

Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Academic Programs Fall 2021 Comprehensive Program and Area Review (PAR)**. We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit your completed template with attachments to your Dean/Manager by **10/11/21**. Your Dean/Manager will provide you with feedback. After you receive their feedback, you will then enter the information from your template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?

Academic Services

Administrative Services

Student Services

Office of the President

- Name of your Program, Discipline, Area or Service: Administration of Justice

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- Name(s) of the person or people who contributed to this review: Cheryl Mackey

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- What division does your Program/Area reside in?

Academic Pathways and Student Success

Applied Technology and Business

Arts, Media, and Communication

Counseling

Health, Kinesiology and Athletics

Language Arts

Science and Mathematics

Social Sciences

Special Programs

Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 2019-20; and 2020-21. If you need a reminder of your goals, you can access them in the [PAR App Program Review Reports](#).
Click on:
 - [PAR App Program Review Reports](#).

- Then “Select Academic Year” on the top (choose 2018-19)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
- For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
- For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

You should be able to view the goals you submitted in the last comprehensive PAR, which was written in Fall 2017 to plan for the three-year cycle starting in 2018-19. Please note that the “goals” you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection’s SAOs is: “Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Successful development and implementation of the Paralegal Studies Certificate Program.	Achieved In Progress Not achieved but still relevant Not achieved and no longer relevant	The Paralegal Certificate was approved and we began course offerings in Spring 2020. We anticipate our first graduating students at the end of Fall Semester, 2021.
2. Continue to improve upon and update assessments for all ADMJ courses.	Achieved In Progress Not achieved but still relevant Not achieved and no longer relevant	We achieved this goal initially, but with the arrival of the Sheriff's Academy and a significant number of new courses, it is once again in progress.
3. Ensure that we are serving the needs of both part-time and full-time students by continuing to reflect on and modify our schedule of ADMJ courses offered, including considerations for evening courses, online courses, course access, and new potential course offerings. We will also work on meeting the online class demand of our students, as well as training our adjuncts to help teach them.	Achieved In Progress Not achieved but still relevant Not achieved and no longer relevant	Covid 19 required all courses to move online, which ADMJ successfully did. All ADMJ adjuncts were also trained to teach online. As we move back to in-person Spring semester, we are working to find a balance of hybrid, in-person, and fully online courses to meet student needs.
4. Continue exposure and exploration of the field with industry speakers, events and field-trips, which are essential for educational and professional development, enhancing student exposure and understanding of the field and providing students with important and poignant insights into the justice system. This will also increase the likelihood of the number of students who complete their certificates and degrees.	Achieved In Progress Not achieved but still relevant Not achieved and no longer relevant	Covid 19 severely limited our ability to continue exposing students with work development related trips. However, we have offered numerous zoom related presentations to students (around 5 each semester) and ramped up our social media presence, offering exposure to various career opportunities.
5. Successful implementation of an AA-T	Achieved	We needed to pivot our resources due

<p>-- an associate degree for transfer -- in Law, Public Policy and Society. As noted above, research from Chabot's Office of Institutional Research indicates that full-time students with a clear educational goal of transfer or an AA/AS-T/AA-T stay on track and move quickly to complete their work. We plan to continue to work within our discipline, our division, as well as college-wide, to support the new pathway (AA-T).</p>	<p>In Progress Not achieved but still relevant Not achieved and no longer relevant</p>	<p>to the arrival of the Sheriff's Academy and are proud to say we now offer a certificate of achievement in law enforcement, serving hundreds of students. We plan to continue pursuing the Associate degree for transfer in Law, Public Policy and Society, as well as an AA degree in law enforcement.</p>
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Learning Outcomes Assessment Results

SLO:

Student Learning Outcomes (SLOs): SLOs are the outcomes that instructors aim for students to successfully reach by the end of a course. SLOs should be established for each course, listed in CurricUNET, displayed on all course syllabi, and assessed in CurricUNET on a 5-Year cycle. The following questions are about SLO assessment.

- How many courses in your discipline have SLOs developed and listed in CurricUNET?

All courses

Almost all or most courses

About half of the courses

A few courses

No courses

If any courses do not have SLOs, please explain why.

The Sheriff's Academy recently moved to Chabot and those courses require updating.

- How many courses in your discipline have rubrics (or some other form of assessment) developed to measure SLOs?

All courses

Almost all or most courses

About half of the courses

A few courses

No courses

If any courses do not have rubrics to measure SLOs, please explain why.

The Sheriff's Academy recently moved to Chabot and those courses require updating.

- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

All courses

Almost all or most courses

About half of the courses

A few courses

No courses

If any courses were not assessed in the five-year cycle, please explain why.

The Sheriff's Academy recently moved to Chabot and those courses require updating.

- Assessing SLOs has led to improvements in my area.

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

PLOs:

Certificate and Degree programs also establish and assess **Program Learning Outcomes (PLOs)**. PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are also assessed in CurricUNET on a 5-year cycle.

- Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?

Yes, all PLOs were assessed in the 5-year cycle.

Almost all PLOs were assessed in the 5-year cycle.

No, many PLOs were not assessed in the 5-year cycle.

If any PLOs were not assessed in the five-year cycle, please explain why.

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- Assessing PLOs has led to improvements in my area.

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Institutional Supports and Barriers

Reflect on your experiences, data, and/or previous program reviews and consider what work in your discipline/service area you are most proud of and what problems remain a major challenge. Then respond to the following questions:

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

The focus of the College on guided exploration and navigation to educational goal (degree, certificate, career, or skills has been particularly helpful, and we are proud of what our discipline has achieved in this area, including a new Paralegal Certificate, a new Law Enforcement Certificate, and updated and relevant AA and AS-T degrees.

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

The biggest challenges we are facing is the lack of full-time staffing. We do not have enough staffing support at all to handle the sheer volume of students, sections, nor do we have enough FTEF to offer enough courses to meet student demand, so that students can complete their degrees/certificates in a timely fashion. ADMJ during fall semester alone has a total of FTEF of 17.75 and ONE full-time faculty member splitting time with Paralegal Studies.

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful to **students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)

The amount of resources available on campus is extremely helpful in helping our students success - we regularly refer students to counseling, CalWorks, EOPS, etc.

- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to **students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)

WE NEED ANOTHER FULL-TIME FACULTY MEMBER. ADMJ, the Academy and Paralegal Studies have one full-time faculty member. This is repetitious, but these are also desperate times.

Academic Programs/Disciplines Data

In order to reach Chabot's mission, the college looks at the following outcome metrics to evaluate previous program success and plan for the future. Some outcomes will be more applicable to particular programs in specific PAR cycles; please look at the data available on the outcomes that are most relevant to your program and use it to answer the following questions:

FTES and Enrollment

FTES is an enrollment metric. It basically converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. Colleges are funded based on the FTES they generate (both historically and now as the "Base Allocation" in the Student Centered Funding Formula). Please check out the [Chabot College Enrollment Management Data Dashboard](#) to respond to the questions below. The data in this section will be given to the Chabot Enrollment Management Committee (CEMC) to support their work.

- Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:
Decreased in comparison to the overall college trends
Stayed roughly the same in comparison to overall college trends
Increased in comparison to overall college trends

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

ADMJ courses consistently have high enrollment numbers. It is a high growth field with a large volume of job opportunities, the Department frequently advertises and holds workforce development events, and our instructors regularly accept students over enrollment caps.

- As noted above, enrollments impact our funding. Please review the courses in your discipline in the [Chabot College Enrollment Management Data Dashboard](#): are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

Our GE courses regularly fill, with waiting lists, as do our fully online courses. Courses that do not completely fill tend to be specialized courses (such as ADMJ 85 Intro to Forensics) and courses that are in-person. We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).

- Is there anything faculty in your area would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format—in-person, hybrid, online—of low fill-rate classes, etc.)
**productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member*

Our Department faculty regularly admit additional students and adjusts times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).

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

ADMJ 50 - Introduction to Administration of Justice; ADMJ 60 - Criminal Law; ADMJ 63 - Criminal Investigations; ADMJ 61 - Evidence; ADMJ 55 - Intro to Corrections

Enrollment Disaggregations:

*Enrollments** can be disaggregated by race and ethnicity, gender, etc.

*Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of persons filling them.

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the [Chabot College Course Enrollments and Success Rates Dashboard](#). Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline,

field, or industry (and/or for disciplines with large percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
could be improved.
is just right.
is outstanding - we are increasing the diversity of the field.

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

- DI Groups in our **general education** classes:
are **underrepresented** in comparison to their representation in the student body.
have similar representation in comparison to their representation in the student body.
are **overrepresented** in comparison to their representation in the student body.
Not applicable, our discipline does not have high enrollments in general education classes.

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

We have seen spikes of high numbers of Latinx students at times (especially during the summer) compared to the College at large (ADMJ 50 - 80% versus the College - 73%) however we have a lower number of African American/Black students than the College (ADMJ 50 - 40% versus the College - 60%).

Non-Credit

- Does your program/area offer non-credit classes?
Yes
No
- Over the next 3 years, non-credit course offerings in our program/area are planned to:
Decrease
Stay the same as they are now
Increase

Course success rates

Refer to the [Chabot College Course Enrollments and Success Rates Dashboard](#).

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
Decreased
Stayed roughly the same
Increased

Use the [Chabot College Course Enrollments and Success Rates Dashboard](#) to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?

- Check all groups that are **disproportionately impacted** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
African American/ Black
Asian American/ Asian
Filipino/x
Latinx/ Chicanx

Native American/ Alaska Native
Pacific Islander/ Hawaiian
White/ European American
Female
Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Pacific Islander/Hawaiian students experienced low success rates from Fall 2018 through Fall 2020 (averaging 43%) However, in Spring 2021 the success rate jumped to 80%. We are excited to see this positive direction and are working to determine what was behind such a sharp increase in the success rates. African/American/Black student success rate is slightly below the College average (which is 63%) our success rate is about 10% percentage points lower, at 53%.

The Office of Institutional Research strives to continually improve representation in our data. Currently, we have [a dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)

It would be helpful to know the success rates of single parents/students with children, so that we can target those students and work to provide additional resources, such as childcare.

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

Take a look at the IR report on [Degrees by Discipline](#).

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

Take a look at the IR report on **Chancellor-Approved** [Certificates by Discipline](#).

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
Decreased
Stayed roughly the same
Increased
- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
N/A - we have our first two CA approved certificates awarded in the last year and students have not yet had a chance to complete them.
- If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)
N/A

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Barriers include not having enough staffing to service all of our students and provide the necessary guidance and support for student success. This especially involves females. We have a high number of female students (and this is a male dominated field), however, there is a low transition rate to actual employment in law enforcement for females.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	1	Decreased Stayed roughly the same Increased
Part-time Faculty	7	Decreased Stayed roughly the same Increased
Full-time Classified Professionals	1 Outreach Specialist shared with Fire Technology and EMS	Decreased Stayed roughly the same Increased
Part-Time Permanent or Hourly Classified Professionals		Decreased Stayed roughly the same Increased
Student Employees	1	Decreased Stayed roughly the same Increased
Independent Contractors/Professional Experts		Decreased Stayed roughly the same Increased

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

We notice that our adjunct have really stepped up, along with our one full-timer, in order to ensure that students are serviced and their needs met.

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

We have an incredibly diverse staff, including faculty members representing African American/Black, Latinx, Asian American, etc.

Technology

- The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

Facilities

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree
- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
- The ADMJ field is continuously changing and professional development is central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible.

Program Maps and Equity in Scheduling

The data in this section is intended to support the further development of Guided Pathways at Chabot. Respondents' answers will be given to the Guided Pathways Steering Committee for analysis.

- **Turning in Program Maps:** A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to [this template in Google Docs](#), *2) click on "file," 3) choose "make a copy," 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.

*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit

- Have you completed all program maps for your discipline?
Yes (or we will do so by the deadline).
No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).
No, for another reason... (please fill in the reason below).

If you checked off "No" above, please explain.

I am working hard to complete all requisite program mapping tasks, however, bandwidth is a problem. There is one full-time faculty over the Administration of Justice Department, the Paralegal Studies Program, and the Sheriff's Academy.

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

Due to Covid restrictions, the answer is yes as of Spring 2020. We intend to continue developing creative solutions to ensure student access, including hybrid and online offerings.

- How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with specific educational goals can take the courses they need to finish in a timely

fashion? Please discuss the discipline(s) with whom you already collaborate, as well as any discipline(s) with whom you would like to start collaborating.

We collaborate regularly with Paralegal Studies, holding joint events and workshops and cross-listing courses. We also coordinate classes so they do not overlap. We would like to coordinate more with Fire Technology and EMS.

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an *ideal* world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)

We do have courses that are required that, unfortunately, are not offered every semester. We attempt to communicate course offerings via the department website, social media and flyers as to which classes will be offered and when. We would love to have access to a publicly available online database in order to share the above information.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the [College's Planning Priorities](#) (PRAC will post when complete), [President's College Planning Initiatives](#), and [Strategic Plan](#), all of which lead into the long-range planning document, the [Educational Master Plan](#)). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the [Educational Master Plan \(EMP\)](#)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?

*outputs: direct short-term results like # of students served, workshops held, etc.

**outcomes: longer-term results like course success rates or degrees earned

***The Student Centered Funding Formula is the way all CA CC districts will be funded once the "hold harmless" period of funding expires.

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1.	Increase number of students earning the	Equity Access	African American/Black	Enrollment/FTES Transfer level English, math or

	Law Enforcement Certificate.	Pedagogy and Praxis Academic and Career Success Community and Partnerships	Latinx Native American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	ESL achievement Degree or certificate completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____
2.	Complete development of the Organizational Leadership Certificate and begin offering to students.	Equity Access Pedagogy and Praxis Academic and Career Success Community and Partnerships	African American/Black Latinx Native American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	Enrollment/FTES Transfer level English, math or ESL achievement Degree or certificate completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____
3.	Increase success rate of DI students in GE courses.	Equity Access Pedagogy and Praxis Academic and Career Success Community and Partnerships	African American/Black Latinx Native American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	Enrollment/FTES Transfer level English, math or ESL achievement Degree or certificate completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the **start** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Workforce Development	New Updated Repeat	Peninsula Tours	Transportation for 4 work-based development and career-oriented field trips during each academic year (2 in the fall semester and 2 in the spring semester) to provide career exploration field-trips	Provides critical career exposure and workbased learning opportunities. Educational trips have a positive, lasting impact on ADMJ students' education and careers, as the field exposure makes them more engaged, intellectually curious and interested in and out of school.	12 months	Annual 2022-23 2023-24 2024-25	\$4000

Item 2			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat					Annual 2022-23 2023-24 2024-25	

Equipment Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Forensics and Crime Scene Investigation	New Updated Repeat	Serial Number Restoration Kit- Master Kit	Serial Number Restoration Kit- Master Kit	Used in multiple courses for crime scene investigation in order to adequately train students for both higher education courses and for a variety of	2	Annual 2022-23 2023-24 2024-25	\$2471.90

						positions in the ADMJ field.			
Item 2			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat					Annual 2022-23 2023-24 2024-25	

Facilities Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1			New Updated Repeat			Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat			Annual 2022-23 2023-24 2024-25	
Item 3			New			Annual	

			Updated Repeat			2022-23 2023-24 2024-25	
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Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1	1	Sheriff Academy Support	New Updated Repeat	Admin FT Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other _____	Instruct or	40	We have launched a new Paralegal Studies program, created and developed eight new courses to satisfy California state requirements, brought over the Sheriff's Academy that services 850+ students, and ADMJ is one of the largest programs on campus. A second full-time faculty member is desperately needed to help coordinate, teach many of the new courses, advise students, engage in workforce development, marketing and advertisement, as well the facilitation of internships/career	Annual 2022-23 2023-24 2024-25	

							opportunities. The Paralegal Program and the Sheriff's Academy both offer certificates that lead directly to jobs, which directly aligns with all priorities and initiatives, and the new student centered funding model.		
Position 2	2	Sheriff Academy Support	New Updated Repeat	Admin FT Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other	Coordi nator	6 CAH	The Sheriff's Academy services 850+ students a year, 80+ adjuncts, runs four academies, and more than a dozen courses involving professional development. This requires extraordinary coordination on our end, from scheduling, evaluations, admissions and records issues, certificate tracking, student advising, marketing, hiring, and more. The Sheriff's Academy both offer certificates that lead directly to jobs, which directly aligns with all priorities and initiatives, and the new student centered funding model - moreover it makes up 5% of the College's	Annual 2022-23 2023-24 2024-25	

							total enrollment.		
Position 3	3	Sheriff Academy Support (and Fire Technology and EMS)	New Updated Repeat	Admin FT Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other <hr/>	Public Safety Outreach	40 hours wk	A public safety outreach specialist is critical in supporting students, education and career development plans, supporting existing pathways as well as the creation of new pathways, and coordinating workforce development opportunities. Will enhance outreach efforts to other programs on campus, helping our students access services and resources that are available; they could help us increase enrollment in our programs (and Chabot) by extending our off-campus outreach to feeder high schools and existing partners.	Annual 2022-23 2023-24 2024-25	

- The Faculty Prioritization Committee requires a completed [Faculty Prioritization Form](#) if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.
- The Classified Prioritization Committee requires a completed [Classified Professional Prioritization Form](#). There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1	1	Annual Criminal Law Conference	New Updated Repeat	Professional Development	In-person conference with travel Online conference/webinar On-Campus Training On-Campus Speaker Other	Professional development. Attendance at conferences is central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to- date and relatable as possible. Conferences, events, and webinars can also help illustrate for students the real	2	Annual 2022-23 2023-24 2024-25	\$1000

						world work of ADMJ and Paralegal Studies.			
Request 2	2	Webinar - Criminal Case Law Update	New Updated Repeat	Professional Development	In-person conference with travel Online conference/webinar On-Campus Training On-Campus Speaker Other	Professional development. The ADMJ and legal field is continuously changing and webinars are central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible. Webinars also help illustrate for students the real world work of administration of justice.	2	Annual 2022-23 2023-24 2024-25	\$300
Request 3	3	Webinar - Criminal Law Ethics and Integrity	New Updated Repeat	Professional Development	In-person conference with travel Online conference/webinar On-Campus Training On-Campus Speaker Other	Professional development. The ADMJ and legal field is continuously changing and webinars are central to faculty's ability to both stay abreast of academic trends in the discipline	2	Annual 2022-23 2023-24 2024-25	\$300

						and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible. Webinars also help illustrate for students the real world work of administration of justice.			
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Supplies Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the **start** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1			New Updated Repeat				Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat				Annual 2022-23 2023-24	

							2024-25	
Item 3			New Updated Repeat				Annual 2022-23 2023-24 2024-25	

Technology Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1			New Updated Repeat	Yes No				Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat	Yes No				Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat	Yes No				Annual 2022-23 2023-24 2024-25	

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Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** “develops, leads, and supports campus initiatives that strengthen student access, success, and equity.” SASE “provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide.” If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

<https://forms.gle/ZXC65S6NscLMCz8G7>

Please note that SASE may request additional information after you submit the application. Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbXnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

- Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu.

If you have any other questions about the CE funding process, please contact the Career Education Committee Tri-Chairs: faculty chair Connie Telles ctelles@chabotcollege.edu, admin chair Christina Read cread@chabotcollege.edu, or classified professional chair Kathleen Stanley kstanley@chabotcollege.edu.