

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:
ESL, Language Arts
- Name(s) of the person or people who contributed to this review:
Erika Lachenmeier _____

- 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. Completion and implementation of pre-ESL 110A course—a noncredit course if possible but a for-credit course if necessary	<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	Noncredit, pre-110A course outlines were written and approved. They have been on hold pending our return to the physical campus. They will launch Spring Semester 2022.
2. Continuing and expanding our work with part-time faculty to increase the consistency and integrity of standards and instruction. We will continue to have level meetings, common exams, and norming/grading sessions for program consistency, and secure funds for part-timer compensation.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress (partially) <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	When I started in Spring 2020, I was told we had stopped this effort due to lack of funding to pay part-time teachers. I wasn’t able to fully reinstate this goal without help from more full-time ESL faculty. However, we did receive SASE funding for this academic year to pay part-time faculty to specifically address the integrity and standards of our upper level writing program, 15A and 15B. We began meeting in September.
3. Furthering our collaboration with IR to refine our assessment and improve student placement	<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 redesigned placement in alignment with AB705 and will collect data and continue to refine the process over the next 3 years. The new system goes into effect Nov 1st.
4.	<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	
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. (We don't have any active programs yet)
 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 (We don't have any active programs yet)
 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?

El Centro

This is a great resource for LatinX English language learners to get help with the application, placement, registration, and financial aid. They extend their services to any student, but I wish the rest of our nonnative speaker student groups could get the same specialized support to enter the program. _____

Canvas Support for Teachers

Teachers in the ESL department have greatly utilized the Canvas support team. They played a vital roll in helping teachers through the pandemic. _____

Institutional Research

Cynthia and Na have been invaluable help in our process of revamping the placement process in ESL and reporting to the state for AB705. The data produced by IR has been invaluable as we consider and reflect on departmental changes.

- 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?

Dedicated Student Services for English Language Learners

ESL students require extra support to make their way into classes and have specific needs while they are part of the college. A dedicated center, ESL specific service hours and/or Welcome Days will better support the college's mission to be culturally responsive to immigrant and refugee students.

English Language Learners need more help with the application, making placement test appointments, enrolling in classes, and applying for financial aid. They are overwhelmed by the website and intimidated to call or chat in fast-paced English. When there was a team of 5 full-time ESL instructors, perhaps they were able to field much of the ESL counseling. Now with just two full-time teachers, the need is overwhelming. Spanish speakers have the wonderful resource, El Centro. While they graciously welcome students from all backgrounds, students who don't speak Spanish do not know to go there. Furthermore, students get one ESL counseling session when they start the program, but they

don't have ongoing access to an ESL program specialist. As we expand into noncredit with lower-level English speakers, this need for dedicated ESL services and advising will only grow.

Online Teaching Support

We need funding to send teachers to @one training to learn online teaching skills starting from the basics. Over the pandemic, the quality of instruction was inconsistent and the training provided was too advanced for many of our teachers. Now in the transition back, students want online classes and teachers are still lacking adequate training._____

Institutional Support for an Online Course Approval Process

The COOL process to approve and maintain quality online instruction was completely offline from March 2020 to October 2021. The lack of Institutional support to the committee and/or funded staff who could take over this task from the overburdened committee meant that we had no quality check on online teaching during the entire pandemic. Teaching quality was negatively impacted.

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?)

Technology Assistance Program

The laptop and hotspot lending program has been a lifesaver! It helps equalize the technological playing field for all students. I hope this continues when we return to campus.

Learning Supports

Chabot has wonderful tutors and learning assistants for classes, as well as ESL discussion groups. They are well-managed and well-trained. ESL students benefit very much from these services.

ESL Placement and Counseling Sessions

The team in placement along with the dedicated ESL counselor are invaluable guides for the students as they navigate the placement test and registration for their first classes at the college. If students can find their way to an assessment session, they get off to a great start with these services. Now we need ongoing ESL-specific counseling sessions and support for new ESL students to fill out the application and sign up for placement.

- 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?)

Nothing to my knowledge._____

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).

The college had roughly a 23% decline from Fall 2018 to Fall 2020 and ESL saw a decrease closer to 47% over the same time period. AB705 has meant that more students skip ESL and go straight to English and college classes. I think the placement test brought many students to ESL and now we need to do a much better job marketing our courses and making a case for why students should take advantage of our program. ESL enrollment was also disproportionately impacted by the pandemic since students with lower levels of English often have less experience with technology. Many ESL students prefer to come in to the college to learn about the steps to enter the college. It is hard for them to navigate the website and intimidating to try to live chat in English. Those barriers continue when it comes to taking online classes. And recent immigrants made up a large portion of essential workers in factory and delivery jobs who have been working overtime during the pandemic.

-
- As noted above, enrollments impact our funding. Please review the courses in your discipline in the [Chabot College Enrollment Management Data Dashboard](#): are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

Our new advanced writing and program has lower enrollment. It launched the same semester as the Covid-19 pandemic and I believe we are seeing the consequences of that timing, in conjunction with the impact of AB705. Many advanced students decided to bypass ESL when given the opportunity. Our ESL Covid/AB705 recovery plan addresses these issues.

- 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*

We are experimenting with online and hybrid courses in the coming semester and will definitely respond to student preference while balancing what we believe is best for student learning. We are definitely open to changing days and times to better suit student needs as well. We usually do take additional students in popular classes when there is high demand.

We already made cuts to our course offering in the ESL department this semester, one core course at each level. We also started offering one of our two advanced grammar courses each semester on rotation.

In the spring we are starting our 3 pre-academic noncredit classes and next fall we will expand to offer 2 more noncredit listening speaking classes and noncredit mirrors of our 110A and 110B courses. We believe these courses will be a popular pipeline into credit ESL.

-
- 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.

ESL 111A Pronunciation
 ESL 110A Low Intermediate Reading, Writing and Grammar

Enrollment Disaggregations:

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

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

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

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

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

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

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

It is not particularly meaningful to compare the race and ethnicity of ESL students to the college as a whole since we exclusively serve immigrant and refugee students who arrived in the US in their late-teens or adulthood. It is hard to know how well our program reflects that population in our greater community. Our largest student group is Asian immigrants, followed by Latinx. We have seen some declines in Latinx students since 2018, and I believe the losses are due to AB705 and Covid-19. I would like us to do a better job recruiting in this community as well as with Ethiopian and Eritrean immigrant communities.

Non-Credit

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

Course success rates

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

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

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/ Chicax
 - 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:

There was a noticeable dip in success rates, accompanied by an increase in withdrawals, in Spring of 2020 when the pandemic hit. This lends support to the argument that Covid-19 impacted ESL students disproportionately compared to the college as a whole. Since that low of 57%, the success rates have shot up to 77%. Perhaps the smaller class sizes have allowed for more personal attention. Interestingly, women seem to consistently outperform the men. Last semester the success rates for women had an 84% success rate compared to 65% for men. In the ethnicity data, the lowest success rates are “White” students. I think this might be referring to our Afghan students, but the data for Middle Eastern students needs to be disaggregated for clarity. Spring 2020 “White” students dropped to a 23% success rate and though it has rebounded significantly, even last Spring it was much lower than other groups at 54%. Latinx students have lower success rates than our Asian students, but their rates have increased a lot as well and were relatively high Spring 2021 at 74%.

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.)

In ESL we need a category for students from the Middle East. This is a growing sector of ESL at Chabot and it will be helpful for us to look at their success rates as a group. It is a bit misleading right now that our DI group in ESL is white males. As a college, we also need to look at the achievement of nonnative speakers of English who never enrolled in the ESL program. I believe this is a silent DI group that the college is not aware of because it is not tracked.

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

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

Note: Updated degrees and certificates data will be ready **mid-September.

- 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

We don't have any.

Take a look at the IR report on **Chancellor-Approved Certificates by Discipline**.

Note: Updated degrees and certificates data will be ready **mid-September.

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

We will start to offer those next fall but as of now we don't have any.

- 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).

N/A _____

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

N/A _____

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

We have Afghan students, often but not exclusively women, who never went to school and never learned to read and write in their language. This is a large deficit to recover from and I believe it is reflected in the lower success rates for "White" students in ESL. Our students tend to be working adults and many are parents. The extra responsibilities and pressures make it more challenging for them to put full energy into their classes and to complete our program. I am seeing this problem increase as rents rise in the area.

It is important to point out that some students never intend to complete any program and just want to improve their English skills for their job or daily life. These students will leave ESL when they have the English level they need. Lack of completion is not necessarily lack of success.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	2	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same

		<input type="checkbox"/> Increased
Part-time Faculty	8	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts		<input type="checkbox"/> Decreased <input 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?

Our decreases in part-time staff naturally reflect the reductions in FTES since we have reduced classes to better reflect student demand. The full time staff has been reduced by 50% since Fall 2018, which is also comparable to the decreases in enrollment. Our enrollment appears to be slowly rebounding, so I will be interested to see the latest data in FTES.

ESL has decided not to request a full-time faculty hire this year in recognition of our FTES reductions. Instead we are asking for significant investments in part-time employee mentoring, student assistants to support our classes, funding for our equitable placement plan, and release time for a full-time instructor to facilitate our Covid/Ab705 recovery plan and oversee the rollout of the noncredit programs. We believe strongly that the steps we are taking now will restore us to pre-pandemic enrollment and bolster our case for a hire in the future.

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?

I don't know the ethnic identity of all the teachers in our department and it feels inappropriate to guess based on appearance. Multiethnic identities abound and looks can be deceiving. The Chabot ESL department is multiethnic and includes representation of our two largest groups of students: Asian and Latinx. Diversity in our teaching staff is important and we should continue to increase our representation of the DI groups we serve. I am not aware of what steps I can take in increasing diversity in the staff. I would love some training around this issue once we are in a position to hire again.

Also important in ESL is the representation of English language learners on our teaching staff. There is a lot of discrimination against English language learner teachers in the field of TESOL. Of our 8 current part-time teachers at Chabot, 4 of them learned English as a second language. This is very rare and should be celebrated. Having teachers that learned English themselves gives students a boost of confidence that they too can master the language.

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)

If the student laptop lending program continues, it will be a great support for our students. We will need to add technological hardware and apps as we develop our online and hybrid course offerings. _____

Facilities

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

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

As a small department reliant on adjuncts, we need a dedicated space for them to work and collaborate regularly with full-time teachers. Right now adjuncts have very limited access to campus facilities and share a small space with the English department. _____

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 (I don't know)
 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 N/A
 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 (I don't know)

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 N/A

Somewhat agree

Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

I can only speak for myself and what part-time teachers have mentioned in passing. I have heard that the personal Canvas coaching offered by Zeraka has been very helpful for teachers in designing and improving the quality of their online classes during the pandemic. I have taken advantage of many of the useful workshops on Canvas integrations to great benefit. Some of these workshops include Canvas Studio, Hypothesis, Explain Everything and Kami. These tools give students a rich and interactive learning experience online.

The biggest impact on my teaching came from workshops and reading in removing the white supremacist lens from the teaching of American history. My ESL 15B class and ESL 111A class both have American history units that draw from this learning and provide students with materials and personal narratives that represent the Black, Native and immigrant experiences in America from its founding to modern times. I have passed this curriculum on to other teachers in the department.

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/1JoK5E39IR86cXCJp7iyAFWXIVtCVFw8p/edit>

- Have you completed all program maps for your discipline?

Yes (or we will do so by the deadline).

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

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

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

If you checked off “No” above, please explain.

We don't have any credit certificates or degrees.

- 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?

We have 2 sections of each core cores, one in the day and one in the evening. We are making the transition to offering the evening classes as either hybrid or online. The last course in our sequence, ESL 15B, only has one section. This is offered online so that all students can have access to it.

- 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.

I am not aware of any specific discipline or course that would cause a scheduling conflict for ESL.

- 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.)

We do not yet have any active degrees or programs. We offer all of our core classes every semester. Our noncredit certificate programs will start in the spring and continue to roll out next fall. All of these courses will be taught every semester.

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
<p>1. Revamp Advanced ESL for the Post AB705 Environment</p> <p>We will assess and implement the changes that are needed to make the program more popular and effective in moving students through English 1.</p> <p>This is Part 1 of the AB705/Covid recovery plan in ESL.</p>	<p>At the end of 3 years, we hope to build the number of students completing advanced ESL and continuing on to transfer level English to a minimum of 20 students per semester.</p>	<p><input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships</p>	<p><input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other <hr/></p>	<p><input type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____</p>
<p>2. ESL student in recruitment campaigns and remove barriers to entry for new ELL students.</p> <p>This is Part 2 of the AB705/Covid recovery plan in ESL.</p>	<p>Produce ESL specific flyers and videos for recruitment campaigns. Have ESL representatives at a minimum of 3 recruitment events per year, two before fall semester and one before spring. Start ESL student Welcome Days in coordination with student services to help with the application and placement test sign ups. Better partner with Adult Schools and Highschools to build pipelines for ESL students. Bring the</p>	<p><input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships</p>	<p><input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other <hr/></p>	<p><input checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____</p>

	number of student taking the placement test up to 250/year.			
<p>3. Effective Rollout of the Noncredit and Mirrored ESL Program</p> <p>This is Part 3 of the AB705/Covid recovery plan in ESL.</p>	<p>Next year we will expand from 1 to 2 sections of our new noncredit pre-academic courses. We are adding 2 noncredit listening-speaking classes and noncredit mirrors at two levels: ESL 110A and 110B. We will monitor the program's success and look at ways noncredit can continue to enhance the mission of the ESL program to serve low income students.</p>	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input checked="" type="checkbox"/> Other: low income, first time college students, new immigrant/refugees <hr/>	<input checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

Resource Requests

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

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

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

Equipment Requests

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			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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	Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Use 2 former ESL full time offices for part-time ESL workspaces	Working more closely with part-time instructors will offer more chances for mentoring and collaboration. This is in line with EMP Priority 3 and its emphasis on quality and revitalizing pedagogy.	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	No Cost
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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.

	Ran k (1, 2, 3, etc. after all requ	Project Name Use the same project name for all requests related to a	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	Year(s) Needed	Estimate d Cost Per Year (Total \$)

	ests have been entered)	large project or put 'individual request'					President's Planning Initiatives (2-3 sentences).		
Position 1	4	Individual Request	<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 type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Learning Assistants in ESL Core Classes (110A, 110B, and 110C)	3 workers at 3 hours/week for 15 weeks	Learning Assistants will give special attention to students that need extra support in their core classes. This will lead to higher success rates for our DI student groups: Afghan refugees and Latinx students. This will help us better meet our commitment to EMP priority 1: Prioritize equity for DI students.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$4,000
Position 2	3	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input checked="" type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Funding for Part-time teachers to participate in departmental mentoring/norming sessions.	6 hours per year for 5 part-time instructors in core courses.	The EMP in priority 3 lays out the need for faculty mentoring to "develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum." As a multi-level department largely dependent on part-time teachers, ESL has a deep need for faculty mentoring sessions. This will ensure quality instruction and help us to raise student success and persistence rates through transfer level English. This was previously funded through SASE.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,500

<p style="text-align: center;">Position 3</p>	<p style="text-align: center;">1</p>	<p>Individual Request</p>	<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 type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input checked="" type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>		<p>5 hours per week x 30 weeks = approx. 150 hours total</p>	<p>The state is mandating that colleges experiment with more equitable ESL placement procedures in accordance with AB705. Our new placement process of multiple measures includes a self-placement process facilitated by a placement guide. This equitable placement work dovetails nicely with the EMP Priority 1, in that it provides a welcoming and anti-racist environment for new ESL students in the placement process. In addition it satisfies Priority 2 in removing barriers for incoming students from diverse backgrounds to matriculate. We are piloting the process in November.</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	<p style="text-align: center;">\$7,500 per year</p>
<p style="text-align: center;">Position 4</p>	<p style="text-align: center;">2</p>	<p>ESL Covid/AB705 Recovery Project (See Comp. plan goals 1, 2 and 3)</p>	<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 type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input checked="" type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other	<p>ESL Covid/AB705 Recovery Project Facilitator (See</p>	<p>8 HRs/Week</p>	<p>This project facilitator position aligns with most of the priorities in the EMP.</p> <p>The facilitator will oversee Our Covid/AB705 Recovery Plan. The plan's 3 main activities are:</p> <p>1) To tweak advanced ESL to improve</p>	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	<p style="text-align: center;">3.2 CAH</p>

						<p>enrollment and throughput from Advanced ESL to English 1.</p> <p>2) Conduct ESL student recruitment campaigns that remove barriers to entry for new ESL students and strengthen partnerships with local adult schools and high schools</p> <p>3) Manage the rollout the Noncredit and Mirrored ESL Program</p> <p>Activity 1 will improve equitable outcomes for DI groups in our program and help them to complete English 1 (Priority 1).</p> <p>Activity 2 will remove barriers to entry for English language learners to enroll at Chabot (Priority 2) and strengthen community partnerships (Priority 5)</p> <p>Activity 3 will increase educational and career success for English Language learners to reach their educational and career goals (Priority 4).</p>	
--	--	--	--	--	--	---	--

- 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	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Funding for 3 teachers to take the California Virtual Campus @One 12-week course and certification in online teaching.	<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input checked="" type="checkbox"/> Other	Online learning is here to stay, and our department is dedicated to offering the highest quality online classes for our students. Our department relies heavily on part-time teachers and many of them only have experience with teaching online during the pandemic. It is time	3	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$675

						to raise the bar and insure our online teachers are fully trained in online pedagogy. This request is in line with EMP Priority 3, Goal:• Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum.			
Request 2	2	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Funding for 4 teachers to attend the CATESOL annual conference	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other <hr/>	Catesol is the primary way for teachers to stay on top of the latest research and best practices in pedagogy and pertains to EMP Priority 3, Goal:• Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum	5	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000
Request 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other <hr/>			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 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 been entered)	Project Name Use the same project name for all requests related to a large project or put ‘individual request’	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Class Sets of Books to build our Zero Cost Textbook pathway through ESL. Our goal is to add a No Cost/Low Cost textbook course at a new level each year. We started with 110A and want to expand to 110B.	This related to the EMP priority 2 of increasing access and removing barriers for low income students.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,800
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put ‘individual request’	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College’s Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6 Teacher licenses for online tools: Quizlet, Kahoot and Kami.	These were the tech tools our students found most engaging and useful in their online learning experience in the pandemic, and we want to continue to offer these tools to teachers and students in our online and hybrid courses. This request is in line with EMP Priority 3, Goal:• Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000
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://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.