

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:
Automotive Technology
- Name(s) of the person or people who contributed to this review:
Kurt Shadbolt, Mike Sherburne, Erich Bass-Werner, Jim Baum
- 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; 19-20; and 20-21. 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. Continue to work to address our facilities limitations via program review, master plans and applicable committees.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Facilities Master planning was to include additional instructional and storage space to address this need, but it seems to have evolved into storage only, leaving a need for adequate instructional spaces.
2. Continue to evolve our program; curriculum, facilities, tools/equipment, delivery methods, to meet the expectations of industry and programmatic accreditation (NATEF, now called ASE) to prepare our graduates so they can be successful in their chosen career path.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	As the transportation experiences an unprecedented number of changes with vehicle electrification and expanded use of technology, the program will always be in a state of evolution to meet industry needs. Our Programmatic Accreditation will undergo a renewal cycle in Spring 2022 and with a successful renewal, we will demonstrate our continued commitment to meeting the needs of our students and industry.
3. Increase graduation rates with improved graduation process awareness and support.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	With the college implementation of Degree Works, students have a clearer path to completion. Additional work on college processes and increased communications between faculty and students is needed. The impact of Covid during time also impacted students’ completion plans in some cases. During the academic years of 2017-2021 our graduation rates for Degrees averaged 14 per year having lost a substantial number of graduates with the closing of the BMW program.

		<p>Certificates averaged 30 per year during this same time period, demonstrating a slight increase.</p> <p>Increased consistent communications of the process to students is necessary to establish a “culture” that encourages students to apply for graduation as they earn certificates and degrees while still in program, not just when completing.</p> <p>Non-Credit programs have been launched in the past academic year and additional programs will be implemented in the future that will provide another path to graduation for our career focused students.</p>
4. Increased student employment with improved access to employers and employment prep	<p><input type="checkbox"/> Achieved</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Not achieved but still relevant</p> <p><input type="checkbox"/> Not achieved and no longer relevant</p>	<p>Student employment suffered some due to Covid, but the industry still has a large demand for our students. The institution has not really addressed supporting student career needs overall and we are limited in our ability to provide broad scale employment prep and assistance in the discipline. Our employment, based on Perkins data, average of the academic years 2017-2021 is 87.57% of students associated with our program were employed in the relevant industry, the state average during that same period is 81.88%.</p>
5.	<p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Not achieved but still relevant</p> <p><input type="checkbox"/> Not achieved and no longer relevant</p>	

Learning Outcomes Assessment Results

SLOs:

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.

- 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.

All of our CE courses utilize practical demonstration of skill and/or knowledge as our SLO's

- 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.

Some courses have not been offered due to available FTES, are intended for Dual Enrollment for HS students, are part of our Apprenticeship Program, or faculty have not assessed.

- 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.

Some assessments still pending SLO completion to the complete the PLO's.

- 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?

A key to our program remaining relevant is the ability to obtain adequate funding to keep up with constantly changing technology. The use of Perkins, Strong Work Force, Regional Projects and Grants when available have allowed our students to have critical learning experiences, faculty to obtain training and curriculum to be developed to support the unprecedented changes in our industry. Without this funding, our program cannot provide students with the industry expected levels of knowledge and experience.

- 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?

(1) Challenges are associated with obtaining clear and concise reports for completions. (2) The “cycle” periods have changed and too many faculty are confused as to how often assessments need to be completed. (3) Many of the questions asked are repetitive and the overall system is questioned as to its real impact on funding and other college applicable decision as it has been presented. (4) Lack of institutional support for career prep and employment assistance that impacts all of our students regardless of educational and career goals. (5) Lack of institutional understanding of our and many other programs.

- 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?)

Based on student feedback, many are frustrated by most of the institutional practices. When they do come across a helpful person, they are very appreciative regardless what that area is.

- 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?)

(1) Many of our students struggle with Counseling. The ability to obtain appointments and receive guidance on their chosen academic path vs. a “transfer” focused path, they also mention a lack of familiarity with our program as an issue. (2) Students are unable to schedule with Counseling during the critical enrollment period. (3) Obtain assistance outside of 9-5 (night students especially). (4) Timely responses from many areas by phone

or email, this has increased due to Covid, especially non-Chabot students with no Zone Mail, they often times receive no response.

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).

Automotive program has aligned with the college trend. We saw a brief increase associated with the closure of the BMW program, and dropped roughly 14% between F20 and SP21. SP20 required some additional time due to Covid to complete on-campus lab work.

- 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?

(1) To meet Covid protocols we were forced to run smaller cohorts, typically having two lab sections during F20 and SP21. (2) We have been launching new non-credit online courses during the past 4 semesters. (3) We are launching new credit courses (F21 & SP22). (4) More advanced courses, often experience some decreases as many of our students become employment eligible after 2-3 fundamental courses. (5) Previous administration based some determinations on faculty requests vs. historical data in determining class offerings. (6) To meet student timely completion goals.

- 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*

(1) Pre-Covid, our faculty commonly over-enrolled classes whenever possible. Due to the practical nature of our instructional area, we have to consider space, equipment and safety in these decisions. (2) Returning to a schedule that cycled lower enrolled classes vs. continues availability. (3) Improved "internal" communications with students regarding promotion of courses beyond the "lower" fundamental areas. (4) In most cases practical application is required in our subject matter, we do have, and currently offer some classes 100% online. (5) Some classes may be able to be offered hybrid, but practical application limitations would remain the same as traditional offerings resulting in no real benefit. (6) Our schedule cycles all class offerings between day and evening schedules already to

be flexible for all students, facility, equipment, safety restrictions impact how many classes can be offered at any time.

- 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.

Many of the basic entry courses (ATEC 1, 4, 5, 50,) fill consistently and are commonly over enrolled (Non-Covid) in most cases any waitlist students are enrolled in all applicable courses as is demonstrated by the number of classes with 100+% fill rates.

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).

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:

(1) Increased employment opportunities during the measured periods (2) Social and Economic related (3) Small sample group (African American /Black, under 10 students) (Women 7-16) (4) Substantial drop during Covid periods

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.)

Current offerings are representative of our students.

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).
(1) Degrees dropped with the closure of the BMW program (2) Certificates have dropped due ineffective institutional and discipline promotion, difficulty of the process and the benefit of applying for certificates while continuing on academic pathways towards program completion.
- 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)
Not applicable
- 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.)
(1) Increasing complexity of vehicle systems even at the fundamental levels. (2) Economic, as many students become employable prior to completion. (3) Existing industry personnel attending for update or enrichment training, not working towards completion. (4) Social stigmas for non-traditional students in the industry.

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	4	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	3	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	2 (Sr. Lab Techs shared with other disciplines in the ATB division)	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	3	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> 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?

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?

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)

(1) System stability and speed impacts student learning due to difficulties accessing digital information (2) Access off campus for students to class relevant information is cost prohibitive for the discipline. (3) Hardware/software becoming outdated impacts delivery of instruction. (4) Admin rights to effectively use industry-based programs is needed but limited. (5) Limited useability for closed-circuit-tv system for discipline related information.

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)

(1) We share 4 lecture rooms across 3+ disciplines and are limited to 24 max. (2) Insufficient lab space to support increased individual hands-on experiences while maintain a safe environment (3) Storage for tools, equipment and vehicles is overburdened. (4) Physical limitation restricts the number of courses we can schedule to meet students' needs.

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?
All faculty are required by accreditation to complete 20 hours per year, minimum, of technical update training. This has a direct impact on instruction with the inclusion of new techniques and technologies.

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/1JoK5E39IR86cXCJp7iyAFWXIVtCVFw8p/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).

X No, for another reason... (please fill in the reason below).

If you checked off “No” above, please explain.

Waiting for direction for final steps

- 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?

Yes, we cycle all classes between day and evening offerings nearly every semester or every other at the most. We only have limited classes that can 100% online due to the practical nature of our discipline.

- 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 coordinate with INDT for 1 course that is degree required in our area. With our scheduling options, students can easily seek availability of other discipline areas.

- 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.)

Pending FTEF allocations, we adjust scheduled accordingly. Typically, we offer at least 1 section of nearly every class each semester and definitely every year. We do not have a fixed rotation or cycle of class offerings. Future semester schedules are discussed by all faculty with students in class as soon as they are made public, and work closely to recommend sequence options.

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.	Utilizing recommendations and guidelines from industry, State and accreditation; review our courses, identify and implement plans to best meet the needs for fundamental skills and knowledge, while including applicable knowledge and experiences to connect vehicle systems and the changing technologies used in industry on modern vehicles.	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other <u>All</u>	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) Other _____
2.	Increase graduation rates by improving discipline communications and support for students as they progress towards completion, and continuing to advocate for improved institutional processes associated with graduation.	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other <u>All</u>	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
3.	Increased student employment with improved access to employers and employment preparation.	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage

			<input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other <input type="checkbox"/> All	<input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other
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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	Laundry Services	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Ameripride	Shop towels (rags) and laboratory coats	Rags, used by students when performing laboratory work, must be handled and serviced by approved vendors due to hazardous waste requirements. Laboratory coats used by faculty in laboratory environments due to chemical and other	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	7000.00
Item 2	2	Tool and Equipment	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	As Applicable	To ensure operation and	To ensure operation and functionality of	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23	6000.00

		maintenance and repair			functionality of shop tools, equipment, and instructional aides as necessary.	shop tools, equipment, and instructional aides as necessary. Programmatic accreditation (ASE) requires adequate funding to support practical instruction relevant to industry expectations.		<input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3	3	Diagnostic Machine Service and Repair	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Equiserve	Maintenance, service and repairs on various laboratory diagnostic equipment	Equipment utilized by multiple ATEC classes requires routine maintenance, and occasional service or repairs	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	3000.00
Item 4	4	Parts Cleaning Equipment Service	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Jim Montgomery	Repair and maintenance of parts cleaning equipment	Mandatory safety inspections yearly of vehicle hoists used in all ATEC courses.	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	6000.00
Item 5	5	Floor Machine Service	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Surtec	Maintenance and repair of shop floor cleaning equipment	Equipment use in laboratory to prevent injuries due to slippery floors	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	3000.00
Item 6			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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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	Shop Exhaust System Repair	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	TBD	Repair exhaust ventilation system for 1426 lab.	Exhaust ventilation system for 1426 lab has needed repairs for many years and was not being funded. This is a health and safety issue for our staff and students.	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$30,000
Item 2	2	Mustang Dyno	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Mustang Dyno	Repair the Mustang Dyno for instructional use	The dyno has needed repairs for many years and was not being funded. We are unable to safely use this	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	3,000

						expensive piece of equipment for instruction.			
Item 3	3	BAR School Compliance	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Service BAR equipment and train faculty as necessary	To meet our BAR School compliance, we have various pieces of equipment that require service and maintenance, as well as some faculty update training.	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2,000
Item 4	4	AC Service Equipment	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Acquire necessary new AC equipment for HO-1234yf refrigerant	New vehicles now utilize a different refrigerant that requires new tools and equipment to service.	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	20,000
Item 5	5	Electrical Instructional Aides	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Datick	Electrical trainers for network systems	Hands on experience diagnosing electrical and network problems	2	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	50,000
Item 6	6	Engine Management	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Datick	Trainers for Ignition and EVAP systems	Hands on experience diagnosing ignition and EVAP problems	2ea	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	26,000
Item 7	7	Scope Accessories	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Lead and connection sets for oscilloscopes	Hands on experience utilizing oscilloscopes for testing and diagnosis	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	7,000

Item 8	8	Electrical Testing Adapters	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Adapter set for electrical connector testing	Hands on experience properly connecting to electrical system components and connectors.	3	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1,000
Item 9	9	Scan Tools	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	TBD	Scan tools for vehicle diagnosis	Scan tools are used in all aspects of instruction. We do not have sufficient tools for appropriate student learning	4	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	15,000
Item 10	10	Programming Tools	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Tools to support key programming	Vehicles today include software and the applicable updating to service and repair. These tools will support student learning on programming.	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	4,500
Item 11	11	Lifting Table	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Snap On	Lifting table for HV battery removal	HV battery removal is a needed skill for students as transportation moves to EV's.	1	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	13,000
Item 12	12	Electric Vehicle	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	TBD	Electric vehicle	With the rapid change to EV's, students need additional hands-on experience and exposure	1	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	30,000

Item 13	13	ADAS Vehicle	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	TBD	ADAS equipped vehicle	With the rapid expansion of ADAS and movement towards autonomous vehicles, students need additional hands on experience and exposure	1	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	30,000
Item 14	14	Vehicle Targets	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Targets for ADAS testing	ADAS systems must be tested for operation. Since we cannot allow students to drive off campus, these targets allow testing in the parking lot	1ea	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	16,000
Item 15	15	Hunter Equipment	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Hunter	Tire machine and balancer	Our Hunter partnership provides equipment, but some items may be removed at any time impacting instruction. This purchase insures we always have a minimum number of equipment for instruction.	1ea	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	20,000
Item 16	16	Engines	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	TBD	Engines	Acquire some used engines to use for	2	<input type="checkbox"/> Annual 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	7,000

						consideration to update ATEC 1			
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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	3	Instructional space and storage	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Additional classrooms, lab and storage. Was included in Facilities Master Plan but seems to have been dropped off.	Applied tech does not have sufficient instructional spaces and space for equipment and vehicle storage	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2	1	Exhaust Ventilation System	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Laboratory exhaust system is damaged and in need of repair.	Exhaust fumes are hazardous especially in a closed building with multiple vehicles in operation.	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	30,000.00
Item 3	2	Mustang Dynamometer	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Repair existing dynamometer and train staff	We have an expensive piece of equipment that is not operational and has not been useable for a few years.	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	10,000.00

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	Laboratory Technician	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	Laboratory Technician	40	A dedicated Laboratory Technician has been an ongoing request by the automotive faculty (more than 10 years). Automotive instruction requires a great deal of oversight and communication between faculty and student. Areas that will benefit from additional laboratory support are: (A) Increased student safety (B) Reduced maintenance and repair costs for tools, equipment, and instructional aides	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	50,000.00

							(C) Improved student outcomes (D) Free up faculty to provide additional learning opportunities		
Position 2	2	Laboratory Technician	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Laboratory Technician	40	A dedicated Laboratory Technician has been an ongoing request by the automotive faculty (more than 10 years). Automotive instruction requires a great deal of oversight and communication between faculty and student. Areas that will benefit from additional laboratory support are: (A) Increased student safety (B) Reduced maintenance and repair costs for tools, equipment, and instructional aides (C) Improved student outcomes (D) Free up faculty to provide additional learning opportunities	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	50,000.00
Position 3	3	Student Assistants	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign	Student Assistants	20	Due to the nature of the Technical Instructional areas, divisional administration and their staff are overwhelmed by the amount of work to be	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	5,000.00

				<input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>			<p>processed to support these types of programs. This forced faculty to perform ever growing lists of program critical work, without compensation or release time. Examples of this work includes: Programmatic accreditation, State / Federal compliance, mandated training, grant reporting, and more. Additional support would reduce some of this work for faculty.</p>		
Position 4	4	Career Education Outreach Specialist	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Career Education Outreach Specialist	40	<p>We have quite a few career classes in our division. We are constantly reaching out to the community to let them know what kind of training and facilities we have here at Chabot College. We as faculty cannot do what a career Education Outreach Specialist can do. The position was filled and successful, but there was a transfer letting the position go unfilled.</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	50,000.00

- 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	Industry update training	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Faculty training	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webina r <input checked="" type="checkbox"/> On-Campus Training <input checked="" type="checkbox"/> On-Campus Speaker	Industry update training required for automotive accreditation and to remain relevant with changes in industry.	7	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	11,000.00

					___ Other _____				
Request 2	2	California Automotive Teachers (CAT) Conference. Two per year (Spring & Fall)	___ New ___ Updated <input checked="" type="checkbox"/> Repeat	Faculty training, networking and new equipment review.	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	Automotive programs from all of state and neighboring states. College and H.S. Industry booths, faculty training, networking, relationships. Programmatic accreditation (ASE) requires faculty participate in industry related groups and events.	7	<input checked="" type="checkbox"/> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	2,500.00
Request 3	3	Industry Conferences	<input checked="" type="checkbox"/> New ___ Updated ___ Repeat	ASE Accreditation conference and other national events.	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	There are multiple national industry and education related conferences that would benefit faculty and our program.	4	<input checked="" type="checkbox"/> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	10,000.00

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](#).

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	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	1	Toyota Techstream Subscription	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for diagnostic and information access.	Manufacture diagnostics and information systems applicable to any ATEC course	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2600.00
Item 2	2	Alldata Service Information	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for information access.	Required to run our program, online service information	Site	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2500.00
Item 3	3	Shopkey Service Information	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for information access.	Required to run our program, online service information	Site	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2000.00
Item 4	4	SP2	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for information and training access.	Industry recognized safety, hazmat and lift training and certification for students and faculty.	Site	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1000.00
Item 5	5	Identifix	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for information access.	Subscription for information access.	Site	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1500.00
Item 6	6	GM Vehicle Communications Subscription	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Subscription for diagnostic and information access.	Manufacture diagnostics and information systems applicable to any ATEC course	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1500.00
Item 7	7	Instructional Consumables	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Small parts, fluids, HV gloves,	Practical instruction requires various parts and supplies to facilitate.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	10,000

				nuts/bolts, etc. for instruction			___ 2024-25	
Item 8	8	Inventory Control System	<input checked="" type="checkbox"/> New ___ Updated ___ Repeat	Computerized system for tool and equipment	Inventory control, preventive maintenance tracking, information support, loss prevention. Utilized by multiple disciplines.		___ Annual <input checked="" type="checkbox"/> 2022-23 ___ 2023-24 ___ 2024-25	35,000

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	1	Microsoft Surfaces	___ New ___ Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes ___ No	Microsoft Surfaces (36 units w- covers, pens, service contract and cart)	Utilization of web based instructional materials, student access to online certification testing, and reference materials. Applicable for all ATEC	36	___ Annual ___ 2022-23 <input checked="" type="checkbox"/> 2023-24 ___ 2024-25	50,000.0 0
Item 2			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 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://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform>

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/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

Please contact the faculty chair of the CE Committee Connie Telles ctelles@chabotcollege.edu or the Career Pathways Project Manager Christina Read cread@chabotcollege.edu with any questions.