

## 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 receiving 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](mailto:dkunkelwu@chabotcollege.edu) and Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu).

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### 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:

Mass Communications

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

Chad Mark Glen and Tom Lothian

- 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

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### 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. Enduring SAOs and PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse background
- 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?"
- 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 with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeeds 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. Grow enrollment <input type="radio"/> More recruitment (on campus, at feeder schools, in the community, etc.) <input type="radio"/> Marketing materials (brochures, flyers, posters, social media, etc.)	<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	Enrollment is down. MCOM classes are in-person and lab intensive classes and they have suffered during remote learning. We are working on new marketing materials and are planning to visit feeder schools to restart recruitment efforts.
2. Funding for support staff to expand classroom access and learning assistance. <input type="radio"/> Utilize all available funding sources	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input checked="" type="checkbox"/> Not achieved and no longer relevant	Funding has not been provided to expand access and assistance and since enrollment has declined, we can no longer justify continuing to make this request. Once enrollments increase, we will seek additional funding.
3. Increase degree attainment <input type="radio"/> AA degree revision <input type="radio"/> Lowering of major units <input type="radio"/> Informational degree orientations/workshops	<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	Our degrees have been revised. We lowered the units required and are continuing to make courses optional and lower units.
4. Create certificates of proficiency and achievement	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress	At the time this goal was set it was not what the industry

	<input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	wanted. As a result, no progress was made at the time. It has become more important with the SCFF, and we will be offering certificates soon.
5. Better serve the college through student media <input type="radio"/> Produce more original student programming <input type="radio"/> Increase MCOM services offered to the college	<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	Student programming has been reduced, lab hours and studio usage are restricted.

## 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 the 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 \_\_\_\_\_
- 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
- 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
- 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. \_\_\_\_\_  
\_\_\_\_\_

- Assessing PLOs has led to improvements in my area.

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

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## 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 base-level funding has allowed our program to operate. The Outcomes and Assessments Committee has been helpful in assisting us in tracking and documenting our assessment data. Committees updating and providing links to revised processes required to meet our reporting obligations has been helpful. The encouraging attitude and support of dean Kunkel Wu has been extremely helpful.**

\_\_\_\_\_

- 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 continually been denied funding for any classified position, full-time or part-time, to better support the daily operations of KCRH and expand access and assistance and since enrollment has declined, we can no longer justify continuing to make this request. This has been a need for 20+ years and we have stopped including it in our program reviews at this point.**

\_\_\_\_\_

- 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 college should continue to provide laptops and internet to students. The college needs to provide computers with media creation software installed. Students who need laptops also need the creative cloud software, and as of last semester were unable to install it themselves on borrowed laptops and IT would not install it for them. Matt Kritscher and his team in Student Services have been offering is very useful programs. The college should continue to provide free food for students. Students struggle with food security and this has been a huge benefit to students attending in person.**

\_\_\_\_\_

- 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?)

**Counseling, students are not able to get appointments to meet with staff when they need. IT resources are insufficient to meet current campus Audio and Video production needs.**

\_\_\_\_\_

\_\_\_\_\_

## 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.

Overall College Summary by Term											
Term	Primary Section Cnt	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTE\$	WSCH/FTEF
Fall 2018	1,714	45,656	38,954	85%	148.94	24.55	126.87	300.35	145,889	4,742.74	485.73
Spring 2019	1,479	46,631	35,997	77%	147.36	25.39	123.57	296.32	136,094	4,426.06	459.28
Summer 2019	399	15,208	11,485	76%	1.18	42.63	36.12	79.93	41,287	1,349.94	516.53
Fall 2019	1,360	42,614	36,757	86%	148.96	29.05	118.24	296.24	142,624	4,624.06	481.45
Spring 2020	1,326	44,856	34,350	77%	146.87	27.93	109.47	284.27	132,417	4,302.85	465.82
Summer 2020	358	13,700	12,309	90%	2.37	39.83	40.18	82.37	48,423	1,568.73	587.88
Fall 2020	1,512	42,448	32,402	76%	130.84	26.16	127.72	284.72	131,020	4,238.53	460.18
Spring 2021	1,218	41,068	30,140	73%	136.32	33.77	119.66	289.75	125,180	4,078.45	432.03
Term Avg.	1,171	36,523	29,049	80%	107.85	31.16	100.23	239.24	112,867	3,666.42	486.11

Subject Summary by Term													
Division	Subject	Term	Primary Section Cnt	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTE\$	WSCH/FTEF
5400 - Arts, Media & Communication	MCOM	Fall 2018	10	258	181	70%	1.43	0.60	0.00	2.03	705.0	21.91	346.61
		Spring 2019	8	199	121	61%	1.60	0.37	0.00	1.97	479.0	15.31	243.64
		Summer 2019	1	10	2	20%	0.00	0.00	0.00	0.00	4.0	0.06	
		Fall 2019	7	193	128	66%	1.90	0.00	0.00	1.90	501.0	15.76	263.68
		Spring 2020	6	149	93	62%	1.47	0.00	0.00	1.47	376.0	12.39	256.48
		Fall 2020	6	168	89	53%	0.43	1.02	0.00	1.45	368.0	12.08	253.79
		Spring 2021	5	148	65	44%	0.88	0.40	0.00	1.28	302.0	9.84	235.39
		Term Avg.	6	161	97	54%	1.10	0.34	0.00	1.44	390.7	12.48	266.60
		Term Avg.	6	161	97	54%	1.10	0.34	0.00	1.44	390.7	12.48	266.60

- 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).

**The FTES trends in our discipline have decreased along with the overall college trends. Several factors might cause this. The obvious leader is the COVID-19 pandemic. Other factors are related to it such as lab and facility use restrictions, and method of instruction. MCOM is a very hands-on and in-person program. Potentially, the biggest factor comes from competition for students within our own division. The TV courses have been the hardest hit and that came at the same time we relaunched an older program.**

- 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?
 

**The trend has not changed in the last three years. Our courses typically do not fill to capacity. Several factors could account for this. First, our lab spaces have never been designed to accommodate 20-25 students working in class at the same time. The overall college trend of decreased enrollment. Our program is lab-intensive and hands-on and because of the Covid-19 pandemic, we were forced to move to an online modality. This didn't serve our students' needs and as a result, our enrollment took a hit. The lack of staffing for the radio station**

**does not provide support for students in labs. The similarity in other programs courses has increased competition for students and siphoned them away from our program.**

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- 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*

**Faculty in our area are willing to do a lot to improve overall discipline productivity while maintaining our commitment to student learning. We take additional students in sections with higher fill rates. We would teach our classes at any time/date or format—in-person, hybrid, online—to get them to be more productive. Faculty in our area regularly teach 4-6 courses cross-listed to make sure that courses are offered for students as often as possible.**

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

**No, but MCOM 41 periodically fills to capacity because it is also a transferable GE course.**

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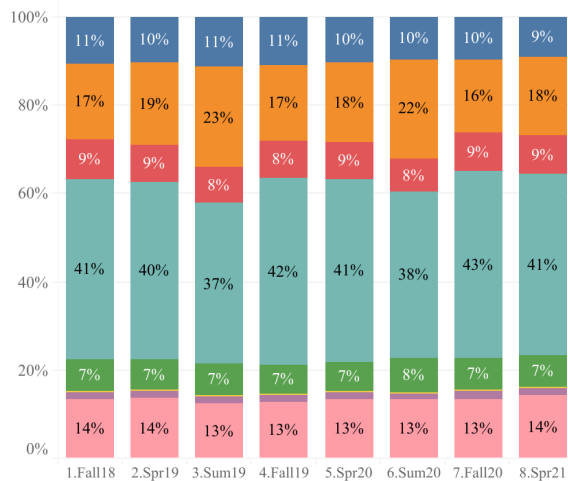
### **Enrollment Disaggregation:**

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

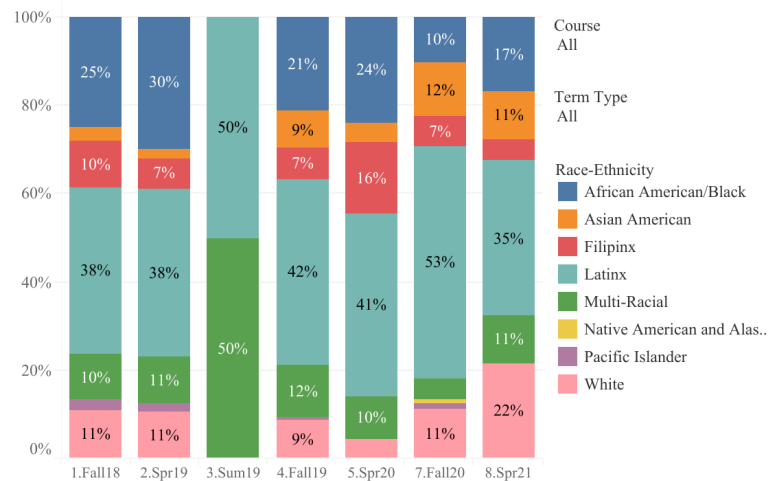
\*Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of persons filling them.

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).

College Enrollments by Race-Ethnicity



Discipline: Mass Communication; Course: All

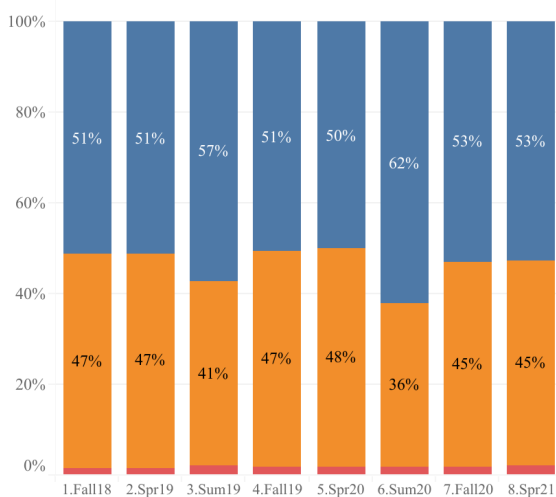


Discipline: Mass Communication; Course: All

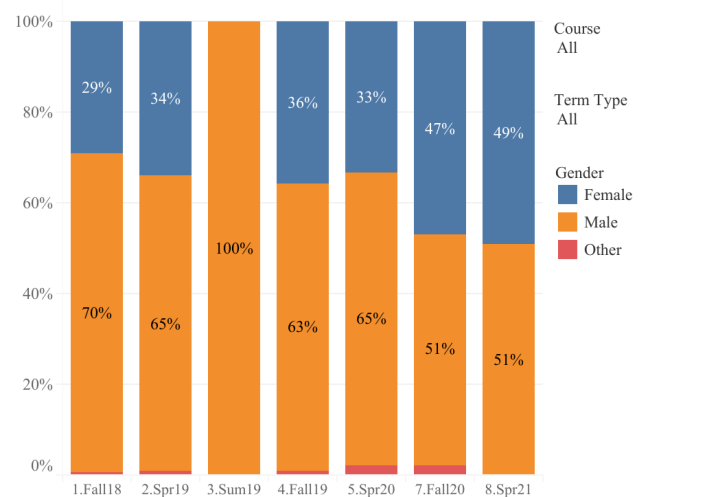
Race-Ethnicity	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	7.Fall20	8.Spr21
African American/Black	45	36		27	22	9	11
Asian American	6	3		11	4	11	7
Filipinx	19	8		9	15	6	3
Latinx	68	46	1	54	38	47	23
Multi-Racial	19	13	1	15	9	4	7
Native American and Alaska Native						1	
Pacific Islander	4	2		1		1	
White	20	13		11	4	10	14
Grand Total	181	121	2	128	92	89	65
	100%	100%	100%	100%	100%	100%	100%

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

College Enrollments by Gender



Discipline: Mass Communication; Course: All



- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:

\_\_\_\_\_ could be improved.

X 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.

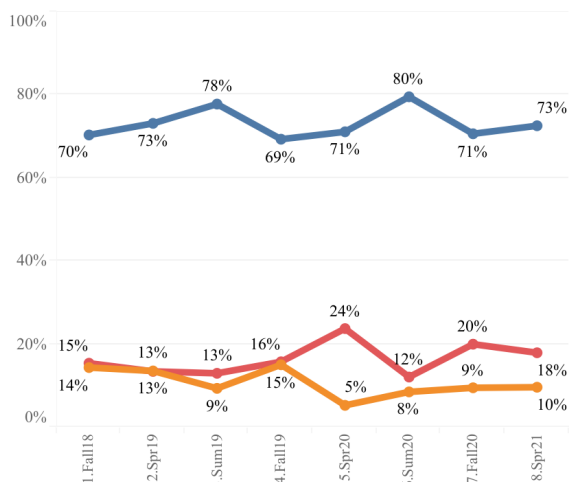
### Non-Credit

- 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  
☒ Possibly Increase

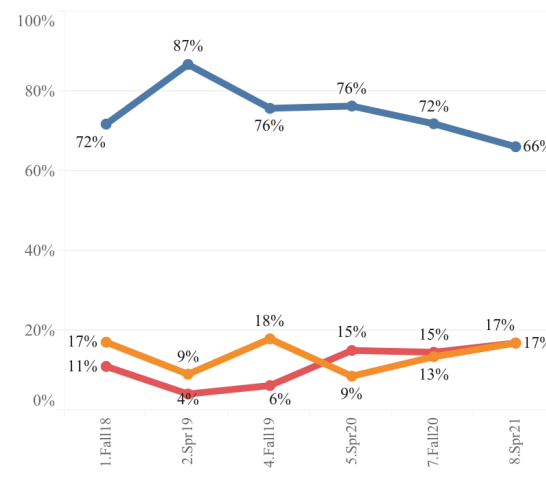
### Course success rates

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

Overall College Success Rate



Discipline: Mass Communication; Course: All



Discipline  
Mass Communication

Course  
All

Term Type  
All

Success

1.Success

2.Non-success

3.Withdrawal

#### Notes:

1. There is a technical issue with the course success rates tabs. When nothing is checked in the drop-down menus for "Discipline," "Course," or "Term," an error message appears (i.e., "Unable to proceed because of an error from the data source"). This is a Tableau server error that they are unable to fix at this time. You can close out the error message and proceed with your search. The dashboard still provides accurate data.

2. Please note that when any grand total is less than 10, success rates are hidden to protect students' privacy. We also encourage users to interpret changes in success rates for groups less than 20 with caution, as the circumstances of a single student could cause a substantial change in success rates.

Discipline: Mass Communication; Course: All

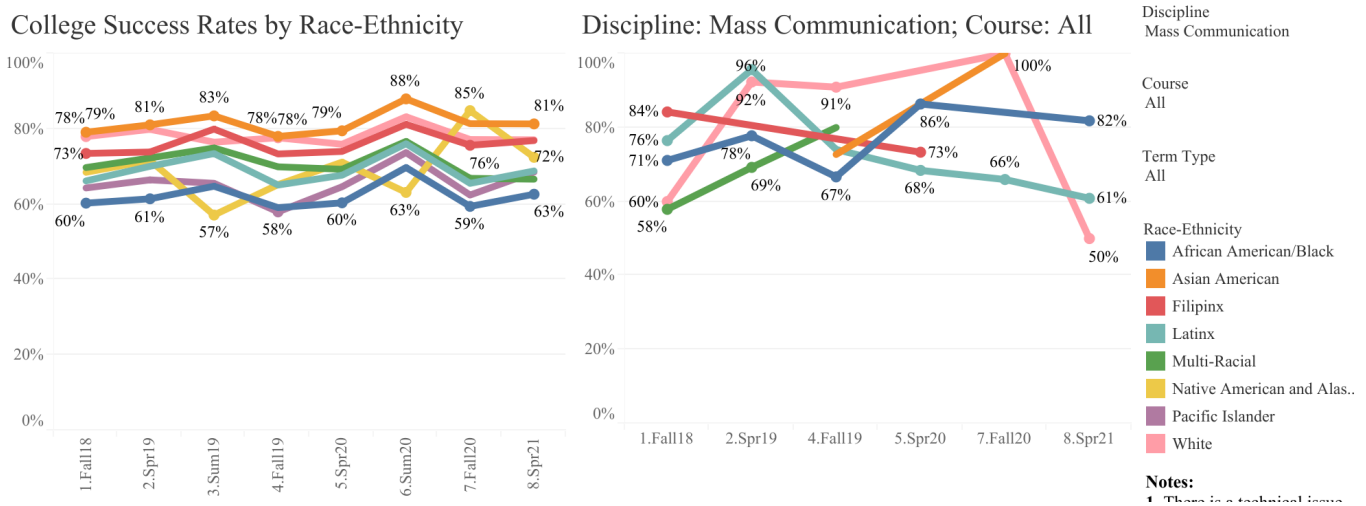
Success	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	7.Fall20	8.Spr21
1.Success	130	105		97	71	64	43
	72%	87%		76%	76%	72%	66%
2.Non-success	31	11		23	8	12	11
	17%	9%		18%	9%	13%	17%
3.Withdrawal	20	5		8	14	13	11
	11%	4%		6%	15%	15%	17%
Grand Total	181	121	2	128	93	89	65
	100%	100%	100%	100%	100%	100%	100%

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



☐ Stayed roughly the same  
☐ Increased

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



- Check all groups that are **disproportionately impacted** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):

☐ African American/ Black  
☐ Asian American/ Asian  
☐ Filipino/x  
☒ Latinx/ Chicanx  
☐ Native American/ Alaska Native  
☐ Pacific Islander/ Hawaiian  
☒ White/ European American  
☐ Female  
☐ Male

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

**We have a lot less disproportionate impact for Black students, and serve more of them than the college percentage. This is an important achievement since equity is one of our goals. The student success rates in other areas are in line with the rest of the college until spring of 2020. This corresponds to the timing of the global COVID-19 pandemic. There may be other factors but none that we are aware of.**

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 the Chabot campus community.)

### **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 (Mass Communications does not offer certificates)  
☐ 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).

**The AAs that Mass Communications awarded have stayed roughly the same, currently, we do not offer certificates. We will soon.**

- 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)

**There is no associated industry test in Mass Communications.**

- 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.)

**Mass Communications is an equipment-intensive program. Laptops and software are expensive. This is compounded by the COVID-19 pandemic and students not being allowed to use facilities on campus. Remote education puts additional pressure on students trying to learn hands-on skills.**

## 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 type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	It depends on how you count. There are 2 classified staff who work in the TV station but are not funded by MCOM.	<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	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

**There have been no changes in staffing. FTES/enrollment in our area has stayed in line with the college trends and gone down.**

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

### Technology

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

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

**Students in our area need access to laptops or computers that can run the Adobe Creative cloud software. IT provided remote access, but this has proven to be insufficient for our students' needs. They have limited and unreliable internet access and need to run the software locally on laptops. laptops that students have been able to check out do not have the necessary software. Students have not had access to labs because of the COVID-19 restrictions and support for their learning is not sufficient. Our current computers are insufficient for the task of editing the next video standard (UHD 4K) and IT regularly denies requests for equipment and no justifiable reasons are provided.**

### 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 both agree and disagree. Agree: The equipment in the Radio Station (KCRH) and the Spectator Offices meet or exceed the current needs of those programs. Disagree: The TV Studio requires upgrades to keep it current with the industry standards. In addition to the TV studio upgrades, a separate Media network is necessary to continue to support the college's TV and Audio production needs.**

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### 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?  
**We cannot speak for the Classified Professionals working the TV station. In general, the professional development activities offered by/at Chabot only serve to inform us of administrative/non-teaching tasks that we are held responsible for. For an educational institution, there is very little in the way of professional development geared at making us better instructors.**
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### 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:** The 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](https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit),\* 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 copying and pasting the address into a browser window.

[https://docs.google.com/document/d/1zU4G\\_Kps1CNYmR8ZOczX8RergfkJLPpU\\_XU3KfQC86s/edit](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 the program in the 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 the program in the space below).  
☐ No, for another reason... (please fill in the reason below).

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

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?  
1) **Yes, a student who is working toward a degree in Mass Communication can take all of the required courses during the day.**  
2) **No, a student who is working toward a degree in Mass Communication cannot take all of the required courses in the late afternoon/evening/weekend.**  
3) **No, a student who is working toward a degree in Mass Communication cannot take all of the required courses online.**

**In order for all of the above options to be true, we would need to offer more sections and hire additional instructors.**

- 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.  
**Other disciplines do not want to collaborate with us and as a result, we are not collaborating with other disciplines to ensure that our schedules are not conflicting. We are in direct competition for students within our division.**
- 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, there are classes in our discipline that we do not offer every semester or every year that are required for our degrees. In an ideal world, with perfect coordination and infrastructure, I would want to communicate**

**which required courses are not offered in all semesters to counselors, faculty, and students via email, or an up-to-date website.**

## 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 Grow enrollment	-Increased efficiency -Serve more students -Increased success rates -Increase degrees awarded	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other _____	<input checked="" 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) _____ Other _____

2. Increase degree attainment and create certificates of proficiency and achievement	-Serve more students -Increased success rates -Increase degrees awarded -Ability to offer certificate options to students	<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 checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other <hr/>	<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 <hr/>
3. Ascertain the future of our TV and Radio facilities	-A plan addressing the TV station's future on the campus in the FMP -A plan addressing the Radio station's future on the campus in the FMP	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other <hr/>	<input checked="" 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 <hr/>



## Resource Requests

**Contracts and Services Requests:** Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. The 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.

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

## Equipment Requests

The 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.

<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Item Description</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities, and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
1.01	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	Blackmagic Design ATEM Mini Pro ISO HDMI Live Stream Switcher	Small video switcher	In the Strategic Plan, this item will allow us to foster a connected and engaged community that thrives both on and off-campus, and additionally, in the EMP this item will cultivate strategic relationships on our campus that support the needs and goals of the college and the community.	4	<u><b>X</b></u> 2022-23	\$4,000
1.02	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	Rode RODECaster Pro Integrated Podcast Production Studio	Small Audio Mixer	See above	4	<u><b>X</b></u> 2022-23	\$3,000
1.03	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	Shure Broadcast Headsets	Headset Mics & Cables	See above	5	<u><b>X</b></u> 2022-23	\$2,000
1.04	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	Tripods	Hold Cameras	See above	8	<u><b>X</b></u> 2022-23	\$40,000
1.05	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	24" Teleprompter with 22.5" Reversing Monitor	Teleprompter for the direct address of the audience	See above	4	<u><b>X</b></u> 2022-23	\$15,000

1.07	<b>Student Streaming Studios</b>	<u>X</u> New	Canon Vixia HF Camcorder	Cameras for streaming video	See above	8	<u>X</u> 2022-23	\$16,000
1.08	<b>Student Streaming Studios</b>	<u>X</u> New	Stream Deck XL	Controlling aspects of the stream	See above	4	<u>X</u> 2022-23	\$1,500
1.09	<b>Student Streaming Studios</b>	<u>X</u> New	Studio desk	Desk to put equipment on	See above	4	<u>X</u> 2022-23	\$12,000
1.10	<b>Student Streaming Studios</b>	<u>X</u> New	Speakers (Studio Monitors)	Speakers to monitor listen	See above	8	<u>X</u> 2022-23	\$4,000
1.11	<b>Student Streaming Studios</b>	<u>X</u> New	Monitor	Extra screen space	See above	4	<u>X</u> 2022-23	\$8,000
1.12	<b>Student Streaming Studios</b>	<u>X</u> New	Cables, Splitters, Power	Cables, Splitters, and UPS	See above	4	<u>X</u> 2022-23	\$3,000
2.01	<b>On-air Video Streaming Upgrade</b>	<u>X</u> New	ATEM HDMI Live Stream Switcher	Small video switcher	See above	1	<u>X</u> 2022-23	\$2,000
2.02	<b>On-air Video Streaming Upgrade</b>	<u>X</u> New	Canon Vixia HF Camcorder	Cameras for streaming video	See above	4	<u>X</u> 2022-23	\$8,000
2.03	<b>On-air Video Streaming Upgrade</b>	<u>X</u> New	Stream Deck XL	Controlling aspects of the stream	See above	1	<u>X</u> 2022-23	\$400
2.05	<b>On-air Video Streaming Upgrade</b>	<u>X</u> New	Cables, Splitters, Power	Cables, Splitters, and UPS	See above	1	<u>X</u> 2022-23	\$1000
4.0	<b>4K UHD Video Camera Upgrade</b>	<u>X</u> Repeat	4K Video Cameras, Cases, Tripods	This would upgrade the cameras that students check out.	See above	20	<u>X</u> 2022-23	\$120,000

### Facilities Requests

The 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](#) (FYI this link leads to a PDF that says it was voted on but hasn't been announced), and the [President's College Planning Initiatives](#) (FYI this link goes to a pages that does not exist.).

\*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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities, and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	<b>Dedicated Audio/Video Network</b> This project would address the limited capacity of the TV studio coverage. Currently, exclusively cellular networks are used. We have estimates that include running dedicated fiber for an A/V network separate from the IT network. This network would allow the college to broadcast from the buildings and locations we regularly host events on campus. This project would benefit the community by removing pressure from cellular networks. It would benefit the campus by keeping high bandwidth video and audio off the campus network. It would benefit both because we could more easily cover events. No engineering company we talked to would provide a more precise breakdown of the costs involved without paying them to make a more detailed proposal. We do not have a budget for that.	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Build a dedicated network.	In the Strategic Plan, this item will allow us to foster a connected and engaged community that thrives both on and off-campus.	<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input checked="" type="checkbox"/> 2024-25	\$10 Million
<b>Item 2</b>	2	<b>TV Studio Equipment Upgrade</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated	Update equipment	This item supports the same Strategic plan goal as above	<input type="checkbox"/> Annual	\$15 Million

		The TV studio is behind the industry standards in the equipment being used. We use 1080i, and the industry is predominantly UHD 4K. The upgrade would include studio cameras, switcher, tripods, routers, new cabling, and associated studio equipment. This project provides students with the industry-standard experience the college promises. Unfortunately, no engineering company we talked to would give a more precise breakdown of the costs involved without paying them to make a more detailed proposal. We do not have a budget for that.	<input type="checkbox"/> Repeat	in the TV Studio.	and additionally, in the EMP this item will cultivate strategic relationships on our campus that support the needs and goals of the college and the community.	<input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input checked="" type="checkbox"/> 2024-25	
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#### Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

The 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Classification</b>	<b>Position Title</b>	<b>Avg. hours per week</b> (5, 20, 40, etc.)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities, and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Position 1</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

				<input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>					
<b>Position 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Position 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

### Professional Development, Travel, and Conferences

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Description</b> (1-2 sentences)	<b>What Type of PD Request?</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Number of Attendees</b> (1, 5, 10, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Request 1</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<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 _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Request 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<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 _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	



<b>Request 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<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 _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

### Supplies Requests

The 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.

<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities, and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
1	<b>ASCAP License</b>	<u>X</u> Repeat	Music License service	In the Strategic Plan, this item will allow us to foster a connected and engaged community that thrives both on and off- campus, and additionally, in the EMP this item will cultivate strategic relationships on our campus that support the needs and goals of the college and the community.	1	<u>X</u> Annual	\$300

2	<b>SESAC License</b>	<u>  X  </u> Repeat	Music License service	See above	1	<u>  X  </u> Annual	\$130
3	<b>BMI Music License</b>	<u>  X  </u> Repeat	Music License service	See above	1	<u>  X  </u> Annual	\$250
4	<b>CNN Newsource</b>	<u>  X  </u> Repeat	News wire service	See above	1	<u>  X  </u> Annual	\$3,500
5	<b>Shoutcast Server</b>	<u>  X  </u> Repeat	Streaming audio hosting	See above	1	<u>  X  </u> Annual	\$900
5	<b>GSelector</b>	<u>  X  </u> Repeat	Radio station scheduling software	See above	1	<u>  X  </u> Annual	\$1,250
6	<b>FCC Legal counsel</b>	<u>  X  </u> New	Filing paperwork with FCC	See above	1	<u>  X  </u> Annual	\$10,000
7	<b>Radio Station Engineering</b>	<u>  X  </u> Repeat	Installing and maintaining new equipment.	See above	1	<u>  X  </u> Annual	\$15,000

### Technology Requests

The 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.

<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Was the feasibility of the request discussed with IT?</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities, and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
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1.06	<b>Student Streaming Studios</b>	<u><b>X</b></u> New	iMac 24 inch	Controlling the audio or video stream & Editing	In the Strategic Plan, this item will allow us to foster a connected and engaged community that thrives both on and off-campus, and additionally, in the EMP this item will cultivate strategic relationships on our campus that support the needs and goals of the college and the community.	4	<u><b>X</b></u> 2022-23	\$16,000
2.04	<b>On-air Video Streaming Upgrade</b>	<u><b>X</b></u> New	Mac Mini	Controlling the audio or video stream & Editing	See above	2	<u><b>X</b></u> 2022-23	\$4,000
3.0	<b>Computer Upgrade</b>	<u><b>X</b></u> New	24-inch iMacs	Computers for MCOM Labs	See above	19	<u><b>X</b></u> 2022-23	\$57,000
3.1	<b>Computer Upgrade</b>	<u><b>X</b></u> New	Mac Mini	Computer Upgrade in Studios	See above	5	<u><b>X</b></u> 2022-23	\$10,000
3.2	<b>Network Storage</b>	<u><b>X</b></u> New	Synology NAS	Archival storage of production materials	See above	3	<u><b>X</b></u> 2022-23	\$16,500

#### **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](mailto: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](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 at [cread@chabotcollege.edu](mailto: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](mailto:ctelles@chabotcollege.edu), admin chair Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu), or classified professional chair Kathleen Stanley [kstanley@chabotcollege.edu](mailto:kstanley@chabotcollege.edu).