

Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

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

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

Background Information:

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

☒ Academic Services
☐ Administrative Services
☐ Student Services
☐ Office of the President

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

Art

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

Bonnie Stipe, Clayton Theil

- What division does your Program/Area reside in?

☐ Academic Pathways and Student Success
☐ Applied Technology and Business
☒ Arts, Media, and Communication
☐ Counseling
☐ Health, Kinesiology and Athletics
☐ Language Arts
☐ Science and Mathematics
☐ Social Sciences
☐ Special Programs

Status of Program Goals from Prior Comprehensive PAR Cycle

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

Click on:

- [PAR App Program Review Reports](#).
- Then "Select Academic Year" on the top (choose 2018-19)

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

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Increase to our supply budget for Instructional Supply	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We were able to allocate \$100 per instructor for instructional supplies in the 2D & 3D areas. We were also able to fund our 2D & 3D supply closets. We were also able to purchase a pug mill to recycle clay. We would still like additional fund to reduce some of the student supplies needed to take art classes.
2. More class offering and access to class laboratories	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	The pandemic interrupted this process.
3. Dedicated laboratories assistants and qualified learning assistants for a growing population of students with learning disabilities	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We have exhausted all sources of support and funding for this effort to no avail. Students with learning disabilities are often encouraged to take art classes, but not given adequate support and tutoring to succeed.
4.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
----	---	--

Learning Outcomes Assessment Results

SLOs:

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

- How many courses in your discipline have SLOs developed and listed in CurricUNET?
☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

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

- How many courses in your discipline have rubrics (or some other form of assessment) developed to measure SLOs?
☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

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

- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?
☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

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

- Assessing SLOs has led to improvements in my area.
☐ Strongly disagree
☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☒ Strongly agree

PLOs:

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

- Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?
☐ Yes, all PLOs were assessed in the 5-year cycle.
☐ Almost all PLOs were assessed in the 5-year cycle.
☒ No, many PLOs were not assessed in the 5-year cycle.

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

We submitted and rewrote and submitted new degrees that started in Spring 2020. Just this Spring 2022 we will run the first capstone course for our first graduates. We need to have students finish the programs in order to access them.

Assessing PLOs has led to improvements in my area.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☒ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
The creation of a CTE program that allows us to apply for Career Education funding. We have also applied separately for SASE funding for our Equity supply closet. We did have to separately apply for funding and it would make more sense for that to be a part of the PAR process and not a separate application.
- 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?
We have to separately apply for CTE and Equity funding and it would make more sense for that to be a part of the PAR process and not a separate application. There is not a lot of ways to receive funding otherwise.

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)
The learning connection does an excellent job in providing resources to individual classrooms and student needs.

- 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?)
Institution wide initiatives are not one size fits all. Often times students receive the most support and guidance in their own academic programs. There is not a lot of institutional support for individual programs and their unique characteristics.

Academic Programs/Disciplines Data

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

FTES and Enrollment

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

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

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

We had large decrease in FTES. This trend was seen across the campus as a result of the pandemic

- 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?

Starting in Spring 2020, we saw large decreases across the board for fill rates. The classes that made an early return to Hybrid in-person, started to rebound in Fall 2021 and the trend continues upward as more classes return to Hybrid in-person.

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

Our class sizes are limited to NASAD standards, with a maximum class size of 24 workstations. In compliance with NASAD standards: classes in creative work generally should not exceed 25 students. Experience indicates that **a class size of 20 or fewer is educationally more effective.** In some cases, safety considerations and specialized equipment limitations will **require class limits of fewer than 15. We are working to have as many classes in-person this spring as student demand allows.**

- 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.

Most all of our classes fill to capacity. Art 2A routinely had a number of classes that have full (20 person) waitlists, especially when we only offer 4 or less a semester.

Enrollment Disaggregations:

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

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

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the [Chabot College Course Enrollments and Success Rates Dashboard](#). Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry (and/or for disciplines with large percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

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

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

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

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

Our overall numbers are all within 1 or 2 percentage point of college-wide averages.

Non-Credit

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

Course success rates

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

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
☐ Decreased
☐ Stayed roughly the same
☐ Increased
☒ X - all over the place because of the pandemic

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 success rates across many racial, ethnic, and gender groups were significantly lower than college averages when the college was closed and students did not have access to studio, equipment, and supplies. Once we began to offer in-person instruction, the rates improved. In addition to initiatives to allow student check-out of materials.

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.)

We would like to be able to disaggregate by declared majors vs. non-majors. This is something we already have to provide for our NASAD HEADS data.

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

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

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

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

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

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
 - ☐ Decreased
 - ☐ Stayed roughly the same
 - ☐ Increased
 - ☒ not applicable, though we do have an approved certificate that will start Fall 2022
- 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).

We rewrote all of our degrees in 2019 to better align with NASAD standards and transfer requirements. This has tripled our degree completion rates in 20/21.

- 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)
-
-

- 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.)

Many Art students avoid taking Math classes until the very end. We would like to write a hands-on Math course for students in the visual arts, and are asking for CAH to support that effort.

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	2	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	5	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	Unknown	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

When our full-time Art Faculty left, the courses she taught were not replaced with part-time faculty, resulting in a 10 FTES reduction the semester she left. We had full courses with full-waitlists. So this was not caused by a drop in student demand.

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?

Our faculty population does not reflect representation of DI populations. We believe replacing our full-time retired faculty member would allow us the opportunity to reflect more diversity.

Technology

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

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

Up-to-date technology could encourage updating the Illustration courses. There is currently no studio space with technology available to bring it up-to-date to 21st century practices.

Facilities

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

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

We need an additional room for studio space to support our 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
 - ☐ Somewhat agree

☒ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree
 - In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
☐ Strongly disagree
☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☒ Strongly agree
 - In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree
 - How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
The programs our faculty attended outside of Chabot help our faculty to keep up-to-date with current practice and pedagogy in our field. There are specific programs on equity, student learning and achievement that art specific to Art education we are able to attend. It is important that the college continues to fund areas specific professional development opportunities.
-

Program Maps and Equity in Scheduling

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

- **Turning in Program Maps:** A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to [this template in Google Docs](#),* 2) click on "file," 3) choose "make a copy," 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.
*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit
- Have you completed all program maps for your discipline?
☒ Yes (or we will do so by the deadline).

___ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).

___ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).

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

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

-
-
- 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, we need for FTE to support our evening classes

- 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.

Yes we collaborate with DIGM, PHOTO, and ARTH

- 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.)

Yes Art 45 is the capstone course and we plan to only offer it Spring. We also are only currently offering Art 25, Color Theory in the spring.

Planning

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

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

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

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

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to

change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Complete our National Association of Schools and Art and Design 5 year Review and Self-Study	To receive full 10-year Accreditation. The entire college is Accredited through NASAD. It reflects the quality of our programing and instruction.	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
2.		<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

3.		<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> 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 request s 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/T asks	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	Estimat ed Cost Per Year (Total \$)
Item 1 Models for Figure Drawin g	1	Models for Figure Drawing	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Bay Area Model's Guild	Modeling for figure drawing classes	Required as part of the course outline. Class cannot be ran without live models.	10 months	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	12,000

Item 2 NASAD accreditation Food for students	2	NASAD accreditation	<u> </u> New <u> X </u> Updated Repeat	Pacific Dining	Food for lunches for students to meet with visiting accreditors	Meeting will be held over college hour. Providing food will encourage student participation. Student participation is required for the accreditation site visit team.	1	Annual <u> X </u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$500
Item 3 Guest Speaker/ Visiting Artist	3	Guest Speaker/ Visiting Artist	<u> </u> New <u> X </u> Updated Repeat	Professional working artists in art and design fields (2 professionals per academic year). One professional for 3D areas, one professional for 2D areas.	Lecture and workshop, designed to inspire equitable outcomes among target population.	Provides opportunities for students to network with professionals in their field, while showing students a pathway to success.	1 day	<u> X </u> Annual <u> </u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$3000

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	Vend or 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	2	Sculpture stands	<u> </u> New <u> X </u> Updated Repeat	Blick Art Supply	Replacing Sculpture Stands	1 is required for each learning station. Required to meet student outcome for the course.	12 (12 were replaced last year)	<u> </u> Annual <u> X </u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$3600

Item 2	1	Slab roller	<u>X</u> New Updated Repeat	Clay people	Replacing and existing slab roller that is worn out	Required for student outcomes in ceramic courses.	1	<u> </u> Annual <u>X</u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$1500
Item 3	3	Chairs for 1006	<u> </u> New Updated <u>X</u> Repeat	Black art	Replacing chairs with ones that will fit under tables and well as work with easels	Required for watercolor classes learning stations	26	<u> </u> Annual <u>X</u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$5200
Item 4	4	Kiln Replacement	<u>X</u> New Updated Repeat		Replacing aging kilns, we plan on trying do this one at a time	Required for upkeep of ceramic studio	1	<u> </u> Annual <u>X</u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$4000

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	1	More studio classrooms/HVAC	New Updated X Repeat	More classroom space needed for expanded offerings. Currently no existing HVAC or Air filtration system in studio classroom	Expand class offering and insure student health and safety	X Annual 2022-23 2023-24 2024-25	Unknown
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 \$)
P o s i t i o n 1	1	Retirement Replacement	New Updated <u>X</u> Repeat	Admin FT Classified FT Classified Hourly Classified PT <u>X</u> Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly ___ Other _____ _____	Art Instructor	40	We only have 2 full-time Art Instructors and one of the two is 65 and soon to retire. The survival of the program is at stake. This is required for NASAD accreditation. This faculty will teach areas that are part of our Studio Arts AA-T, the most popular degree of all Visual Art Majors.	<u>X</u> Annual 2022-23 2023-24 2024-25	Unknown

P o s i t i o n 2	2	Gallery and Ceramic s Lab Coordin ator	New <u>x</u> Up date d	Admin FT <u>X</u> Classified FT	Lab Coordinator	40	There is no one to run Chabot's Art Gallery. Which is necessary for compliance with NASAD standards and is an equity and access issue for our student population. This position will also work in the ceramic studio. Without a studio coordinator we would not be able to run Ceramics or Sculpture classes. Currently the Visual Arts Programs are unable to provide additional lab and studio hours for students to work outside of class time. Additionally, the Visual Arts Programs are currently running at capacity and the Lab Coordinator position is essential to provide sustainable instruction.	<u>X</u> Annual 2022-23 2023-24 2024-25	
			Repe at	Classified Hourly Classified PT Faculty FT Faculty PT Faculty F- hour Faculty Reassign Student Hourly ___ Other _____ _____					

P o s i t i o n 3		Cera mic/S culpt ure Stude nt Assist ants	New	Admin FT	Student workers for Ceramics/sculpture	20 (x2 for 2 student workers)	Recycling clay, mixing glazes, loading and unloading kiln, scheduled maintenance of equipment. This is an equity issue. This year through volunteer work, the ceramics department was able to reclaim enough clay to provide students in all ceramics classes with clay. With additional hours, this could happen every year.	<u>X</u> Annual	
			Upd ated <u>X</u> Repe at	Classified FT				2022- 23	
				Classified Hourly				2023- 24	
				Classified PT				2024- 25	
				Faculty FT					
				Faculty PT					
				Faculty F- hour					
				Faculty Reassign <u>X</u>					
				Student Hourly ___ Other					

P o s i t i o n 4		Facul ty Coo r di n a t i o n	New	Admin FT	Faculty Reassign Time	2 CAH per faculty member for NASAD accreditation duties	To coordinate Art area, facilitate NASAD accreditation, mentor part-time faculty, help to order and maintain supplies.	<u>X</u> Annual	
			Upd ated	Classified FT				2022- 23	
			<u>X</u> Repe at	Classified Hourly				2023- 24	
				Classified PT				2024- 25	
				Faculty FT					
				Faculty PT					
				Faculty F- hour					
				<u>X</u> Faculty Reassign					
				Student Hourly					
				___ Other					

P o s i t i o n 4		Student assistants for gallery and studio access	New <u>X</u> Updated	Admin FT	Student assistants for gallery and studio access	20 hours		<u>X</u> Annual	
				Classified FT				2022-23	
			Repeat	Classified Hourly				2023-24	
				Classified PT				2024-25	
				Faculty FT			Students to help run open studio hours and maintain art studios.		
				Faculty PT					
				Faculty F-hour					
				Faculty Reassign					
				<u>X</u> Student Hourly					
				___ Other					

P o s i t i o n 5			<u>X</u> New	Admin FT	Writing of a hands on Math class for visual learners	1 CAH	Will help students who have difficulty passing the Math requirement for arts degrees by offering a course that fits the modality they best learn in.	Annual <u>X</u> 2022-23	
			Upd ated	Classified FT				2023-24	
			Repe at	Classified Hourly				2024-25	
				Classified PT					
				Faculty FT					
				Faculty PT					
				Faculty F-hour					
			<u>X</u>	Faculty Reassign					
				Student Hourly					
				___ Other					

- 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 \$)
R e q u e s t 1	1	NASAD Annual Meeting	New Updated <input checked="" type="checkbox"/> Repeat	NASAD annual Meeting is required for accreditation	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference /webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other 	Required for NASAD accreditation.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2050.00

R e q u e s t 2			New Update Repeat	California Conferenc e for the Advancem ent of Ceramic Art	<input type="checkbox"/> In- person conference with travel <input type="checkbox"/> Online conference /webinar <input type="checkbox"/> On- Campus Training <input type="checkbox"/> On- Campus Speaker <input type="checkbox"/> Other _____ _____	Remain current in the field of Ceramic, Sculpture, and sourcing prospective part- timer faculty for our pool.	1	Annual <input type="checkbox"/> 2022- 23 <input type="checkbox"/> 2023- 24 <input type="checkbox"/> 2024- 25	775.00
	3	N C E C A	<input checked="" type="checkbox"/> New Update Repeat	The Nation al Counc il on Educat ion for the Ceram ic Arts (NCE CA) is a dynam ic, 501(c) 3 organi zation that engag es and sustain s a comm unity for cerami c art, teachi ng and learnin g	<input type="checkbox"/> In- person conference with travel <input type="checkbox"/> Online conference /webinar <input type="checkbox"/> On- Campus Training <input type="checkbox"/> On- Campus Speaker <input type="checkbox"/> Other _____ _____	Recruitment for part-time faculty in the Applied Ceramics and Sculpture areas. Keeping up- to-date on the latest in ceramic art, teaching, and learning	1	Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023- 24 <input type="checkbox"/> 2024- 25	\$1000

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	Ceramic Glazes	— New Updated <u>X</u> Repeat	Ingredients for Ceramic glazes	Basic supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$3000
Item 2	2	Solvents, stretcher bars, canvas	— New <u>X</u> Updated Repeat	Required to meet course outline for creating supports for painting classes	Basic supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$1000
Item 3	3	Foundry Supplies	— New Updated <u>X</u> Repeat	Materials needed to support Sculpture classes and run the foundry.	Basic Supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$1350

Item 4	4	Instructional Supplies for 2D area classes	<u> </u> New Updated <u>X</u> Repeat	Required to meet course outline for creating supports for 2D area classes	Basic Supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$3000
Item 5	5	Instructional Supplies for 3D area classes	<u> </u> New Updated <u>X</u> Repeat	Required to meet course outline for creating supports for 3D area classes	Basic Supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$500
Item 6	6	Studio expendables/supplies	<u> </u> New Updated <u>X</u> Repeat	Things that get used up and wear out in the studios	Basic Supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$1000
Item 7		Abrasives	<u> </u> New Updated <u>X</u> Repeat	Needed to supply sculpture and ceramic studio.	Basic Supplies to run classes	Numerous	<u>X</u> Annual 2022-23 2023-24 2024-25	\$300

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, 12, etc.)
Item 1	1	Mac Desktop	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Replace stolen desktop in 1123	Need for instruction	1
Item 2	2	Elmo (document camera and projector	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Replace stolen elmo from 1008	Need for instruction	1
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Categorical Funding Applications:

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

<https://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform>

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

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

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

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

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