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:

  Machine Tool Technology

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

  Adam Hathaway, Chris March

- 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. Hire both part time and full time faculty. With the remaining full time faculty retiring at the end of the school year there will be nobody who knows the equipment operation, maintenance, and repair. There will not be an advocate for the MTT program. Full time faculty have always taught the daytime class load as adjuncts generally work jobs at that time. With no full time faculty the daytime program will suffer greatly.	**x** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	With hiring of two full time faculty members, we have been able to serve our students by having a strong and robust day time program to cover are required courses for all of our certificates and degrees.
2. Continue to update the technology to stay current with local businesses.	___ Achieved **x** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We say in progress as the technology in our area is ever changing. We strive to continue to keep up with it. We will never have this complete. We have purchased a new Haas VF3 with a 5axis trunnion, updated many machines and software in out labs to achieve this goal.
3. Fix and maintain our current equipment to keep maximum availability for students.	___ Achieved **x** In Progress ___ Not achieved but still relevant	Again, this ongoing task. We have been able to keep up with this with the hiring of our full time Lab Technician.

	___ Not achieved and no longer relevant	
4.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

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.
  N/A

- 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.
  N/A

- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?
  - ___ All courses
  - __x__ 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.
  N/A

- 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?
  - ___ Yes, all PLOs were assessed in the 5-year cycle.
  - **x** 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.

The two new full time faculty memebres have only been here four and three years repectivley. There mays have been a year or so that the PLO's where not assessed

Assessing PLOs has led to improvements in my area.
- ___ Strongly disagree
- ___ Somewhat disagree
- **x** Neither agree nor disagree
- ___ Somewhat agree
- ___ Strongly agree

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
- **The support of our Administrative assistants in the division have been a great help in achieving our goals by keeping us afloat with fiscal and administrative help.**

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

  The lack of faculty knowledge of the department's budget and to make the purchases themselves. Also, the lack of having an MTT only advisory board. Counseling needs to do a better job at putting students in the right courses at the beginning. It appears that our prerequisites are not being used in Classweb and students are getting into advanced courses and struggle and withdrawal. Also, the lack of promotion of the program in general by the institution as a whole.
  Also, an EXTREME institutional barrier that prevents our students from reaching their educational/vocational goals is the lack of direct supervision of the "lab technicians" in the applied technology area.

- 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?)

- 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?)
  The enrollment management system is the greatest challenge to our students in reaching their educational goals. The institution requires us to have too many students in our lab sections than we have space for. Therefore, our students do not get adequate time on the machine to accomplish their learning outcomes.

Also, this number of students creates a safety situation. An example is the use of overly cross listed lab sections.

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).
Covid 19 has had a dampening effect on the positive improvements MTT had been witnessing in 2019. The pandemic has also increased the demand for workers of any skill level to join the job market, reducing the need to acquire basic skills and training to secure employment in MTT related fields.

- 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?
Yes this seems to be a problem with the majority of our courses/sections. This is due to a lack Chabot promoting the program. Our entry level classes are usually pretty full or close to full. However, the enrollment tappers off in the advanced courses due to our student's ability to get a good job with a semester or two of courses

- 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

  I think our faculty members are willing to do anything to increase our enrollment. Increasing class size is not going to work in our area. We have too many students in our cross listed labs. Have student waiting for machines when we are at max enrollment. The administration needs to comprehend that with only so many machines in the labs we can only serve so many students adequately. Our department attended Art and Maker Fairs, produced promotional videos and hosted shop tours.

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.

MTT 50

Enrollment Disaggregation's:
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.
  _**x**_ is outstanding - we are increasing the diversity of the field.

  From comparing our data to that of the national field, we have greatly increased the diversity of the field for Latinx (39% Chabot/ 11.8% US) and Asian Americans (14% Chabot, 5.4% US)

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.
  _**x**_ 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
  _**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:
  x 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:
Our students are mainly Asian American/ Asia, or White/ European American

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.)
Age. MTT often attracts older continuing educational students and it would be useful to so how their success tracks against younger 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)?
  x 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)?
  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).
  One of the major reasons is that after our students have taken one or two of our course they can find employment and do not return.

  If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)
  N/A

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

  The only barrier is that students get employment and do not return. I think it is worth noting that our program is particularly difficult when compared to other community college programs. Also, MTT is extremely male dominated, and this could be intimidating to potential female students.

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		___ Decreased __x__ Stayed roughly the same ___ Increased
Part-time Faculty		__x__ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals		___ Decreased __x__ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		___ Decreased __x__ Stayed roughly the same ___ Increased
Student Employees		___ Decreased

		__x__ Stayed roughly the same ____ Increased
Independent Contractors/Professional Experts		____ 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?
Staffing stayed the same, FTES is decreasing due to the COVID situation.

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?
Yes, there is gap between the DI students and the MTT staff. However, if we are looking at our more dynamic success rates we can note that only one of our student populations is represented by faculty and staff and yet success has fluctuated between our three ethnic populations. We view this as a sign of success in teaching effectively to students across the racial spectrum. The largest determining factor in the racial composition of our courses is awareness of the industry and initial enrollment.

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
   __x__ Neither agree nor disagree
   ____ Somewhat agree
   ____ Strongly agree

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

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

If you strongly disagree or somewhat disagree, please explain. (optional)
With of the upcoming renovation/ construction of 1600. There is a height limitation to the CNC lab that will hamper the addition of 5 axis machining centers moving into the future.

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 agrees
  - ___ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
  - ___ Strongly disagree
  - _x_ Somewhat disagrees
  - ___ 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
  - _x_ Strongly agrees

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  - ___ Strongly disagree
  - _x_ Somewhat disagrees
  - ___ 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?
  Mastercam training, HTEC conventions, Solidworks 3D experience, lead to greater knowledge of current trends and concerns in MTT related fields. Exposed instructors to new tools, software, and techniques for education and for machining. Equity training sessions trained instructors in concepts, concerns, and techniques for teaching to a diverse and diversifying student body.

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?
  No students can not complete the programs/s during the day. Yes late afternoon evening, no on weekends, and no online

  - 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.

    MTT should collaborate with Welding to ensure that students can take courses while avoiding time conflicts or with as little time conflict as possible.   MTT should also collaborate with Sculpture to add to Sculpture students' viability in the workforce while building the student's creative tool box and capacity for creation.

- 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.)
  MTT course mapping has been completed that carefully explains how best to navigate MTT courses and awards and should be followed carefully to ensure that students can complete awards in a timely fashion. It would be ideal if this sort of map could be automated and plugged into our MTT website so that students wouldn't need to rely on counseling to properly communicate the program mapping.

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 results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. **R**eview, new certificate creation, new curriculum creation (credit and non-credit)	Increase enrollment and productivity and improve success rates.	___ Equity ___ Access ___ Pedagogy and Praxis _x_ Academic and Career Success ___ Community and Partnerships	_x_ African American/Black ___ Latinx _x_ Native American/Alaska Native _x_ Pacific Islander/Hawaiian _x_ Disabled _x_ Foster Youth _x_ LGBT _x_ DI Gender ___ Other ____	_xx_ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer _x_ CTE Units _x_ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other _____
2. Publicity operation with financed ad buys and increase	Higher enrollment rates (FTES), leading to more degrees and certificates awarded.	___ Equity _x_ Access ___ Pedagogy and Praxis	___ African American/Black ___ Latinx ___ Native American/Alaska Native	_x_ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer

contact with counseling		**x** Academic and Career Success ___ Community and Partnerships	___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**x** CTE Units **x** 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	**Individual Request**	__ New Updated **X** Repeat	Google, Facebook, Craig's List, etc.	Digital marketing budget for creation and broadcast of MTT promotional materials.	MTT programs create some of the best paying jobs immediately after graduation ~$54,000 but remain vastly under enrolled due to poor promotion and awareness	12	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$10,000
Item 2			__ New Updated __ Repeat					__ Annual __ 2022-23	

| | | | | | | | | | 2023-24 |
| | | | | | | | | | ___ 2024-25 |

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

Equipment Requests

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

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

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

					Planning Initiatives (2-3 sentences).			
Programmable coolant nozzle	1	**Individual Request**	**x** New ___ Updated ___ Repeat	Selway Machine Sales	Adjustable coolant nozzle for CNC mill. Helps keep tool cool during cutting operations.	Improves instruction and connects to employment in industry.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$2,000
Haas TR210 +	2	**Individual request**	**x** New ___ Updated ___ Repeat	Selway Machine Sales	5th axis trunnion and 8" chuck, shipping and installation	Improves instruction and connects to employment in industry.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$52,500
Item 3			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Facilities Requests

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

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

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

	been entered)	project or put 'individual request'					Priorities and/or President's Planning Initiatives (2-3 sentences).		
Lab Techni cian	1	**Individual request**	__ New __ Updated **x** Repeat	__ Admin FT **x** Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____			Maintain safe working environment for students while supporting instruction and helps maintain equipment and inventory.	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$110,000
Studen t Assista nt	2	**Individual request**	__ New __ Updated **x** Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign **x** Student Hourly __ Other _____			Adds to students contact with industry concerns and reinforces education while supporting instruction and operation of laboratories.	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$15,000

Student Assistant	2	**Individual request**	__x__ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign __x__ Student Hourly ___ Other _____			Adds to students contact with industry concerns and reinforces education while supporting instruction and operation of laboratories.	__x__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$15,000

- 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 $)
International Manufacturing Technology Show	1	individual request	**x** New ___ Updated ___ Repeat	Having the two full time faculty members attend the largest manufacturing trade show to keep up to date with current trend s in manufacturing	**x** In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	This will help our student reach the academic and career goals. Also, it will help in developing content knowledge, critical thinking, and skills development.	2	___ Annual **x** 2022-23 ___ 2023-24 ___ 2024-25	$4,900
Request 2			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

			New, Updated, or Repeat Request			Year(s) Needed	
Reques t 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	

(Top-of-table continuation row)

					___ On-Campus Training ___ On-Campus Speaker ___ Other _____		

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	Estimate d Cost Per Year (Total $)
Mat erial		**Individual request**	___ New ___ Updated **x** Repeat	Maintaining open POs with vendors like MSC.	Required for instruction of almost all MTT laboratory sections.		**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$10,000

Tool ing		**Individual Request**	__ New __ Updated **x** Repeat	Maintaining open POs with vendors like MSC.	Required for instruction of almost all MTT laboratory sections.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$10,000
Item 3			__ New __ Updated __ Repeat				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Technology Requests

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

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

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

Solidworks	1	**Individual Request**	__ New Updated **x** Repeat	**x** Yes __ No	Renewal of the Solidworks licensing	Required for teaching MTT50, MTT81A, and MTT73 A and B, and necessary for operation of MTT 3D printers.	1	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$4,000
Mastercam	2	**Individual Request**	__ New Updated **x** Repeat	**x** Yes __ No	Renewal of the Mastercam software licensing.	Required for teaching MTT81C, and MTT71A		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$2,400
Refresh your memory	3	**Individual Request**	__ New Updated **x** Repeat	**X** Yes __ No	Renewal of the Refresh Your Memory software licensing.	Required for proper function of CNC equipment necessary for teaching MTT71A,B, and C.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$700
Electronic Inventory System	4	**Individual Request**	**X** New Updated __ Repeat	__ Yes **X** No	Software for tracking MTT/ Welding/ Esys/ Autotech inventory, maintenance, and equipment.	Desired to improve workflow of Applied technology lab technicians and reduce redundant purchases and lost supplies. Cost will be divided between ATECH ESYS MTT and WELD and should also be listed in these program's PAR.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	To be determined in a Fair equitable manor between the Applied Tech Departments departments

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.