

Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

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

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

Background Information:

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

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

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

HEALTH-KINESIOLOGY-ATHLETICS

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

DANNY CALCAGNO & JEROME MANOS

- What division does your Program/Area reside in?

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

Status of Program Goals from Prior Comprehensive PAR Cycle

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

- [PAR App Program Review Reports.](#)
- Then “Select Academic Year” on the top (choose 2018-19)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
- For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
- For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Construction of new baseball facility:	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Baseball Facility was completed this past spring 21.
2. Hiring of a Fulltime Faculty member. We have been passed over in the last hiring prioritization.	<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	Have not replaced retirements or coaches leaving positions.
3. Renovation of the Football/Track Stadium: the grass field was replaced with synthetic turf in 2007, it was to last ten years. The field is 5 years past the expected life and has had to have twenty-five plus repairs a year for the last 5 years. The running track was resurfaced in Spring of 2001 and was to last ten years, the surface has multiple tears and holes that have not been addressed. The seating is cracked on both sides, the current overlays (over the original wood seating) was installed in the late 1980's. The press box is	<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	There is currently no timeline for this project.

original from 1962, the interior is in disrepair and has not been upgraded. The roof of the press box leaks when it rains putting the electronics at risk of damage. And is also not in ADA compliance. The fencing is sagging in many areas and the slatting is gone from certain locations.		
4. Achieving transfer level Math for student-athletes: Offering Math 47: Mathematics for Liberal Arts	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We have seen an increase of our student athlete's success in passing Math 47 and receiving their AA degrees.
5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

Learning Outcomes Assessment Results

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?

☐ All courses
☒ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

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

- How many courses in your discipline have rubrics (or some other form of assessment) developed to measure SLOs?

☐ All courses
☐ Almost all or most courses
☐ About half of the courses
☒ A few courses
☐ No courses

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

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

☐ All courses
☒ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

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

- Assessing SLOs has led to improvements in my area.

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

PLOs:

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

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

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

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

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Having a fulltime Athletic Counselor has been a tremendous help with the transferring of our students. As well as the learning communities and Math for liberal arts.
- 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?
 - **Not having full time coaches on campus for our athletes has hindered the development of some of our programs. We also have been suggesting for years that student-athletes have their own financial aid advisor, similar to what the Dream Center offers their students. We offer the largest program on campus, and we do not have our own FA advisor to send our students to when they need help.**
- 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?)
 - **Having a tutor for our student athletes has been very helpful to the success of our student athletes. The hiring of a full-time athletic counselor has improved the success rate of our student athletes.**
- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to **students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
 - **The accessibility to technology for our student athletes has been good. However, the access to a study area need improvement. The cost of textbooks has had a dramatic impact on accessibility. The cost of textbooks has simply discouraged many students from purchasing from bookstore. We also have been suggesting for years that student-athletes have their own financial aid advisor, like what the**
 - **We offer the largest program on campus, and we do not have our own FA advisor to send our students to when they need help. This would be a tremendous asset to have and would help our students being able to**

register for classes on time. Many times they have holds on their records because their FA is not completed properly.

- Another barrier for our students is the application and registration process being very complicated, especially for those taking non-credit HEAG courses.
- Also, our students not being able to register for classes because they have a hold on their record for some type of fee. This has a huge impact on registration and enrollment numbers.

Academic Programs/Disciplines Data

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

FTES and Enrollment

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

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

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

In athletics the coaches do a great job on recruiting the student athlete to come to Chabot College. We have seen a decline in some of our enrollment. We believe this is due to Covid over the last year and half. We need to have more classes being offered face to face. For example, the Fitness Center was a large part of our enrollment. However, since COVID it has been down.

- As noted above, enrollments impact our funding. Please review the courses in your discipline in the [Chabot College Enrollment Management Data Dashboard](#): are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
- **Yes: There have been courses in PEAC that have not filled to its capacity, this is being addressed through establishing new discipline plans and reviewing course offerings for post COVID schedules.**

- 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*

Yes Courses in PEAC, HEAG, KINE and ATHL often take more than the max, even with no large lecture in some disciplines. The division is working on a new discipline plan and course offering cycle, which takes the adjustment of day/time/format in consideration to increase enrollment and productivity.

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

Health 1, Nutrition 1

Enrollment Disaggregation's:

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

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

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

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

 X could be improved.

 is just right.

 is outstanding - we are increasing the diversity of the field.

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

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

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

Non-Credit

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

 X Yes

 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
☒ 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 not noticed a difference in success rates in PEAC, HEAG, Athletics, and Kinesiology courses.

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
☐ Stayed roughly the same
☒ Increased

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

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

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
☐ Decreased
☒ Stayed roughly the same
☐ Increased

- 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 Athletic Counseling position has dramatically increased the achievement of our student-athletes, and has increased degree completion. The ability of our Athletic Counselor to manage our students, and their SSSP components has made a big difference in capturing all students, especially DI students who have not completed their SSSP components. The Athletic Counselor has the ability to run reports that identify units, GPA, financial aid status, and SSSP. Also, the addition of athletic cohorts or teachers willing to work with athletes only has had a huge impact on completion of course such as English and Math. Most important, every single student-athlete will have a comprehensive SEP completed. This is a CCCAA bylaw, and is required for eligibility. There has also been an increase in Kinesiology certificates with the implementation of the Athletic Counselor.**
- If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Many DI students have struggled with online or asynchronous classes. Technology and accessibility have limited the opportunity for many DI students. For many, a lack of engagement from the student has had a negative impact on their college experience. A location where DI student/athletes could go to use computers, print and have access to textbooks would greatly increase the likelihood of completion. As it currently stands, there is no location where our student-athletes have access to use a facility described above, unless it is reserved by the athletic counselor (we do offer study-hall each semester) in advance. Computer labs can be very hard to reserve. Many of our student athletes that major in Kinesiology have trouble taking Labs that are only offered in the afternoon which conflicts with their teams practice and or games. This prevents students from majoring in Kinesiology or graduate on time.

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		<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty		<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals		<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

Part-Time Permanent or Hourly Classified Professionals		<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees		<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts		<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?

FTES/Enrollments trends have mirrored that of the college. COVID negatively impacted FTES/Enrollment on a similar scale as the college. Full time faculty/coaches have shown to increase FETF/Enrollment in programs associated with the hire.

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 football program (100+ Student/Athletes) which has a significant amount of DI populations is underrepresented with only having a 1 Part Time Coach. Our female student-athletes do not currently have equal access to full time faculty/coaches compared to our male student-athletes. We do not have a full time instructor/coach who is dedicated 100% to female student-athletes. Track/Cross-Country, Tennis and Swimming have full time faculty who are split between men and women. Baseball, and Men's Basketball have full time faculty/coach dedicated, while Softball, and Women's Basketball all have part time.

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)

While serving over 350 student-athletes, in addition to HLTH and KINE students, access to space for tutoring, student technology use, etc. would improve student learning and success. Training coaches to use Degree Works and SARS could be beneficial in students' success as well (view only ability).

Facilities

- The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals. There have been some upgraded areas in our facilities. However, the Football/Track stadium is in dire need of renovation. Along with classrooms for our athletes.**
☐ Strongly disagree
☐ Somewhat disagree
☐ Neither agree nor disagree

- ☒ Somewhat agree
☐ Strongly agree

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

There are no meeting rooms for teams, or coaches to watch film or prepare for their games.

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?
 - **Some faculty attend annual coaching/administrative clinics where they learn best practices/policies, along with new and innovative ways to impact our programs. All of our staff and faculty go to Flex Day and participate in college wide workshops.**

Program Maps and Equity in Scheduling

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

- **Turning in Program Maps:** A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to [this template in Google Docs](#),* 2) click on "file," 3) choose "make a copy," 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.

*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit

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

Due to COVID not all courses in some of our certificates have been offered.

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

No...many of our Kinesiology majors are unable to take Lab classes due to conflicts with practice and games. Most Labs are only offered in the afternoon. It would be helpful to have more Labs offered in morning.

- 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.

Over the last few years we have been collaborating with the Math & English department and have many of our students in their cohorts. This has been very helpful for our students.

- 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.)

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. Increase number of student-athletes that complete components for priority registration.	 Increase by 10% from Fall 2020.	<u>X</u> Equity <u>X</u> Access <u>X</u> Pedagogy and Praxis <u>X</u> Academic and Career Success <u>X</u> Community and Partnerships	<u>X</u> African American/Black <u>X</u> Latinx <u>X</u> Native American/Alaska Native <u>X</u> Pacific Islander/Hawaiian <u>X</u> Disabled <u>X</u> Foster Youth <u>X</u> LGBT ___ DI Gender ___ Other _____	<u>X</u> Enrollment/FTES <u>X</u> Transfer level English, math or ESL achievement <u>X</u> Degree or certificate completion <u>X</u> Transfer <u>X</u> CTE Units <u>X</u> Attainment of a Living Wage <u>X</u> Supplemental Metric (Financial aid or AB 540) ___ Other _____
2. Increase retention/persistence of student-athletes from year to year.	 Increase by 10% from Fall 2020.	<u>X</u> Equity <u>X</u> Access <u>X</u> Pedagogy and Praxis <u>X</u> Academic and Career Success <u>X</u> Community and Partnerships	<u>X</u> African American/Black <u>X</u> Latinx <u>X</u> Native American/Alaska Native <u>X</u> Pacific Islander/Hawaiian <u>X</u> Disabled <u>X</u> Foster Youth <u>X</u> LGBT <u>X</u> DI Gender	<u>X</u> Enrollment/FTES <u>X</u> Transfer level English, math or ESL achievement <u>X</u> Degree or certificate completion <u>X</u> Transfer <u>X</u> CTE Units <u>X</u> Attainment of a Living Wage <u>X</u> Supplemental Metric (Financial aid or AB 540)

			Other	
3. Increase number of student-athletes that complete their financial aid.	Increase by 10% from Fall 2020.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT DI Gende	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer CTE Units Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540)
4.Hiring of a Fulltime Faculty member.	Serving 16 Athletic Teams. Only 7 Fulltime Instructor/Coach. 350= Student Athletes.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT ___ DI Gender ___ Other _____	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> 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 \$)

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.

Item 1	4	Game Ready With wraps & hoses	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Henry Schein	Ice Machine for Atheletes	Helps with the rehabilitation of athletes.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$5,295
Item 2	5	Softball Bases	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Bases for Softball	Required for all CCCAA Softball Games		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$600
Item 3	6	2- Pro Velocity Bats	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Bats for training	Will help with strength training for women softball team.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,090
Item 4		Bow Net & Mini Soft Toss	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Bow Net	Will help with strength training for women softball team.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000
Item 5		Pitching C Screen -2	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Pitching screen	A piece of safety equipment for women softball team.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000
Item 6		Bat And Helmet Combo	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Bat Helmet Rack	A piece of safety equipment for women softball team.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3,800
Item 7		Wipe Dispensers	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Wipes to clean Machines	This is for safety and cleanliness.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,400

Facilities Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Football Stadium Renovation	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Stadium Renovation. Resurface football field and track. Press Box, Bleachers, and Stadium Lights.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	2.7 Million
Item 2	2	Classrooms & Coaches Offices	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Need classrooms for student athletes to have meetings...Coaches office to meet and prepare for contests. Near the athletic facility.	There are no classrooms to meet with players. There are not sufficient space to meet with a staff of 8 or more.	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	3 Million

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estima ted Cost Per Year (Total \$)
Position 1	1	Full Time Faculty	<input type="checkbox"/> New <input checked="" 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 checked="" 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	Kinesiology Instructor/ Head Coach Due to faculty resignations & retirements	100	We finished 3rd in prioritization in 19-20 and somehow, we ended up not getting a position.	Annual <input checked="" type="checkbox"/> 2022- 23 <input type="checkbox"/> 2023- 24 <input type="checkbox"/> 2024- 25	

				<u> </u> Other					
Position 2	2	Classified PT	New	Admin FT	Sports Information Director		A sports information director is a type of public relations worker who provides statistics, team and player notes and other information about a college or university's sports teams to the news media and general public. SIDs are generally responsible for a number of external publicity efforts by an athletics department, mostly related to social media and internet presence. Not having an SID in an athletic department in this day and age is very archaic.	X Annual 2022-23 2023-24 2024-25	
	2		X Updated Repeat	Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other					

Position 3	3	Faculty Reassign	<input checked="" 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 checked="" 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/>	Fitness Center/Strength Center Director		Needed to oversee the running and maintenance of equipment in both facilities plus oversee CHAMP - Chabot Healthy Aging and Movement Project. This facility houses over a 1,000 students a year.	Annual <input type="checkbox"/> 2022- 23 <input type="checkbox"/> 2023- 24 <input type="checkbox"/> 2024- 25	
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- 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									
Request 2									
Request 3									
Request 4									

Supplies Requests

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

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

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

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests	Project Name Use the same project name for all requests related to a large	New, Updated, or Repeat Request	Was the feasibility of the 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	Estimate d Cost Per Year (Total \$)
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	have been entered)	project or put 'individual request'		discussed with IT?		Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
Item 1	1	Laptops & Hot Spots	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Yes <input checked="" type="checkbox"/> No	Need 75 Laptops for student athletes	We have over 400 Student athletes many of them who do not have the resources to purchase computers or hotspots for class	75	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$75,000
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Categorical Funding Applications:

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

<https://forms.gle/ZXC65S6NscLMCz8G7>

Please note that SASE may request additional information after you submit the application. Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

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

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

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

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