Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

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

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

Background Information:

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

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

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

- Name(s) of the person or people who contributed to this review: Nancy Cheung and Kevin Kramer

- What division does your Program/Area reside in?

    ___ Academic Pathways and Student Success
    ___ Applied Technology and Business
    ___ Arts, Media, and Communication
    ___ Counseling
    X 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. Update the current classroom into a patient simulation lab to serve as a multipurpose facility to increase student success.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	None at this time; the project is in progress.
2. Currently, Building 2200 does not meet all the standards listed in the Guiding Principles in the Facilities Master Plan. A new building in a new footprint for the Health Programs would better serve our students as we move toward interprofessional learning. The new building for the health programs would include Dental Hygiene, Medical Assisting, and Nursing. A Dental Hygiene Clinic would be located on the lower level with signage. The "Health Programs Clinic" would be centrally located and positioned with convenient parking for visitors/patients for the Dental Hygiene Clinic. The Dental Hygiene Clinic is not	___ Achieved ___ In Progress **X** Not achieved but still relevant ___ Not achieved and no longer relevant	None at this time since this project has not been achieved.

conveniently located for patients, students, and visitors because it is difficult to find. Often, the dental hygiene students need to look for their patients in the parking lot and walk them over to building 2200, where the back of the building is the entrance to the clinic. Loss of clinic experience time is a barrier to their success.		
3. Need more/new space for the dental hygiene clinic, a shared computer lab for nursing, medical assisting, and dental hygiene, and a shared space for health program students to study and collaborate. College-wide, there is a need for study areas for students to build community and provide support for one another.	___ Achieved ___ In Progress **X** Not achieved but still relevant ___ Not achieved and no longer relevant	None at this time since this project has not been achieved.
4.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

Learning Outcomes Assessment Results

SLO:

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

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

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

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

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

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

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

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

PLOs:

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

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

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

- Assessing PLOs has led to improvements in my area.

       Strongly disagree
       Somewhat disagree
       Neither agree nor disagree
       Somewhat agree
 X   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 dental hygiene program has been able to reach our goals due to the support of Administration, Senior Leadership, and District support. Our Return to Work Plan's approval for in-person instruction by the District and the Alameda County Department of Public Health to return to in-person instruction in the dental hygiene clinic allowed students to reach their educational goals. The institution financially supported the immediate increased clinical need for personal protective equipment (PPE) needed during the initial phase of the pandemic. Proper PPE was critical since the US Department of Labor data indicated that dental hygienists are at greater risk of exposure to COVID19 than respiratory therapists.
  Despite the challenges of the COVID-19 pandemic, the dental hygiene program maintains a high student success rate. Graduates from the Class of 2021 are employed and earn high wages.

- 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?
  Despite challenges related to the COVID-19 pandemic, our program area was able to reach our goals due to the institutional-level support.

- 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 institutional-level support that is particularly helpful to students in reaching their goals is campus-wide. Instructional equipment, IT support, administrative support (Kim Cao), and ongoing support from President Sperling, VP Wagoner, VC Letcher, and Dean Kramer all contribute to helping students reach their educational goals. Other institutional-level support includes Admissions and Records, and Counseling.

- 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?)
  Despite challenges due to facilities, the faculty and classified professionals continue to do their best with what we have. We will continue to assess our goals to support our students better.

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
  - _X_ 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). _____

- 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? Not applicable. The dental hygiene program accepts a cohort of 20 students per year. The Commission on Dental Accreditation and the Dental Hygiene Board of California mandates the faculty-student ratios. _____

- 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 Not applicable. The dental hygiene program accepts a cohort of 20 students per year. The Commission on Dental Accreditation and the Dental Hygiene Board of California mandates the faculty-student ratios. _____

- 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. The Dental Hygiene Program is a special admissions program and accepts a cohort of 20 students per year. The program does not maintain a waitlist.

_____

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.
  - _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.

    X Not applicable, our discipline does not have high enrollments in general education classes.

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

_____

Non-Credit

● Does your program/area offer non-credit classes?

    __ Yes

  X No

● Over the next 3 years, non-credit course offerings in our program/area are planned to:

    __ Decrease

  X 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

  X 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:

_____

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.)

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

Take a look at the IR report on Degrees by Discipline.

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

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

- 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.)

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	**X** Decreased

		___ Stayed roughly the same ___ Increased
Part-time Faculty	12	___ Decreased ___ Stayed roughly the same __X__ Increased
Full-time Classified Professionals	1	__X__ Decreased ___ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	0	___ Decreased __X__ Stayed roughly the same ___ Increased
Student Employees	0	___ Decreased __X__ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased __X__ Stayed roughly the same ___ Increased

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

There are no changes in enrollment of FTES; however, we have had a decrease in staffing. The RTA for a 60% part-time Classified Professional is posted. The Dental Hygiene Board of California requires this position for compliance with adequate staff oversight.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap? The DI population in our program area's staffing is representative of our students. Below is a breakdown of race/ethnicity background for both cohorts.

	1st year male	1st year female	2nd year male	2nd year female
a. Hispanic or Latino (any race)	1	1	2	1
b. White (not Hispanic or Latino)	0	5	0	4
c. Black or African American (not Hispanic or Latino)	0	0	0	2
d. American Indian (not Hispanic or Latino)	0	0	0	0
e. Asian (not Hispanic or Latino)	1	10	1	7
f. Native Hawaiian or Other Pacific Islander (not Hispanic or Latino)	0	0	0	0
g. Two or more races (not Hispanic or Latino)	1	0	0	0
h. Unknown race/ethnicity	0	0	0	0
i. Nonresident alien	0	0	0	0
Total	3	16	3	14

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
    - **X** Somewhat agree
    - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
The IT Team has been very responsive in addressing the needs of the program. Over the summer, the IT team replaced the computers in the dental hygiene clinic. Unfortunately, Windows10 is not compatible with the imaging software, which resulted in the panoramic unit being no longer operational. Sara Woods and her team will support the new equipment purchased by collaborating with installing the new panoramic unit.

Facilities
- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

___ Strongly disagree
X Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
The problems that remain a challenge are the limited space and the need for a new clinic/facility. The facility is less than ideal, creating issues in logistical and operational flow. The last clinic remodel was over ten years ago and did not address the problems with space. There are 20 dental hygiene students per cohort. The clinic has 15 patient chairs, leaving five students to be assigned to other duties. In radiology, 20 students share four radiology chairs.

Professional Development
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**
  ___ Strongly disagree
  X 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
  X Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  X Strongly 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
  X Somewhat agree
  ___ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement? Faculty members in our program participate in professional licensure renewals by participating in continuing education courses specific to their area of teaching. Courses in teaching methodology and pedagogy are encouraged.

Program Maps and Equity in Scheduling

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

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

- Have you completed all program maps for your discipline?
  X Yes (or we will do so by the deadline).
  ___ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
  ___ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).
  ___ No, for another reason… (please fill in the reason below).

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

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios? All required courses in the dental hygiene curriculum are offered during the day and in the late afternoon.

- 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. Students in the dental hygiene program are on campus Monday through Friday.

- 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.) NA

Planning

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

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

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

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

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Develop and implement a comprehensive dental hygiene care plan	AS certificate Dental Hygiene; Licensure in CA	___ Equity ___ Access ___ Pedagogy and Praxis **X** Academic and Career Success **X** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer **X** CTE Units **X** Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
2. Communicate effectively with diverse populations for the prevention of disease and the promotion of health	AS certificate Dental Hygiene; Licensure in CA	___ Equity ___ Access ___ Pedagogy and Praxis **X** Academic and Career Success **X** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer **X** CTE Units **X** Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____

3.Implement and perform infection control policies and protocols	AS certificate Dental Hygiene: Licensure in CA	___ Equity ___ Access ___ Pedagogy and Praxis **X** Academic and Career Success **X** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer **X** CTE Units **X** Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
4.Comply with the laws, regulations, and ethical standards for dental hygiene care	AS certificate Dental Hygiene; Licensure in CA	___ Equity ___ Access ___ Pedagogy and Praxis **X** Academic and Career Success **X** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer **X** CTE Units **X** Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
1		Annual Software Support for the patient management system in the Dental Hygiene Clinic	___ New ___ Updated _X_ Repeat	Henry Schein Practice Solutions (HSPS)	Annual Tech Support for the electronic dental record utilized in the Dental Hygiene Clinic	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3986
2		Accreditation	___ New ___ Updated _X_ Repeat	American Dental Association (ADA)	Annual accreditation fee Commission on Dental Accreditation	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1785

#		Item	Status	Vendor	Description	Support	Qty	Frequency	Cost
						students reach their educational and career goals			
3		UCSF	___ New ___ Updated _X_ Repeat	Regents of the University of California, San Francisco	UCSF Affiliate Agreement	Supports: Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3500
4		Airgas Maintenance	___ New ___ Updated _X_ Repeat	Airgas	Yearly maintenance for safe nitrous oxide levels	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$500
5		ADEA membership	___ New ___ Updated _X_ Repeat	ADEA	Annual membership to the American Dental Educators Association (ADEA)	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$851
6		Yearly Biohazard Waste Permit required by Alameda County	___ New ___ Updated _X_ Repeat	Alameda County Public Health	Biohazard Fees	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$95

						integrated support to ensure students reach their educational and career goals			
7		Continuing Education Provider Permit	___ New ___ Updated X___ Repeat	Department of Consumer Affairs, Dental Board of California	Permit is required by the Dental Board of California for all continuing education providers	Supports: Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college	12	X___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$325
8		Compressor maintenance service	___ New ___ Updated X___ Repeat	Hendrik Dental Technic, Inc	Compressor maintenance Dental Hygiene Clinic	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	X___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1900
9		OSAP Membership	___ New ___ Updated X___ Repeat	OSAP	OSAP is "the voice for leadership and compliance with science-based dental infection prevention and safety practices through quality education and information dissemination	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	X___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$250
10		OSHA Review	___ New ___ Updated X___ Repeat	OSHA Review	Membership provides mandatory spore	Supports: ACADEMIC AND CAREER	12	X___ Annual ___ 2022-23 ___ 2023-24	$219

					testing service, current regulations, and updates	SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		__ 2024-25	
11		Registration of Dental X-Ray Units	__ New __ Updated X__ Repeat	California Department of Public Health, Radiologic Health Branch	Registration Fee for each x-ray machine (5 total) required by the State of California Radiologic Health Branch.	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	__ Annual X_ 2022-23 __ 2023-24 X_ 2024-25	$1180
12		eDossea Annual Renewal	__ New __ Updated X__ Repeat	eDossea	E-mailing and receiving patient x-rays in a secure web-based portal. In compliance with the 2013 HIPAA Omnibus Rule	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals	12	X__ Annual __ 2022-23 __ 2023-24 __ 2024-25	$240
13		Annual Membership for Survey Monkey	__ New __ Updated X__ Repeat	Survey Monkey	Used to conduct student surveys for the program.	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational	12	X__ Annual __ 2022-23 __ 2023-24 __ 2024-25	$276

	and career goals			

Equipment Requests

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

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

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

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.

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

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have	Project Name Use the same project name for all requests related to a large	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning	Year(s) Needed	Estimated Cost Per Year (Total $)

	(been entered)	project or put 'individual request'					Priorities and/or President's Planning Initiatives (2-3 sentences).		
Position 1		Additional Coordination Time for operation, supervision, evaluation and revision of the program	**X** New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour **X** Faculty Reassign ___ Student Hourly ___ Other _____	Dental Hygiene Program Coordination	1 CAH	a) curriculum development, evaluation and revision; b) faculty recruitment, assignments and supervision; c) input into faculty evaluation; d) initiation of program or department in-service and faculty development; e) assessing, planning and operating program facilities; f) input into budget preparation and fiscal administration; g) coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Position 2		Accreditation work	**X** New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT **X** Faculty FT **X** Faculty PT ___ Faculty F-hour **X** Faculty Reassign ___ Student Hourly			ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals. Faculty will be preparing for the 2023	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	

		Other _____			accreditation site visit by starting the self study in 2022.			

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

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1	Individual Request	___ New ___ Updated X Repeat	California Dental Hygiene Educators' Association Meeting	X In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other	CDHEA (California Dental Hygiene Educators Association) meeting satisfies the teaching methodology requirement by our accrediting agency, provides continuing education, and allows networking with other dental hygiene program	12	X Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$7200

					faculty.			
Request 2			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Supplies Requests

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

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

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

	been entered)	'individual request'			Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
Item 1		Advanced Chemical Sensors	__ New __ Updated X Repeat	Monitor air quality for nitrous levels in dental hygiene clinic	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X Annual __ 2022-23 __ 2023-24 __ 2024-25	$150
2		Airgas USA LLC	__ New __ Updated X Repeat	Rental fee and charges for oxygen and nitrous gas for dental hygiene clinic	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X Annual __ 2022-23 __ 2023-24 __ 2024-25	$ 1500
3		Benco Dental	__ New __ Updated X Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X Annual __ 2022-23 __ 2023-24 __ 2024-25	$2000
4		Bound Tree	__ New __ Updated X Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X Annual __ 2022-23 __ 2023-24 __ 2024-25	$2000
5		Burkhart Dental Supply	__ New __ Updated X Repeat	Equipment maintenance and repair for dental hygiene clinic	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure		X Annual __ 2022-23 __ 2023-24 __ 2024-25	$3000

#		Item	Status	Need	Goal Alignment		Year	Cost
					students reach their educational and career goals			
6		Darby Dental Supplies	__ New __ Updated X Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$5300
7		Henry Schein Dental Supplies	__ New __ Updated X Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$9000
8		iSmile Dental Products	__ New __ Updated X Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$2000
9		Radiation Detection Company	__ New __ Updated X Repeat	Monitor radiation exposure levels	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$50
10		R & M Medical	__ New __ Updated X Repeat	Service and inspection of nitrous/oxygen equipment	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure		X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$500

					students reach their educational and career goals				
11		Uline Shipping Supply Specialists	__ New __ Updated _X_ Repeat	Dental supplies needed in the clinic for student instruction	Supports: ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals		_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$2000

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.

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	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

			New Updated Repeat	Yes No				Annual 2022-23 2023-24 2024-25	
Item 3									

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/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

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