cropped up is mind-boggling. In the 10 months that we have been on the class schedule we worked with AC Transit, Ruby's Place, Dig Deep Farms, four high schools (with two more coming on line soon), two middle schools, Hayward Promise Neighborhood, California Native Plant Society, South Hayward Parish, Alameda Food Bank, and many more.

In addition, throughout the Spring and Summer, Passion & Purpose students created projects that positively impacted Chabot College: Knowledge Garden, Koi Pond, Outdoor School House, UC Transfer Event, Outdoor Movie Series, Art Doors, and many more.

It is important to note that throughout the spring and summer, aside from paying for the courses, the college had not yet stepped into the position of supporting the Passion & Purpose Initiative. This is not because the college has not expressed interest but rather because the program was a pilot. But, perhaps a second more important reason is that the initiative itself had exploded so much and so quickly that it would have been impossible for any institution to keep up in real time. Now that we have had time and perspective to take more stock of the Passion & Purpose Initiative's successes, we hope that this Program Review can serve as a forum for scaling up the Initiative with the college's support and guidance.

**2. Where We Are Now** - Review success, equity, course sequence, and enrollment data from the past three years at <http://www.chabotcollege.edu/ProgramReview/Data2014.asp>

In 2014 we offered six open sections of the Passion & Purpose class, one section themed for the Business FYE Pathway, and one section themed for the HPN FYE Pathway. Students who wanted to be involved in the initiative for a second semester enrolled in the Passion & Purpose leadership class. The classes explore ideas and emotions as students work to incorporate their passions into their education. In their own words:

“Passion and Purpose is a real life application that takes what you have learned in school and apply it to the real world.”

“It's where you take your passion(s), transform it into a real life application through self-discovery and peer supported exploration of personal projects.”

“(Passion & Purpose) (h)elps bring self-awareness to students/participants by creating a safe environment for possibilities through peer and teacher support in personal projects.”

Projects (large, small, and still just great ideas) currently ongoing include:

- Organic Garden
- 60 by 50 (voter registration)
- Art Doors/Art Gallery Exhibit
- Poetry Slam
- Pain to Purpose Book
- Passion Magazine
- Mural
- Volunteering in the Community or Abroad
- Community Fitness
- Mentoring/After School Programs
- Changing Educational Systems Through Empowering Students (P&P style class at other schools)
- Transportation
- K-5 Tutoring
- Impact Academy
- Outdoor Classroom
- Music (K-12 teaching)
- The Great Debate
- Striving Black Sisters
- Adopt a Hayward Block
- Chabot Peer Support Group
- Ruby's Place (backpack drive)
- Open Educational Resources
- Food Insecurity/Food Locker

As the P&P students' impact has been recognized, their assistance has been sought by other campus projects – working with HPN to work with middle school students as mentors and literacy coaches, working with William Hanson and Sara Parker to raise the number of students

registered to vote, working with the Student Senate on a literacy drive, recruited by Jason Ames to participate in The Great Debate. When asked, the STUDENTS SHOW UP (in both physical attendance and in active participation).

The class was given a temporary home in the 1600 building, a space the students made over into what is fondly referred to as “The Passion Pit”. They love their space because it is comfortable, stimulating, and it belongs to them. But, we have already outgrown the space (class meetings have students sitting on the floor) and our temporary residence will end when the building is renovated. Thus, a new space is needed. Finding another temporary space is an urgent need, while finding a permanent home may not come until buildings 100 (Library & Learning Connection), 200 (Civic Engagement Center), or 2300 (Student Center) are rebuilt.

**3. The Difference We Hope to Make** - Review the Strategic Plan goal and key strategies at <http://www.chabotcollege.edu/prbc/StrategicPlan/SP> for PR.pdf prior to completing your narrative. Please complete Appendices E (New Initiatives) and F1-8 (Resource Requests) to further detail your narrative. Limit your narrative to three pages, and be very specific about what you hope to achieve, why, and how.

The Passion & Purpose Program is based on three goals that we strive to reach:

1. We recognize that education is only one aspect of our students’ lives and that all aspects are inseparable. They reside in a single person. We can provide access to rich classrooms, to chances for information enrichment, and to personal support, with an eye towards influencing all aspects of a student’s environment.
2. Each student has an amazing capacity and each brings a skill set that should be tapped and developed. They may not know this yet.
3. Students can thrive when provided with an environment that makes them believe that they belong to a community. In this environment, students will often amaze us—and themselves—with their ideas, their energy, and their dedication.

· What initiatives are underway in your discipline or program, or could you begin, that would support the achievement of our Strategic Plan goal?

A primary goal—and a central theory of change behind the Passion and Purpose Initiative—is that students who enroll in Passion and Purpose Initiative courses will persist and succeed at higher rates, both in the semester they are enrolled, and in subsequent semesters. Below are just two of the initiatives we have developed to help reach this goal:

1. The Passion and Purpose Initiative has already developed a rich and varied suite of curriculum in its first 2 semesters, and we are planning to add to this over the next years. The fact that all our courses are team-taught, from faculty from across the disciplines, serves to infuse the Passion and Purpose courses with a wide variety of educational theories. We will continue to reach out across the college, bringing in new teachers each semester.
2. Our college and community initiatives—some of which were bulleted in the section above—are a central part of the fabric of the class, and we will continue to support our students as they develop these initiatives.

· Over the next three years, what improvements would you like to make to your program(s) to improve student learning?

Although this program is just 2 semesters old, we are already seeing the contours of likely evolution: we would like to continue to deepen our connections to both college and community; we hope to offer more and more sections each semester, including FYE sections; we are in the process of increasing unit value of the course, as well as leveling it, thus creating a 5A and 5B; we hope to move into a larger facility; we envision the Passion and Purpose Initiative supporting a wide variety of other efforts across the campus, especially if we can move into a facility that is more centrally located; we plan to deepen our peer mentoring culture, so that 5B students can support new 5A students. These are just some of the plans we hope to put into play over the next year or so.

· Over the next 6 years, what are your longer term vision(s) and goals? (Ed Master Plan)

Again, as the Initiative is only 2 semesters old, it is perhaps a bit of a reach to imagine 6 years out, but here goes: The Passion and Purpose Initiative could one day be a full-fledged program, that offers students the opportunity to earn a certificate. The certificate could be awarded after the student passes 5A and 5B, completes a substantial capstone project, becomes a Passion Peer mentor, and perhaps complete SERV 85, ENGL 1A, college level math, and COMM 1/12. Over the next 6 years we could also imagine the Passion and Purpose Initiative developing into a central hub of student life, with deep connections to Student Senate, Office of Student Life, as well as the Learning Center.

· What are your specific, measurable goals? How will you achieve them?

Our specific goals are to increase students' engagement with their education and their community. This will foster a sense of belonging at Chabot College that will translate into more successful students.

We will achieve these goals by continuing to impart and develop the Passion and Purpose curriculum and teaching approach that we have highlighted above.

· Would any of these require collaboration with other disciplines or areas of the college? How will that collaboration occur?

We believe that an important reason for the early success of the Passion and Purpose Initiative is that we have earnestly sought to work across the disciplines in a collaborative manner. We are team teaching, collaborating inside a flattened hierarchy model, integrating student voice into all our decisions, and inviting many areas of the campus to work with us. We fully anticipate continuing and expanding these efforts in the upcoming semesters.

## **Appendix A: Budget History and Impact**

***Audience:** Budget Committee, PRBC, and Administrators*

**Purpose:** This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. This history of documented need can both support your narrative in Section A and provide additional information for Budget Committee recommendations.

**Instructions:** Please provide the requested information, and fully explain the impact of the budget decisions.

Category	2013-14 Budget Requested	2013-14 Budget Received	2014-15 Budget Requested	2014-15 Budget Received
<b>Classified Staffing (# of positions)</b>				
<b>Supplies &amp; Services</b>				
<b>Technology/Equipment</b>				
Other: conference travel			\$8,000	\$8,000 (from BSI)
<b>TOTAL</b>				

1. How has your investment of the budget monies you did receive improved student learning? When you requested the funding, you provided a rationale. In this section, assess if the anticipated positive impacts you projected have, in fact, been realized.

No funds have been formally requested to date, other than those received from Title III and BSI.

2. What has been the impact of not receiving some of your requested funding? How has student learning been impacted, or safety compromised, or enrollment or retention negatively impacted?

## Appendix B1: Student Learning Outcomes Assessment Reporting Schedule

### I. Course-Level Student Learning Outcomes & Assessment Reporting (CLO-Closing the Loop).

#### A. Check One of the Following:

No CLO-CTL forms were completed during this PR year. **No Appendix B2 needs to be submitted with this Year's Program Review.** **Note:** All courses must be assessed once at least once every three years.

Yes, CLO-CTL were completed for one or more courses during the current Year's Program Review. **Complete Appendix B2 (CLO-CTL Form) for each course assessed this year and include in this Program Review.**

#### B. Calendar Instructions:

List all courses considered in this program review and indicate which year each course Closing The Loop form was submitted in Program Review by marking **submitted** in the correct column.

Course	This Year's Program Review	Last Year's Program Review	2-Years Prior
*List one course per line. Add more rows as needed.	*CTL forms must be included with this PR.		*Note: These courses <b><u>must</u></b> be assessed in the next PR year.
<b>GNST 5</b>			

**GNST 5 was first offered in Spring 2014. As a new course in new program it has not been assessed yet. SLO's for both the course and the program:**

Students will:

1. increase their belief that they belong in college
2. increase their sense of belonging to a community at and around Chabot College
3. increase their sense of self-advocacy and self-agency
4. recognize that goals, paths, and passion pursuits are obtainable and malleable.

If students recognize a change in themselves in any one of these areas, we believe that they have been "successful" in terms of both course and program outcomes.



## Appendix D: A Few Questions

*Please answer the following questions with "yes" or "no". For any questions answered "no", please provide an explanation. No explanation is required for "yes" answers :-)*

1. Have all of your course outlines been updated within the past five years? **yes**
2. Have you deactivated all inactive courses? (courses that haven't been taught in five years or won't be taught in three years should be deactivated) **n/a**
3. Have all of your courses been offered within the past five years? If no, why should those courses remain in our college catalog? **yes**
4. Do all of your courses have the required number of CLOs completed, with corresponding rubrics? If no, identify the CLO work you still need to complete, and your timeline for completing that work this semester **yes**
5. Have you assessed all of your courses and completed "closing the loop" forms for all of your courses within the past three years? If no, identify which courses still require this work, and your timeline for completing that work this semester. **No, since this is both a new course and a new program (we are literally in our first year; so no previous cycles!). We are testing out various measures, and will coordinate to deploy them in Spring 2015.**
6. Have you developed and assessed PLOs for all of your programs? If no, identify programs which still require this work, and your timeline to complete that work this semester. **No, since this is both a new course and a new program (we are literally in our first year; so no previous cycles!). We are testing out various measures, and will coordinate to deploy them in Spring 2015.**
7. If you have course sequences, is success in the first course a good predictor of success in the subsequent course(s)? **N/A**
8. Does successful completion of College-level Math and/or English correlate positively with success in your courses? If not, explain why you think this may be. **Data not provided.**

## Appendix E: Proposal for New Initiatives (Complete for each new initiative)

**Audience:** Deans/Unit Administrators, PRBC, Foundation, Grants Committee, College Budget Committee

**Purpose:** A “New Initiative” is a new project or expansion of a current project that supports our Strategic Plan. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding both internal and external funding.

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

We would like to make Passion & Purpose a comprehensive program. This includes filing the Program paperwork and developing a certificate in Leadership & Community Service.

A primary goal—and a central theory of change behind the Passion and Purpose Initiative—is that students who enroll in Passion and Purpose Initiative courses will show increased success, engagement, and persistence, both in the semester they are enrolled in GNST 5, and in subsequent semesters. Below are just two of the initiatives we have developed to help reach this goal:

1. The Passion and Purpose Initiative has already developed a rich and varied suite of curriculum in its first 2 semesters, and we are planning to add to this over the next years. The fact that all our courses are team-taught, from faculty from across the disciplines, serves to infuse the Passion and Purpose courses with a wide variety of educational theories. We will continue to reach out across the college, bringing in new teachers each semester.
2. Our college and community initiatives—some of which were bulleted in the introductory section above—are a central part of the fabric of the class, and we will continue to support our students as they develop these initiatives.

What is your specific goal and measurable outcome?

Our specific goals are to increase students’ engagement with their education and their community. This will foster a sense of belonging at Chabot College that will translate into more successful students.

To track this we will use a blend of IR quantitative data looking at engagement, persistence, and academic success, as well as qualitative data, including “Interest Portfolios”, peer interviews, video roundtables, and other tools.

We will achieve these goals by continuing to impart and develop the Passion and Purpose curriculum and teaching approach that we have highlighted above.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Revise GNST course: level it by creating 5A/5B, increase unit value to 2 units	12/14	FTEF to offer sections
Move from 1623 into larger space that is more centrally located	Spring 14	Unsure, as the cost will be determined by the space granted by the Facilities Committee. But moving expenses would include the cost of boxes, dolly rentals, etc.
Complete necessary paperwork to formally recognize Passion and Purpose Initiative as a Program	Spring 14	
Create a Leadership & Community Service (or some other name) certificate	Fall 15	
Hold meetings of the Passion & Purpose Leadership team at least twice each semester.	Spring 14	8 CAH reassigned time each semester (may vary depending on the number of instructors each term) See request in Appendix F1.

How will you manage the personnel needs?

- New Hires:       Faculty # of positions \_\_\_\_\_       Classified staff # of positions
- X Reassigning existing employee(s) to the project; employee(s) current workload will be:
  - Covered by overload or part-time employee(s)
  - Covered by hiring temporary replacement(s)
  - X Other, explain Since the reassigned time is only 1 CAH per employee, this would be part of load/part-time assignment or overload

At the end of the project period, the proposed project will:

- Be completed (onetime only effort)
- X Require additional funding to continue and/or institutionalize the project

(obtained by/from):    General fund

Will the proposed project require facility modifications, additional space, or program relocation?

- No              X Yes, explain: Please see Appendix F8

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

- X No               Yes, explain:

Do you know of any grant funding sources that would meet the needs of the proposed project?

- X --though we will be looking No

## Appendix F1: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

**Audience:** Faculty Prioritization Committee and Administrators

**Purpose:** Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Cite evidence and data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success and retention data, and any other pertinent information. Data is available at <http://www.chabotcollege.edu/ProgramReview/Data2013.cfm>.

1. Number of new faculty requested in this discipline: reassigned time

**PLEASE  
LIST IN  
RANK  
ORDER**

### STAFFING REQUESTS (1000) FACULTY

Faculty (1000)					
Position	Description	Program/Unit	Division/Area		
Passion & Purpose Leadership Team	1 CAH each semester for each GNST 5A/B instructor	Passion & Purpose	Counseling/ Passion & Purpose		

Rationale for your proposal. Please use the enrollment management data. Data that will strengthen your rationale include FTES trends over the last 5 years, FT/PT faculty ratios, recent retirements in your division, total number of full time and part-time faculty in the division, total number of students served by your division, FTEF in your division, CLO and PLO assessment results and external accreditation demands.

When the program began, we were supported as a FIG by Title III funding so that all instructors could meet several times a year to discuss coordination, curriculum, projects, and to basically make sure that everyone leading a section knew what was happening across the board. We do not want the responsibility for “coordination” to fall to one individual with reassigned time. Instead, we want everyone teaching the classes to be involved in program coordination. Passion & Purpose has a lot of moving parts being held by multiple individuals. In order to organize the work of the students, we all need to be able to see all of the parts so we can identify areas for cooperative effort.

2. Statements about the alignment with the strategic plan and your student learning goals are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

A primary goal—and a central theory of change behind the Passion and Purpose Initiative—is that students who enroll in Passion and Purpose Initiative courses will show increased success, engagement, and persistence, both in the semester they are enrolled in GNST 5, and in subsequent semesters.

Since student initiative work crosses sections, it is essential that all instructors know what is happening with projects initiated in other sections and can lend their specific knowledge and connections to each project. This helps to make the program cohesive, which will make ensuring student connections with a project and their peers easier to achieve.

**Appendix F2: Classified Staffing Request(s) including Student Assistants [Acct. Category 2000]**

**Audience:** Administrators, PRBC

**Purpose:** Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions (new, augmented and replacement positions). Remember, student assistants are not to replace Classified Professional staff.

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal, safety, mandates, and accreditation issues. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

1. Number of positions requested: \_\_\_\_\_

**STAFFING REQUESTS (2000) CLASSIFIED PROFESSIONALS**

**PLEASE LIST IN RANK ORDER**

Classified Professional Staff (2000)					
Position	Description	Program/Unit		Division/Area	

**STAFFING REQUESTS (2000) STUDENT ASSISTANTS**

**PLEASE LIST IN RANK ORDER**

Student Assistants (2000)					
Position	Description	Program/Unit		Division/Area	
Peer Mentors/Advocates (x12)	Support and facilitate college and community projects.	Passion and Purpose		Academic Services/P&P	

2. Rationale for your proposal.

A central theory of change that serves as a foundation for the Passion and Purpose Initiative is that student-to-student interactions are the MOST powerful force for educational success in college. In addition, the program's Peer Mentors/Advocates--as they have done since the genesis of the program--help shape the direction and evolution of our work. As such, they are indispensable to the health and growth of the Passion and Purpose Initiative.

3. Statements about the alignment with the strategic plan and program review are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

Peer to peer interactions, honoring and leveraging Student Voice, and empowering students to help shape their own education--all of these lead to increased student success, positive direction, and happiness. These are all important goals of the Strategic Plan.

## Appendix F3: FTEF Requests

**Audience:** Administrators, CEMC, PRBC

**Purpose:** To recommend changes in FTEF allocations for subsequent academic year and guide Deans and CEMC in the allocation of FTEF to disciplines. For more information, see Article 29 (CEMC) of the Faculty Contract.

**Instructions:** In the area below, please list your requested changes in course offerings (and corresponding request in FTEF) and provide your rationale for these changes. Be sure to analyze enrollment trends and other relevant data

at <http://www.chabotcollege.edu/ProgramReview/Data2013.cfm>.

The first offering of Passion & Purpose (GNST 4919/5) was three sections in Spring of 2014 and one section in Summer 2014. Each of these sections was open to all students; none were themed. As the campus saw the impact that Passion & Purpose had on both the students enrolled and on the community, additional sections were added to the new First Year Experience pathways for Business and for HPN.

For next academic year we are asking for one additional section of GNST 5 (which is currently under Curriculum review to become GNST 5A). This would allow us to offer two open sections and two themed pathway sections in both Fall and Spring and one open section in the summer.

After participating in the course in Spring 2014, several students wanted to take the class again so that they could continue their work, continue to participate in the community created, and to mentor/guide new students. We held a leadership course in Fall 2014 to temporarily accommodate these motivated students. We have a proposal in Curriculum for a new course, GNST 5B, that would permanently serve as the second semester Passion & Purpose Leadership Course. These students are leading the work of the ongoing campus/community service projects – Community Garden, Transportation Initiative (bus pass referendum), Latinas with Purpose (mentoring program), etc. – as well as joining the students in GNST 5 to provide mentors. We would like to offer one section of 5B each term to ensure project continuance as well as leadership and mentor training.

Passion & Purpose students are always in “the pit” – the room in 1600 that has been converted into a student sanctuary and work space. Yes, some of them are just hanging out because it is a safe space. But, when classes aren’t meeting, the room has students and faculty working on projects – holding planning meetings, creating, researching, and moving their projects forward. Yet none of this is being captured as contact hours, therefore hours and hours of apportionment can’t be claimed. We would like to have a TUTOR 200 section offered for Passion & Purpose that would capture the hours spent doing this work, and provide some compensation for faculty who spend many unpaid hours working with the students. We are requesting 0.56 FTEF, which translates to 15 hours a week during which faculty would officially be available to provide guidance (and grunt work) for the student projects. This is a huge campus impact for relatively few FTEF.

COURSE	CURRENT FTEF (2014-15)	ADDITIONAL FTEF NEEDED	CURRENT SECTIONS	ADDITIONAL SECTIONS NEEDED	CURRENT STUDENT # SERVED	ADDITIONAL STUDENT # SERVED
GNST 5A (formerly 5)	1.04	0.18	8	1	256	32
GNST 5B	0.07	0.36	1	2	32	64



TUTR 200	0	0.56	0	1 (15 hours)	256	Same number, more contact hours!
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## Appendix F4: Academic Learning Support Requests [Acct. Category 2000]

**Audience:** Administrators, PRBC, Learning Connection

**Purpose:** Providing explanation and justification for new and replacement student assistants (tutors, learning assistants, lab assistants, supplemental instruction, etc.).

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

1. Number of positions requested:
2. If you are requesting more than one position, please rank order the positions.

Position	Description
1.	
2.	
3.	
4.	

3. Rationale for your proposal based on your program review conclusions. Include anticipated impact on student learning outcomes and alignment with the strategic plan goal. Indicate if this request is for the same, more, or fewer academic learning support positions.

## Appendix F5: Supplies & Services Requests [Acct. Category 4000 and 5000]

**Audience:** Administrators, Budget Committee, PRBC

**Purpose:** To request funding for supplies and service, and to guide the Budget Committee in allocation of funds.

**Instructions:** In the area below, please list both your current and requested budgets for categories 4000 and 5000 in priority order. Do NOT include conferences and travel, which are submitted on Appendix M6. Justify your request and explain in detail any requested funds beyond those you received this year. Please also look for opportunities to reduce spending, as funds are very limited.

### Supplies Requests [Acct. Category 4000]

**Instructions:**

1. There should be a separate line item for supplies needed and an amount.  
For items purchased in bulk, list the unit cost and provide the total in the "Amount" column.
2. Make sure you include the cost of tax and shipping for items purchased.

**Priority 1:** Are *critical requests required to sustain a program* (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

**Priority 2:** Are *needed requests that will enhance a program* but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

**Priority 3:** Are requests that are *enhancements, non-critical resource requests* that would be nice to have and would bring additional benefit to the program.

Needed totals in all areas	2014-15 Request		2015-16 Request					
Description	Requested	Received	Amount	Vendor	Division/ Unit	Priority #1	Priority #2	Priority #3
Replacement ink cartridges (black) x2			\$180	Staples	Counseling/ P&P	X		
Replacement ink cartridges (three colors)			\$270	Staples		X		
Multipurpose Paper			\$60	Staples		X		
Post It Easel Pads (6 pack) x4			\$300	Staples		X		
Basic supplies budget to cover items such as paint, markers, printing, craft supplies, office			\$2000	Staples		X		

supplies, etc.								

## Contracts and Services Requests [Acct. Category 5000]

**Instructions:**

1. There should be a separate line item for each contract or service.
2. Travel costs should be broken out and then totaled (e.g., airfare, mileage, hotel, etc.)

**Priority 1:** Are *critical requests required to sustain a program* (if not acquired, program may be in peril) or to meet state or federal regulations or those regulations of a accrediting body for a program.

**Priority 2:** Are *needed requests that will enhance a program* but are not so critical as to jeopardize the life of a program.

**Priority 3:** Are requests that are *enhancements, non-critical resource requests* that would be nice to have and would be *augmentations only*

Description	Amount	Vendor	Division/Unit	Priority #1	Priority #2	Priority #3

**Appendix F6: Conference and Travel Requests [ Acct. Category 5000]**

**Audience:** Staff Development Committee, Administrators, Budget Committee, PRBC

**Purpose:** To request funding for conference attendance, and to guide the Budget and Staff Development Committees in allocation of funds.

**Instructions:** Please list specific conferences/training programs, including specific information on the name of the conference and location. Note that the Staff Development Committee currently has no budget, so this data is primarily intended to identify areas of need that could perhaps be fulfilled on campus, and to establish a historical record of need. Your rationale should discuss student learning goals and/or connection to the Strategic Plan goal.

Description	Amount	Vendor	Division/ Dept	Priority #1	Priority #2	Priority #3	Notes
Travel (airfare, hotel, food, misc.) to present GNST 5 at the Innovations 2015 Conference in Baltimore (if accepted) – six presenters	\$8,500		Counseling/ P&P	X			We submitted a proposal to present at the League for Innovation in Community Colleges annual conference. We will find out if we have been accepted in Dec. 2014.

## Appendix F7: Technology and Other Equipment Requests [Acct. Category 6000]

**Audience:** Budget Committee, Technology Committee, Administrators

**Purpose:** To be read and responded to by Budget Committee and to inform priorities of the Technology Committee.

**Instructions:** Please fill in the following as needed to justify your requests. If you're requesting classroom technology, see <http://www.chabotcollege.edu/audiovisual/Chabot%20College%20Standard.pdf> for the brands/model numbers that are our current standards. If requesting multiple pieces of equipment, please rank order those requests. Include shipping cost and taxes in your request.

### Instructions:

**1. For each piece of equipment, there should be a separate line item for each piece and an amount.** Please note: Equipment requests are for equipment whose unit cost exceeds \$200. Items which are less expensive should be requested as supplies. Software licenses should also be requested as supplies.

**For bulk items, list the unit cost and provide the total in the "Amount" column.**

**2. Make sure you include the cost of tax and shipping for items purchased.**

**Priority 1:** Are *critical requests required to sustain a program* (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

**Priority 2:** Are *needed requests that will enhance a program* but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

**Priority 3:** Are requests that are *enhancements, non-critical resource requests* that would be nice to have and would bring additional benefit to the program.

Description	Amount	Vendor	Division/Unit	Priority #1	Priority #2	Priority #3
Laptops (x4) – Lenovo Flex 2	\$2,400	Lenovo	Counseling/P&P	X		
Color Printer – HP M251nw	\$350	Staples	Counseling/P&P	X		
Adobe Creative Suite (Cloud) x 4 licenses	\$1,000/yr	Adobe	Counseling/P&P	X		

## Appendix F8: Facilities Requests

**Audience:** Facilities Committee, Administrators

**Purpose:** To be read and responded to by Facilities Committee.

**Background:** Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately \$18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.

**Instructions:** Please fill in the following as needed to justify your requests. If requesting more than one facilities project, please rank order your requests.

Brief Title of Request (Project Name): Passion & Purpose Initiative Center

Building/Location: unknown

Description of the facility project. Please be as specific as possible.

Finding another temporary space is an urgent need, while finding a permanent home may not come until buildings 100 (Library & Learning Connection), 200 (Civic Engagement Center), or 2300 (Student Center) are rebuilt.

### **Passion and Purpose Initiative Center: Facilities needs**

The **Passion and Purpose Initiative** has been designed to serve students in a variety of ways while employing a variety of learning modalities. For this reason, the Passion and Purpose Initiative secured and transformed a single small classroom last year. While this space somewhat served our needs at the outset of the pilot, it has become abundantly clear to all the teachers and students involved that we need a much larger space that is also more centrally located on the campus.

One of the things that is unique about the Passion and Purpose Initiative is that student/teacher and student/student interactions go far beyond what might occur in a typical classroom. To that end, the room we are in has been transformed to provide a variety of educational needs. The current space is 600sq feet, basically a small classroom, and it is simply the case that all the different facilities needs we have for Passion and Purpose Initiative cannot be truly met in this space. This is because we use the space in at least seven different ways. For the Passion and Purpose Initiative to grow and to better serve our students, we need a dedicated space (2500sq feet or more) that is big enough that the different space needs are not crowding each other out, and "stepping on each other" as is currently the case. It is important to point out that all of these different work in concert, and in interrelated ways, so that it is important to have the different facilities needs fulfilled in one large area. The Center features 9 areas:

#### **Classroom area:**

The foundation of The Passion and Purpose Initiative is the GNST 5 course. We need to be able to conduct classes in the proposed space. From this central classroom space the students and teachers "migrate" to

other areas of the Center, depending on what has transpired in the classroom that day.

**Initiatives area:**

A key feature of the GNST 5 class is that students develop and implement robust community and college initiatives. Currently, because there is not enough workspace, students generate many different, creative ideas that can get lost in the sea of other creative ideas. Students need more dedicated space to help keep projects organized, and where students can discuss/work on projects in a more compatible setting with room to execute initiative ideas.

**Sanctuary area:**

The dropout rate for community college is about 60% of the students. In the Passion and Purpose classes, the dropout rate is around 5%, without counting the independent students who attend the class without even being signed up to it. Community Colleges can dramatically lower dropout rates by shifting the environment and setting of a classroom into a more positive and welcoming space for students. Nobody wants to stay in a place that creates stress. Many students come to school already deprived of food and sleep and how can learning be done in such conditions? The Passion and Purpose Initiative has created a sanctuary corner--a place of rest, belonging, and 'family' that keeps the students on campus and changes their total perspective on school, a place where they would rather stay, share, and learn.

**Kitchen:**

In our current room, The Passion and Purpose Initiative student set up a makeshift kitchen, really just a few tables to hold food and a microwave. We believe that a more fully functioning kitchen is crucial to what we are trying to accomplish with this Initiative. The students and faculty strongly desire a kitchen so that our students can go about their studies with their stomachs full and proper nutrition so that their brains have optimal functioning. This kitchen quite literally fuels the work of the students, from feeding the students working on Initiatives, to satisfying the crowd with snacks watching performances. The kitchen is the communal spot for all aspects of the Passion and Purpose Initiative. Basic needs would be a sink, some cabinets/drawers, a fridge, and counter space.

**Art Area:**

A large number of the initiatives/projects that emerge in Passion and Purpose classes quite naturally lead to students creating art projects. These art projects serve many functions, including Public Relations, visual representations, community outreach, outlets for students' passions, and much more. Sadly, right now the Passion and Purpose Art area is really just a couple of shelves tucked back behind a table. There isn't sufficient "elbow room" for students to work on any art projects of any scale.

**Meeting Area:**

A natural consequence of the many different projects/initiatives that spring up in The Passion and Purpose Initiative is that clubs and organizations from both the college and larger community end up intersecting with our students. In addition, clubs/organizations are being *created* inside the Passion and Purpose Initiative. In support of this, the Passion and Purpose Initiative needs a space in the Center for clubs and community organizations to meet with our students. This array of knowledge, energies, initiatives, and diversity enriches the Passion setting while doing the same for the clubs and organizations who work with us.

**Performance Space:**

Our students believe it is extremely crucial that we have a space to perform in the Center. A lot of students' passions tie into performance, whether it is dance, acting, speaking, but they currently do not have a space to express themselves as artists because they are cramped into such a small space where there is not really any room to move. If students have the opportunity to perform and express themselves it is not only going to



keep more students engaged in school but also allows students to express themselves in a way that is special and particular to them. Also, watching others perform inspires students to strive for what they really want.

**Computer Corner:**

In our current space, we have ONE outdated computer, with barely any software on it. Students quite literally stand in line to get on the one computer. It is embarrassing and untenable. (Wi-fi is also very spotty.) We need at least 6-8 computers in our computer corner so that all the many projects can be supported. The computers need video editing software and Adobe Creative Suite software. We also need a color printer. (These are being put in as technology requests.)

**Recording Rooms & Quiet Space:**

Student projects often include video and audio recordings. These don't require a specialized recording studio, just a quiet room or two to set up the cameras and microphones. These spaces could also be used for hosting meetings and just quiet work spaces.

What educational programs or institutional purposes does this equipment support?

Currently the Passion and Purpose Initiative is tucked away upstairs at the back of the 1600 building. Because of the interdisciplinary nature of the work done in GNST 5, as well as the fact that the Passion and Purpose Initiative intersects with many of the different service areas on campus, it is imperative we be more centrally located on the campus. Temporarily housing the Center in one of the spaces currently or coming vacant in the 2300 building, for example, would afford our students much quicker access to the outdoor school house and Knowledge garden (both of which have been created by GNST 5 students.) This location also would place Passion students much closer to important service areas on campus, including Student Senate, Student Life, the Cafeteria, Building 100 tutoring, and more. This kind of location will also attract interested students and teachers to take part in Passion and Purpose Initiative events, projects, and activities, which will in turn continue to grow and scale the program.

While the Center would directly serve the students enrolled in the Passion & Purpose courses, all students on campus are touched by the initiatives and projects that the P&P students instigate.

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

In the student's words: "Passion and Purpose is a real life application that takes what you have learned in school and apply it to the real world." Many students drop out of Chabot because they don't see why the classes they have to take are relevant to their lives and their goals. If you can help them see the value of the pieces of their education, they are more likely to thrive in the system. One student, who is now in the leadership class, has completely changed her view of education. She went from a 2.0 and just sliding through without knowing what she was doing to over a 3.0 and (potentially) wanting to transfer to UCLA. (She even has faculty from other colleges wanting to help her get in!)

Another student stated that he was going to drop out, but this class gave him a reason to stay because he felt like he belonged and people were checking on him. We don't know yet if the data that can be gathered by IR will show that students who are part of Passion & Purpose will hit more checkpoints on the state scorecard, but just seeing the attitude shift and the confidence gained by our students lets us know that "success" is happening.

