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?

  _x_ Academic Services
  ___ Administrative Services
  ___ Student Services
  ___ Office of the President

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

  _____

- Name(s) of the person or people who contributed to this review: **Frank Ko, Nabil Alhamal**

  _____

- What division does your Program/Area reside in?

  ___ Academic Pathways and Student Success
  _x_ 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.New course outlines proposed and currently going through review in Curriculum Committee: ● ESYS 53A Introduction to Fiber Optics ● ESYS 53B Fiber Communication ● ESYS 59A Introduction to Premise Wiring ● ESYS 59B Premises Communications	___ Achieved ___ In Progress ___ Not achieved but still relevant __X__ Not achieved and no longer relevant	Program revised in curriculum in a different direction.
2.One section of ESYS 50 being offered as a Day class in the Spring of 2020 to accommodate needs of Day students.	__x__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Enrollment in “feeder class” enhanced.
3.1602 and 1616 Lab Benches redesigned with new butcher block countertops, removal of unused old green metal drawers and replaced with slender steel stands to increase knee space to allow for more efficient use by students. This allowed number of computer stations per aisle to increase from 6 to 7.	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better physical conditions in LAB promotes greater engagement and comprehension.

4.1602 and 1616 Labs to be fitted with more computer stations to better accommodate student needs. 1602 is planned to grow from 28 to have a total of 40 computers. 1616 has 12 computers now and planned to grow to a total of 24 computers.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We have increased the number of network connection cables to accommodate.
5.1616 Lab is planned to have a doubling of the number of soldering stations from 12 to 24 to better accommodate student needs.	__x__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better physical conditions in LAB promotes greater engagement and comprehension.
6. New computers are planned for ESYS 63A and 63B as the existing computers servicing those classes have run their course with many no longer working and not appropriately accommodating the curriculum of the CISCO IT Essentials used for these classes.	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better equipment in LAB promotes greater engagement and comprehension.
7. More direct one-on-one counseling sessions with each ESYS student to direct them to nearest Certificate of Achievement as they progress through our program.	__ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
8. The accounting for costs for annual updates for software required in our 1602 and 1616 Labs are well documented.	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better bookkeeping.
9. Consumables and needed repair parts for Lab equipment are well documented.	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better bookkeeping.
10. Funding for annual software maintenance contracts, consumables, needed repair costs, replacement equipment and equipment for new programs and courses are planned to be sourced through a combination of Perkins, Strong Workforce, Lottery and General Funds.	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Better utilization of funding opportunities.

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?
  X 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?
  x 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.

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

- Assessing SLOs has led to improvements in my area.
  x 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?
  _x_ 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.

_____

_____

- Assessing PLOs has led to improvements in my area.
  _x_ 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?

  _____

  _____

- 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?

  _____

  _____

- 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?)
  General support such as access to healthcare, mental health support, food and life pantry, clubs 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?)
  More counseling awareness of our programs are needed, it seems there are students who never even learn the vocational trades are an available and viable option. We need better IT support, especially when it comes to getting clear ideas of what the policies are of what we can and can't do, and possibly training to better understand these policies and comply with them. There are some difficulties in collaboration between departments

  _____

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.

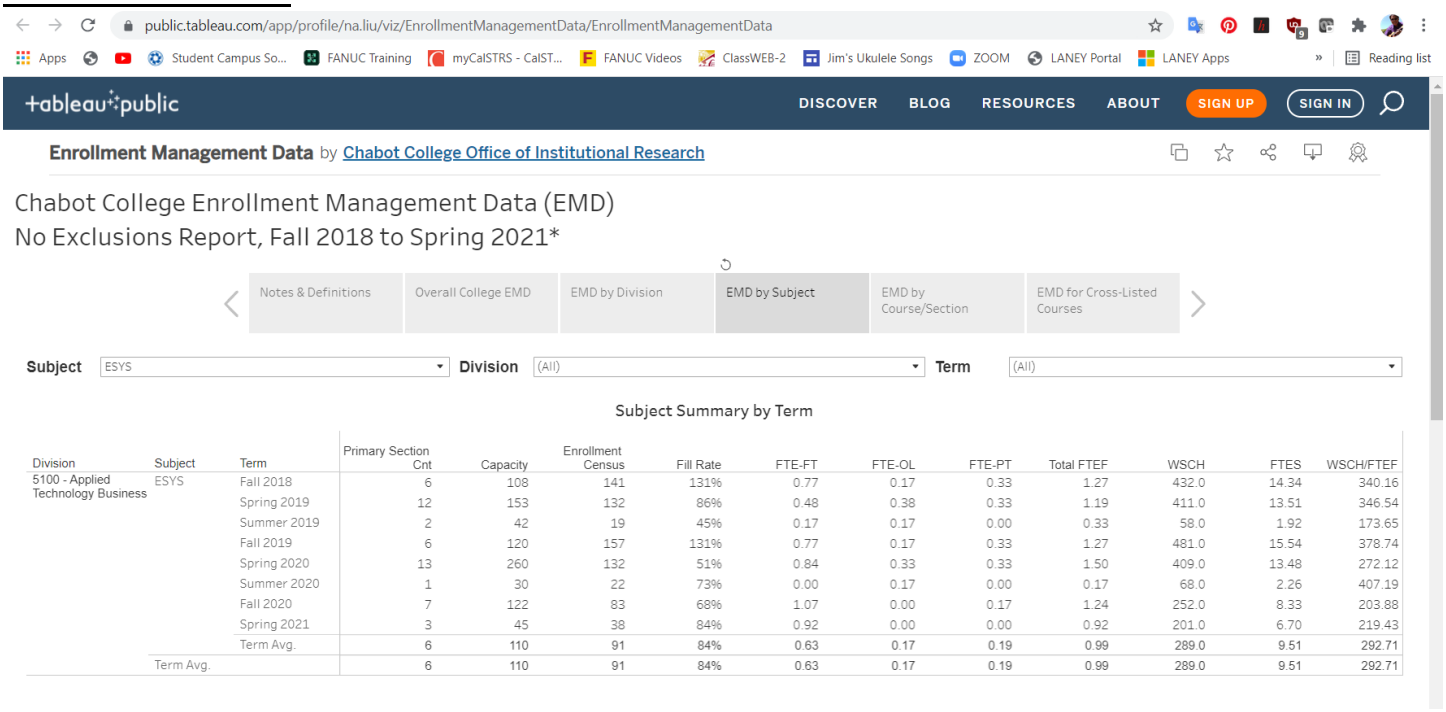
- Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:
  _x_ Decreased in comparison to the overall college trends
  ___ Stayed roughly the same in comparison to overall college trends
  ___ Increased in comparison to overall college trends

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

2 reasons: 1= Our program was revised from 18 half-semester courses to 7 full semester courses offering little or none for an adjunct to teach. 2= Our adjunct has been reluctant to teach on campus due to Covid concerns.

- 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?

Prior to our ESYS change from 18 to 7 courses, some of the 2nd year courses did not fill to capacity due to attrition.



Division	Subject	Term	Primary Section Cnt	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTES	WSCH/FTEF
5100 - Applied Technology Business	ESYS	Fall 2018	6	108	141	131%	0.77	0.17	0.33	1.27	432.0	14.34	340.16
		Spring 2019	12	153	132	86%	0.48	0.38	0.33	1.19	411.0	13.51	346.54
		Summer 2019	2	42	19	45%	0.17	0.17	0.00	0.33	58.0	1.92	173.65
		Fall 2019	6	120	157	131%	0.77	0.17	0.33	1.27	481.0	15.54	378.74
		Spring 2020	13	260	132	51%	0.84	0.33	0.33	1.50	409.0	13.48	272.12
		Summer 2020	1	30	22	73%	0.00	0.17	0.00	0.17	68.0	2.26	407.19
		Fall 2020	7	122	83	68%	1.07	0.00	0.17	1.24	252.0	8.33	203.88
		Spring 2021	3	45	38	84%	0.92	0.00	0.00	0.92	201.0	6.70	219.43
		Term Avg.	6	110	91	84%	0.63	0.17	0.19	0.99	289.0	9.51	292.71
	Term Avg.		6	110	91	84%	0.63	0.17	0.19	0.99	289.0	9.51	292.71

- 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*

Proposals are being developed for 7 non-credit ESYS courses mirroring our credit based courses. The NC courses are to fulfill the needs of:

1. take an ESYS course as a refresher where they cannot repeat a credit course
2. take an ESYS course to see if student desires to pursue the ESYS program for credit
3. take an ESYS for skills/career enhancement without obligation to commit to entire program

It is hoped that the addition of these NC courses will achieve greater student success and program productivity.

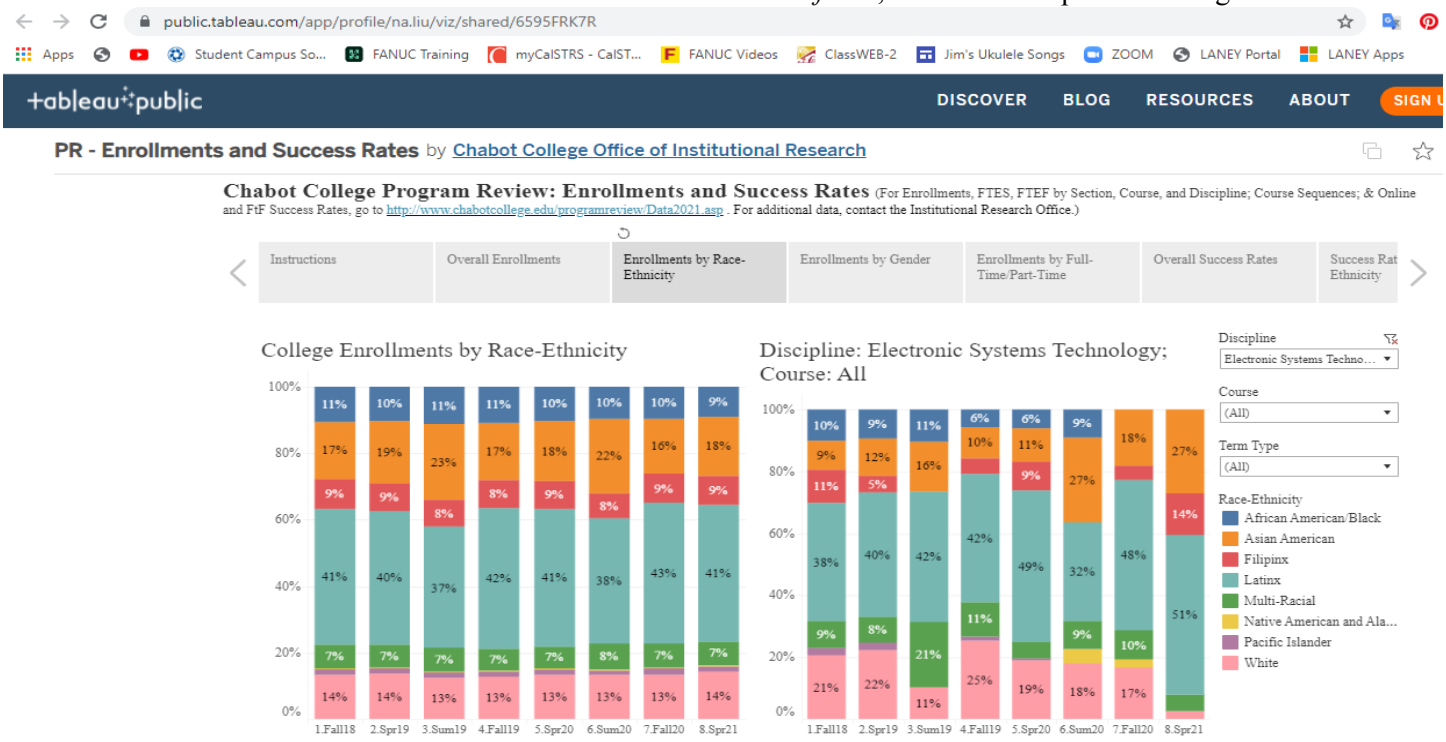
- Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.

ESYS 69 and ESYS 57

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.

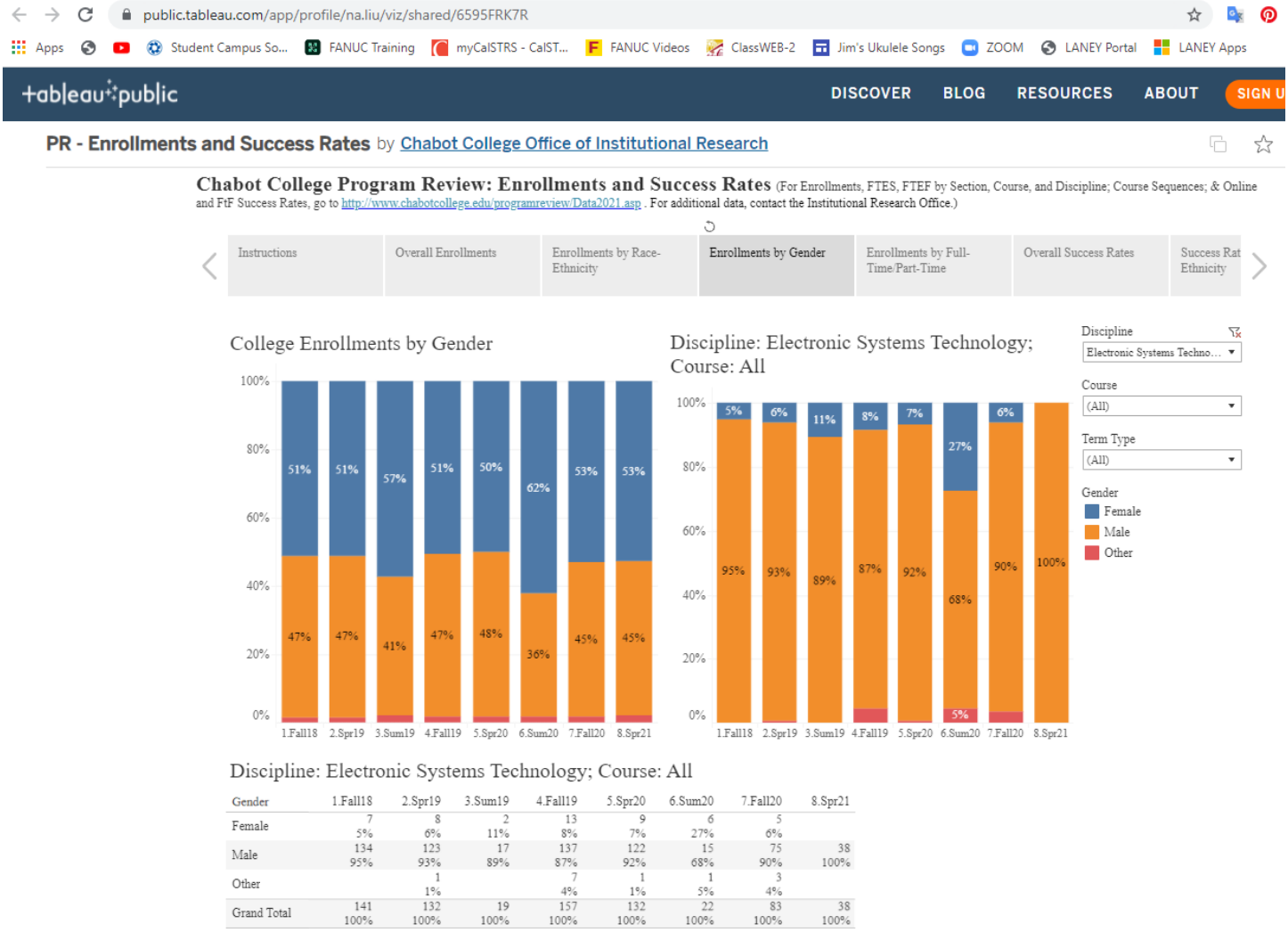


Discipline: Electronic Systems Technology; Course: All

Race-Ethnicity	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	6.Sum20	7.Fall20	8.Spr21
African American/Black	14 10%	12 9%	2 11%	9 6%	8 6%	2 9%		
Asian American	13 9%	16 12%	3 16%	15 10%	14 11%	6 27%	15 18%	10 27%
Filipinx	15 11%	7 5%		8 5%	12 9%		4 5%	5 14%
Latinx	53 38%	52 40%	8 42%	64 42%	64 49%	7 32%	40 48%	19 51%
Multi-Racial	12 9%	11 8%	4 21%	17 11%	7 5%	2 9%	8 10%	2 5%
Native American and Alaska Native						1 5%	2 2%	
Pacific Islander	3 2%	3 2%		2 1%	1 1%			
White	29 21%	29 22%	2 11%	39 25%	25 19%	4 18%	14 17%	1 3%
Grand Total	139 100%	130 100%	19 100%	154 100%	131 100%	22 100%	83 100%	37 100%

Note: "Other/Unknown" is not included in the graphs and Grand Total.

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).



Discipline: Electronic Systems Technology; Course: All

Gender	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	6.Sum20	7.Fall20	8.Spr21
Female	7 5%	8 6%	2 11%	13 8%	9 7%	6 27%	5 6%	
Male	134 95%	123 93%	17 89%	137 87%	122 92%	15 68%	75 90%	38 100%
Other		1 1%		7 4%	1 1%	1 5%	3 4%	
Grand Total	141 100%	132 100%	19 100%	157 100%	132 100%	22 100%	83 100%	38 100%

- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
  __x__ 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:
  __x__ are **underrepresented** in comparison to their representation in the student body. **INDT-74**
  ___ 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).

Whites and women are under-represented in our ESYS program as most whites/women seem to prefer the non-technical, hands-on, CTE based programs.

Non-Credit

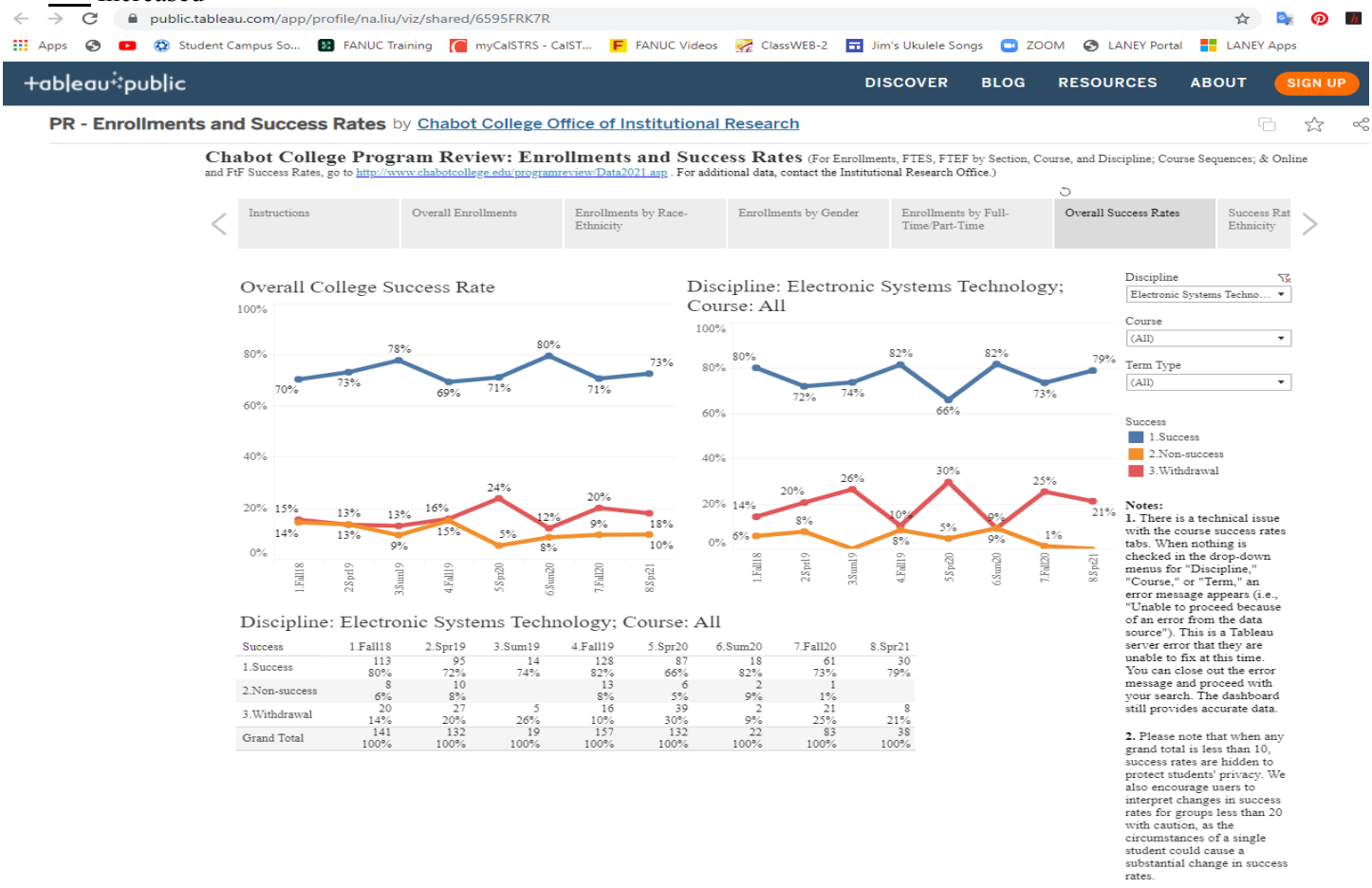
- Does your program/area offer non-credit classes?
  ___ Yes
  _x_ No

- Over the next 3 years, non-credit course offerings in our program/area are planned to:
  ___ Decrease
  ___ Stay the same as they are now
  _x_ 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
  _x_ Stayed roughly the same
  ___ Increased

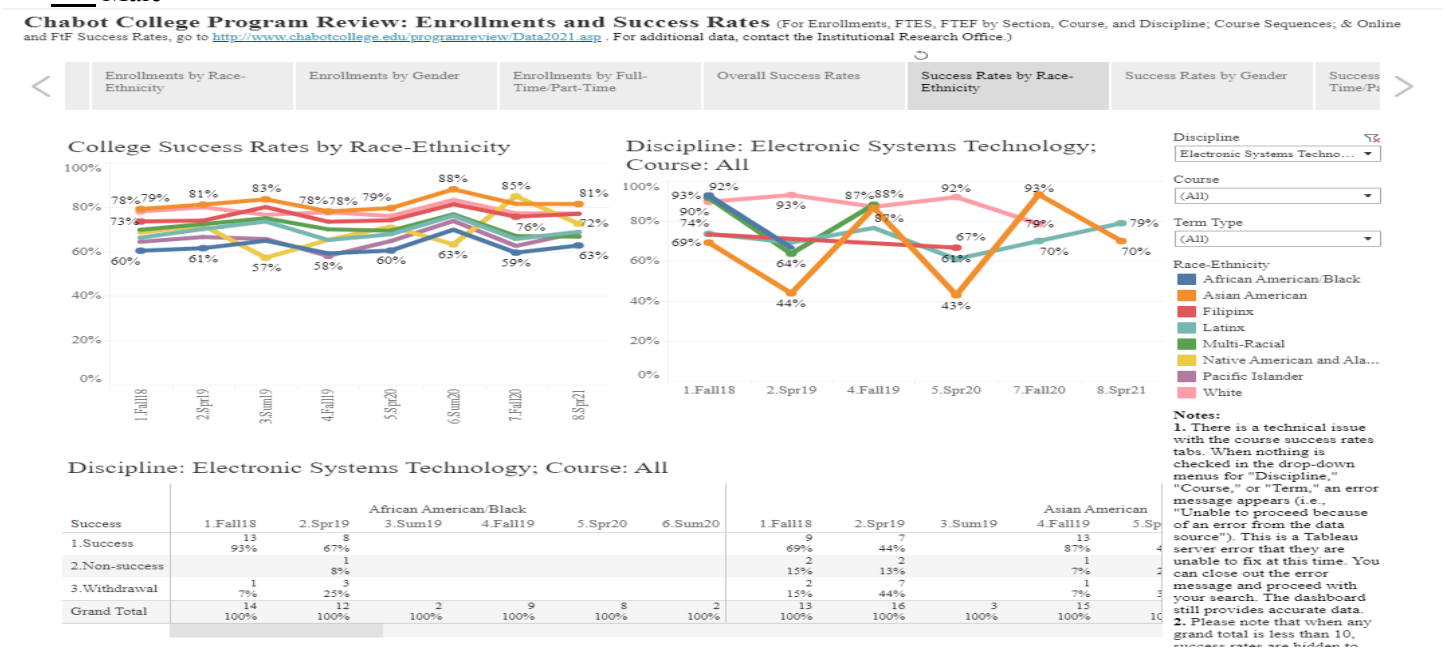


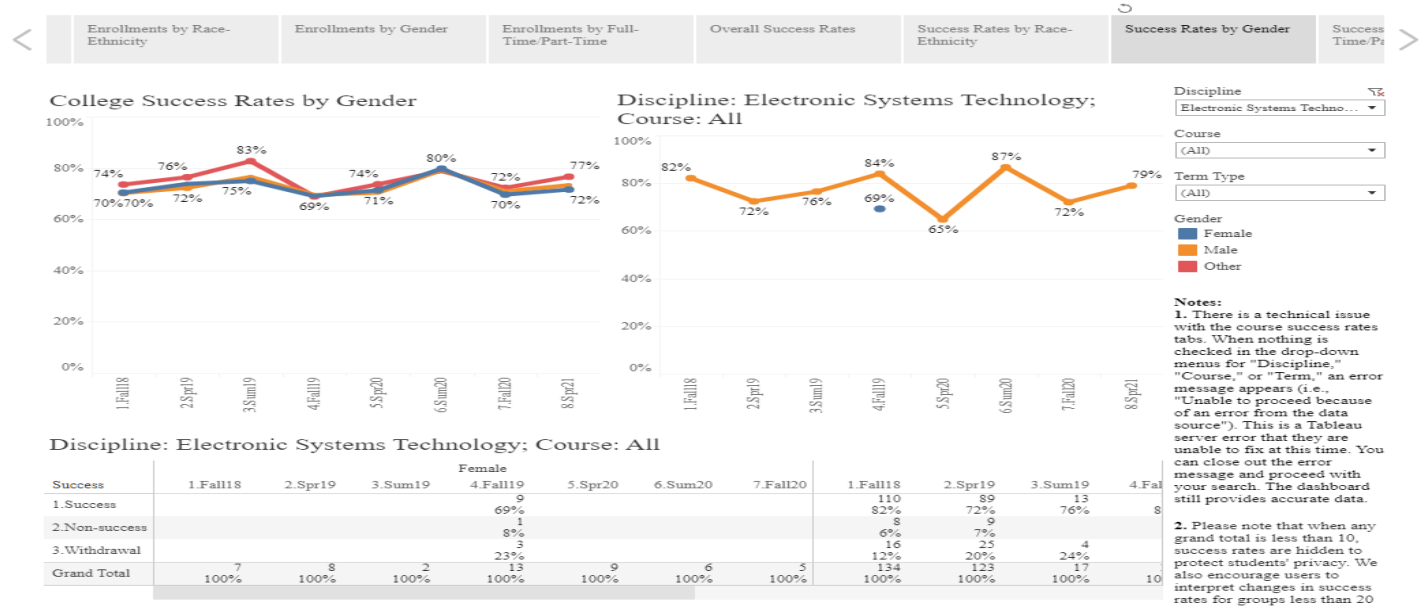
Discipline: Electronic Systems Technology; Course: All

Success	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	6.Sum20	7.Fall20	8.Spr21
1.Success	113 80%	95 72%	14 74%	128 82%	87 66%	18 82%	61 73%	30 79%
2.Non-success	8 6%	10 8%		13 8%	6 5%	2 9%	1 1%	
3.Withdrawal	20 14%	27 20%	5 26%	16 10%	39 30%	2 9%	21 25%	8 21%
Grand Total	141 100%	132 100%	19 100%	157 100%	132 100%	22 100%	83 100%	38 100%

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
  _x_ White/ European American
  _x_ Female
  ___ Male



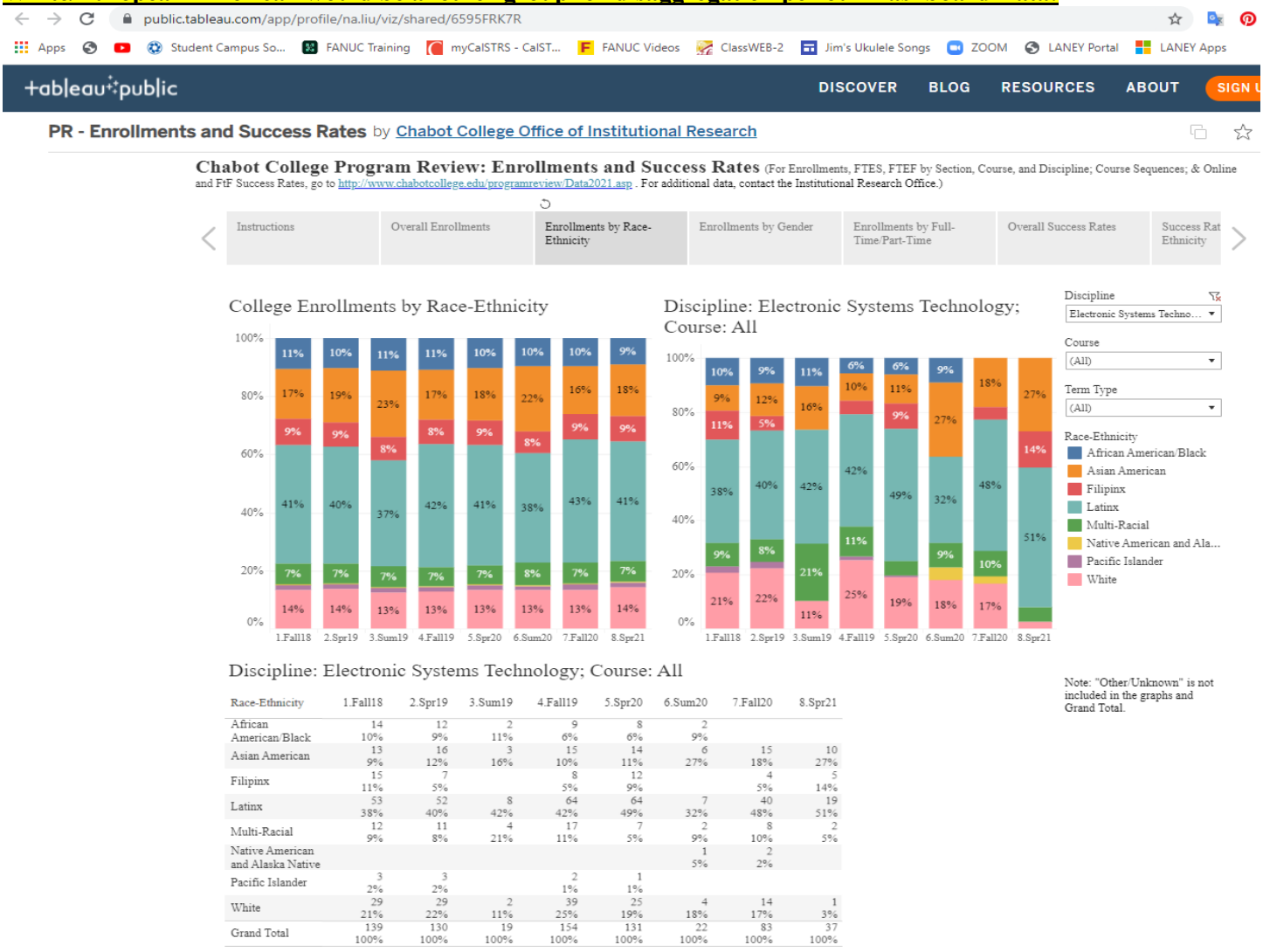


(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Fact: the tech industry is male dominated. It should not be this way in an ideal world. Although more and more women are embracing the opportunities in tech, the population of women is still disproportionately low.

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.)

White/European American would be another group for disaggregation per our Dashboard Data:



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Latinx	53 38%	52 40%	8 42%	64 42%	64 49%	7 32%	40 48%	19 51%
Multi-Racial	12 9%	11 8%	4 21%	17 11%	7 5%	2 9%	8 10%	2 5%
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Grand Total	139 100%	130 100%	19 100%	154 100%	131 100%	22 100%	83 100%	37 100%

Note: "Other/Unknown" is not included in the graphs and Grand Total.

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
  _x_ Stayed roughly the same NOTE: The spike in 2018-2019 was due to the remnants of our BART cohort graduating from the ESYS program with their Certificates of Achievement.

___ Increased

Chabot College
Number of Degrees Awarded in Academic Years 11-12 to 20-21
(AA / AA-T / AS / AS-T Combined)

		Chabot College										
		Degrees (AA/AA-T/AS/AS-T)										
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
		Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num
	Early Childhood Edu (AS-T)			2		5	4	9	10	9	18	57
Cinematography and Film/Video	Film and Animation										1	1
Commercial and Advertising Art	Digital Graphic Specialist	1										1
	Graphic Design	1						1	1			3
Computer and Information Scien	Information Technology								1	9	9	19
	Software Specialist	1		1	2	2	4	3	4	6	1	24
Computer Programming/Programme	Comp Sci(Emphasis Mathematics)			1		1	1					3
	Computer Networking Technology				1							1
	Computer Science							1	1	2	1	5
Computer Science	Computer Science-Math (AS)	1	1	2	1	7	2					14
Criminal Justice/Police Scienc	Administration of Justice	40	24	23	16	12	7	8	6	5	5	146
	Administration of Justice AS-T			10	18	38	39	48	51	43	57	304
Dental Hygiene/Hygienist	Dental Hygiene	19	13	21	20	16	18	19	15	17	18	176
Drafting and Design Technology	Drafting Tech/Electro-Mech (A)								1			1
Drama and Dramatics/Theater Ar	Theater Arts	5	5	3	2	5	3		3	3	3	32
	Theatre Arts (AA-T)					1		5	7	6	1	20
Drawing	Art: Emphasis in Painting (A)		1	1			1	1	2			6
	Fine Art Painting and Drawing										1	1
Economics, General	Economics (AA-T)					3	8	15	32	33	44	135
Education/Teaching of Individu	Early Childhood Intervention	3			4	3	4	1	3	4	5	27
Electrical/Electronics Equipme	Electronic Systems Technology	1	2	5	4	6	3	3	6	4	3	37
	Electronics-Computer Syst						1					1

Take a look at the IR report on **Chancellor-Approved** Certificates by Discipline.

Chabot College
Number of Certificates Awarded in Academic Years 11-12 to 20-21
(CA / CAA / CAM Combined)

		Chabot College										
		Certificates (CA/CAA/CAM)										
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
		Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num
Accounting Tech and Bookkeep	Accounting Technician	29	18	33	28	15	11	14	16	18	8	190
	Bookkeeping	27	20	30	27	16	16	15	12	15	14	192
Administrative Assistant and S	Administrative Assistant	8	1	12	4	3	1	5	7	2	10	53
	Office Technology	5	4	4	1	3	2					19
Architectural Technology/Techn	Architecture Technology				1	1		1	4	1	7	15
Automobile/Automotive Mechanic	Auto Engine Performance Tech	1					2	3	1	1		8
	Automotive Chassis Technology	5	34	9	11	16	11	12	7	9	11	125
	Automotive Drivetrain Tech	6	5	8	11	9	6	8	6	4	7	70
	Automotive Engine Machining	3	2	2	2	2						11
	Automotive Maintenance Tech	5	27	6	7	13	10	6	3	4	14	95
	Automotive Mechanics		1									1
	Automotive Service		1									1
	Automotive Service Consulting						1					1
	Automotive Technology		1									1
	BMW Manufacture Training					1	1	6	1	1	6	16
	Hybrid & Alt Fuel Vehicles					9	14	8	2	2	9	44
Business/Commerce, General	Business Administration										27	27
	Business-Transfer	17	34	21	29	10	19	31	34	41	1	237
Child Care Provider/Asst	ECD (Associate Teacher)									34	47	81
	ECD: Basic Teacher Certificate	15	23	12	24	16	17	14	17	28	19	185
	Family Child Care Entrepreneur										2	2
	Infant/Toddler Specialist									7	14	21
Child Care Supp Svcs Mgmt	Early Childhood Administration										5	5
Computer and Information Scien	Information Technology									5	2	7
Data Entry/Microcomputer Appli	Software Specialist (CA)				1	1		1	2	2		7
Drafting and Design Technology	Electro-Mech-Design Technology	1										1
Education/Teaching of Individu	ECD (Intervention Assistant)	2	4		2	2			4		4	18
Electrical/Electronics Equipme	Consumer Technology	1	2	6	2	3	2	6	3	2	1	28
	ESYS: Consumer Technology										3	3
	Industrial Electronic Tech	2	4	4	3	4	4	26	4	4	3	58

Chabot College Office of Institutional Research
Awards by major 20210910_NL
Friday, September 10, 2021
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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)?
  _x_ 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).
  COVID caused a decrease during past year. As more students feel more comfortable in returning to campus, we should see these numbers rise.

- 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)
  Yes, CompTIA A+ certification. We don't have data on success rates.

- 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.)
  Most of our students work full-time then take courses in the evenings possibly leading to less than desired educational outcomes, most college supports for our students are not available because of the hours the courses are taught,

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 _x_ Stayed roughly the same ___ Increased
Part-time Faculty	0	_x_ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals	1	___ Decreased _x_ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	0	___ Decreased _x_ Stayed roughly the same ___ Increased
Student Employees	0	_x_ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased _x_ 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?
A decrease due to our 1 ESYS adjunct not coming onto campus due to COVID concerns.

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?
The comparison shows equity in the representations of DI populations in ESYS program area staffing to the representation of DI populations in the students we serve.

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
  _x_ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
Somewhat disagree due to equipment used for LABs needs to be refreshed to keep skills of students more competitive in the job markets they seek after graduating.

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
  _x_ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
Somewhat disagree due to limited space for current and future needs of our ESYS Program.

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
  _x_ 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
  _x_ 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
  _x_ 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
  _x_ 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?
  For faculty: My participation in professional development opportunities brings knowledge of current trends in technology pertinent to enhancing students' skills directly into the classrooms!
  For Classifed Professionals: participation in professional development activities was restricted in indirect ways, mostly by having an uncertain schedule. This has improved since October 2020. Professional development through CLIP allowed collaboration with many different areas of the Campus and the District. safety training has also began to occur, allowing future improvement of safety practices.

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?
  _x_ 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.

- 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?
  1) during the day = NO; 2) in the evening = YES; 3) online = NO
  Changes needed for all 3 scenarios include increasing enrollment, faculty, staff

- 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.
  Collaborating with ENGR to reduce overlap of use of LAB 1602 and LAB 1616

- 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.)
  As noted in the 3 ESYS MAPs: ESYS 54, 57, 63 = Fall only, ESYS 55 & 69 = Spring only
  Need to communicate more with counselors regarding these concerns.

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 *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	results like course success rates or degrees earned) for your goal.			
1. Develop e 7 non-credit ESYS courses to mirror our existing 7 ESYS credit courses.	Increase enrollment across all ESYS courses, increase sustainability of ESYS program by offering new students the opportunity to: 1. take an ESYS course as a refresher where they cannot repeat a credit course 2. take an ESYS course to see if student desires to pursue the ESYS program for credit 3. take an ESYS for skills/career enhancement without obligation to commit to entire program It is hoped that the addition of these NC courses will achieve greater student success and program productivity.	_x_ Equity _x_ Access _x_ Pedagogy and Praxis _x_ Academic and Career Success _x_ Community and Partnerships	_x_ African American/Black _x_ Latinx _x_ Native American/Alaska Native _x_ Pacific Islander/Hawaiian _x_ Disabled _x_ Foster Youth _x_ LGBT _x_ DI Gender ___ Other _____	_x_ Enrollment/FTES ___ Transfer level English, math or ESL achievement _x_ Degree or certificate completion ___ Transfer _x_ CTE Units _x_ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
2.		___ 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.		___ 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		___ New ___ Updated _x_ Repeat	Buckles-Smith	Rockwell MicroLogix TechConnect Agreement	Needed for support of ESYS 57 on the SMC IPC 200 Training Systems	12	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	1100.00
Item 2	2		___ New ___ Updated _x_ Repeat	National Instruments	NI ACADEMIC SITE LICENSE & NI Multisim Student Install Option	Needed to support NI ELVIS II's and III's for all ESYS courses.	12	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	9100.00
Item 3	3		___ New ___ Updated _x_ Repeat	Lab Corp	Automation Studio	needed to support ESYS 57 for SMC IPC 200 Training systems	12	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	5000.00
Item 4	4		___ New ___ Updated _x_ Repeat	National Instruments	Lab View Software for new NI ELVIS III	Needed for support of new NI ELVIS III	12	_x_ Annual ___ 2022-23 ___ 2023-24	1000.00

						stations that supports all ESYS courses.		__ 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			___ New ___ Updated __x__ Repeat	Newark Element 14	Extech 380193 Passive Component LCR Meter	Supports all ESYS courses	6	___ Annual __x__ 2022-23 ___ 2023-24 ___ 2024-25	1200.00
Item 2			___ New __x__ Updated ___ Repeat	Newark Element 14	Fluke 117 Electricians True RMS Multimeter	needed to replace and upgrade from older DMMs for Lab 1602 for all ESYS courses	24	___ Annual __x__ 2022-23 ___ 2023-24 ___ 2024-25	4440.00
Item 3			__x__ New ___ Updated ___ Repeat	Newark Element 14	GSP-730 Spectrum Analyzer	ESYS program is sorely lacking in Radio Frequency training and equipment. Industry partners shared concerns that students don't get	11	___ Annual __x__ 2022-23 ___ 2023-24 ___ 2024-25	10989.00

						experience with this equipment.			
Item 4			x New ___ Updated ___ Repeat	Klein Educational Systems	iPendants		2	___ Annual x 2022-23 ___ 2023-24 ___ 2024-25	
Item 5			x New ___ Updated ___ Repeat	Klein Educational Systems	85-MT5C Variable Frequency AC Drive Learning System	ESYS program has 5 of these systems, but has 6 of the Motor Control Trainer Systems. There has been a lack of enough of the equipment for all students in the course.	1	___ Annual x 2022-23 ___ 2023-24 ___ 2024-25	3458.00
Item 6			x New ___ Updated ___ Repeat	Klein Educational Systems	85-MT5F DC Drive with SCR Speed Control Learning System	ESYS program has 5 of these systems, but has 6 of the Motor Control Trainer Systems. There has been a lack of enough of the equipment for all students in the course.	1	___ Annual x 2022-23 ___ 2023-24 ___ 2024-25	3223.00
Item 7			x New ___ Updated ___ Repeat	Klein Educational Systems	EL613-4 Prony Brakes	ESYS program currently has 3 of these units, but 6 of the Motor Control Trainer system. There haven't enough for all students in the course.	3	___ Annual x 2022-23 ___ 2023-24 ___ 2024-25	2709.00

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 ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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	**Faculty**	_x_ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT _ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Adjunct ESYS Instructor	CAH = 4.25; FTEF = 0.28	This adjunct position supports Chabot's EMP and coincides with our Mission Statement of providing culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$26,000.00
Position 2			___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

				___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____					
Position 3			___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____				___ 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	**Faculty training for Frank Ko**	___ New ___ Updated __X__ Repeat	projected faculty costs for training costs from organizations such as WASTC.	___ In-person conference with travel __X__ Online conference/webinar __X__ On-Campus Training ___ On-Campus Speaker ___ Other _____	Bring latest training concepts into the classrooms/Labs to improve students' skills.	1	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$750.00
Request 2	1	**Continued training for Nabil Alhamal**	___ New ___ Updated __X__ Repeat	projected classified professional costs for training costs from organizations such as WASTC.	___ In-person conference with travel __X__ Online conference/webinar __X__ On-Campus Training ___ On-Campus Speaker ___ Other _____	Bring latest training concepts into the classrooms/Labs to improve students' skills.	1	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$500.00

Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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	1	**Jameco**	___ New ___ Updated __X__ Repeat	Supplier of electronic components, student kits, batteries, soldering tools, wires (3 Vendors for price comparison, and availability of items)	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3000.00
Item 2	1	**Newark**	___ New ___ Updated __X__ Repeat	Supplier of electronic components, student kits, batteries, soldering tools (3 Vendors for price comparison, and availability of items), 3D printer filament	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3000.00

Item 3	1	**Digikey**	___ New ___ Updated __X__ Repeat	Supplier of electronic components, student kits, batteries, soldering tools (3 Vendors for price comparison, and availability of items)	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$2500.00
Item 4	1	**Monoprice**	___ New ___ Updated __X__ Repeat	Cabling supplies, Audio-video supplies, cable organization supplies, some tools and equipment, 3D printer filament	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$500.00
Item 5	1	**Grainger**	___ New ___ Updated __X__ Repeat	Hardware, fasteners (screws, nails, glue etc), tools, tool batteries, some chemicals (Isopropyl Alcohol, acetone, lubricants etc)	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1000.00
Item 6	1	**Uline**	___ New ___ Updated __X__ Repeat	Safety supplies (glasses, goggles, nitrile gloves, masks), shipping supplies, storage supplies,	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1000.00

				marking/labeling supplies				
Item 7	1	**McMaster-Carr**	___ New ___ Updated **X** Repeat	Hardware, fasteners, some chemicals, prototyping supplies (springs, coils, rods, gears, etc)	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$500.00
Item 8	1	**Parts Express**	___ New ___ Updated **X** Repeat	Perforated Protoyping boards	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$300.00
Item 9	2	**PCB FabExpress**	___ New ___ Updated **X** Repeat	Production of multiple units of a few designed boards for fabrication	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$300.00
Item 10	2	**Office Depot**	___ New ___ Updated **X** Repeat	Office Supplies	Annual costs of consumables to sustain the ESYS program which supports Chabot's	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$600.00

					EMP and coincides with our Mission Statement.			
Item 11	2	**WoodWorkers Source**	___ New ___ Updated **X** Repeat	Plywood sheets for fabrication (1/8, 1/4, 3/8, 1/2" thicknesses usual order)	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$300.00
Item 12	2	**FormLabs**	___ New ___ Updated **X** Repeat	SLA 3D printer supplies - Form 2. Includes resin material, replacement print beds, resin tanks for storage.	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$300.00
Item 13	2	**Delvie's Plastics**	___ New ___ Updated **X** Repeat	Acrylic sheets for fabrication, plastic hardware (knobs, hinges etc), acrylic glue, acrylic cleaner.	Annual costs of consumables to sustain the ESYS program which supports Chabot's EMP and coincides with our Mission Statement.	assorted	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$150.00

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**	**Estimated Cost Per Year** (Total $)
Item 1	1	**Windows 10 computer stations for 24 students in 1602 and 24 students in 1616.**	___ New __X__ Updated ___ Repeat	__X__ Yes ___ No	Update all student computer stations to Windows 10 as well as increase number of computer stations to support a population of 20 students per ESYS Lab.	Bringing all student computer stations up to the current Windows 10 units allows students to work on machines competitive with industry and supports Chabot's EMP and coincides with our Mission Statement.	**TOTAL = 48: Windows 10 computer stations for 24 students in 1602 and 24 students in 1616.**	___ Annual __X__ 2022-23 ___ 2023-24 ___ 2024-25	TBD
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	

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_nXrOaLloFxlT1xbqw/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.