

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

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### Background Information:

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

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

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

**English, Language Arts**

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

**TJ Puckett, Kristin Land, Homeira Foth**

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- What division does your Program/Area reside in?

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

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### Status of Program Goals from Prior Comprehensive PAR Cycle

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

Click on:

- [PAR App Program Review Reports](#).

- 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. Add a lab component to English 1A: We have already approved adding a lab component and will bring this to Curriculum. We hope to have it approved and implemented for Fall 18 but no later than Spring 19.	<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	By Fall 2018, Eng 1 replaced English 1A Eng 4A replaced English 4 Eng 7A replaced English 7
2. Cohesion between PT and FT faculty: A study group has been established and we have identified a space for an English HUB where PT faculty can find and share best practices, teaching materials and texts. We also want to encourage and formalize regular mentoring between FT and PT faculty. We will continue to look for funding sources so that PT faculty are paid for their time participating in and attending department and campus-wide retreats, meetings and activities.	<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	Implemented Core Groups of 4-5 FT/ PT instructors. Groups meet several times/year for mentoring/exchange. Paid PT for attendance at English Retreat Spring 2019 on English 1/self-placement system. 3 sets of funded PT workshops-- on equity, engaged reading, and English 1. Created Teaching Checklist for training and evaluation. Created “REC Room,” 451A, faculty resource space/hub (with online site): assignments, exercises, books, shared; innovations celebrated in “Teacher Features.”  Though achieved, this should remain a priority, especially to emphasize best practices to meet students where they are post AB705 and post pandemic.

		Support for part-time faculty and increasing the PT/FT ratio is crucial for ensuring more students complete English 1 within a year.
3. Collaboration with ESL/Learning Skills: We will continue to hold ESL/English retreats and want to expand the conversation to include Learning Skills faculty. The retreats continue to look at placement, providing more support for students and streamline the collaboration between departments.	<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	<p>New group of ESL and English faculty formed fall 2021 to address ESL students who enrolled in English 1 but self-reported feeling unprepared. Group will look at how to smooth transition.</p> <p>Collaborated with Learning Skills on how WRAC serves students with learning differences; tutor training. Consulted with ESL on AB705 changes; helping ESL students who self-place into college English (concurrent ESL 122 workshops, students “jumping” from English to ESL if struggling); developing an ESL- targeted English 1. Completed/ongoing.</p> <p>English and ESL faculty have worked together to create an ESL 102, which went to curriculum Fall 2018. This will help ESL students move toward completion of 1A faster, one of the stated goals of AB 705.</p>
4. Equity Training and research: Our Equity FIG was a great way to investigate issues in equity in our classes and across campus. We want to continue to identify and study the progress of at-risk students. While we want to support them in our classes we also want to help them navigate the support services and resources available on campus. Creating more professional development opportunities on this specific topic and working with groups like "Teaching Men of Color" and the newly opened "El Centro" are a few steps we can take so students are aware of and take advantage of the support services available to them.	<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	<p>English faculty are deeply involved in Equity efforts across campus: Chairs of SASE &amp; PDEV, leading FLEX day sessions since 2019, participating in CCEPG leading for equity sessions, contributing to the 10 x 10 village work. Contributing to Equity in Hiring protocols. The team of 10 faculty who attended NCORE 2019 returned ready to revise course outlines, change curriculum and amplify leadership. CCEPG is now institutionalized.</p> <p>Completed/ongoing</p>
5. Placement: We need further exploration of directed self-placement. We also need to study the impact lowering our cut scores and using multiple measures has had on our 1A courses.	<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	<p>Students now self-select first English class. Informed Course Selection: Course/support recommendations based on GPA; survey to self-evaluate readiness for college-level English; describes additional support/programs. Provides video of Chabot students</p>

		describing experiences in English levels, also course descriptions, sample assignments/course materials. Coordinated with Counseling to facilitate process.
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## Learning Outcomes Assessment Results

### **SLOs:**

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

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

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

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- 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.

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- 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.

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- 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.

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- Assessing PLOs has led to improvements in my area.

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

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## Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

Dean and VP support to revise curriculum, and hold equity and pedagogy retreats. Funded coordinator positions for English department & p/t faculty coordinators. Funds for conferences, for laptop and book lending. Time during Flex day to work on major overhaul of curriculum. Prioritizing Equity PD.

Canvas training workshops by local department leaders.

Support for revising our hiring process and questions so we attract a more diverse, talented pool of faculty.

Website updates make finding information so much easier!

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- 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?

“Work” being asked of faculty rarely focuses on improving classroom instruction across the board and often distracts from time to do that. Program review and SLOs, PLOs, and constantly changing forms/processes with little, late, or no training makes it hard to focus on meeting students where they are at, responding to their writing in a timely manner, and finding time to collaborate with colleagues to innovate and solve complex problems. Often too much is asked with too little time. Ultimately, it feels like busy-work and is demoralizing.

Uncertainty with budgets and constant threat of budget cuts. Often we will work on a plan for our program--for example, mindful scheduling of our literature and creative writing courses, only to find that these classes are going to face deep cuts because their lower fill rates make them “low hanging fruit.” It creates challenges to our being able to formulate a vision and develop a fully-functioning English department, one that offers students a variety of courses that meet their academic goals and interests (both majors, who need these courses to complete their degrees, and non-

majors, who might have a specific interest in one of our “electives”).

- 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?)

Laptop lending program for students, BEC and new on-line student resource hubs integrated into Canvas. CARES Mental Health Team. Access to culturally relevant counselors, programs, and curriculum. The new mural project, El Centro, BCRC and the support to expand tutoring hours in WRAC center and other learning centers. Targeted outreach through the 10x10 village with academic, financial and graduation resources offered.

- 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?)

**Add more affordable, regular transportation to Chabot.**

**Class-web and even registering for Chabot needs to be more user friendly. Finding classes on the class-web app is not intuitive and the schedule is hard to read - even worse during the pandemic because class notes are not immediately obvious to students, inconsistent, lack of uniformity in offering a link to an instructor contact.**

**Over time, the WRAC Center, once a thriving college-wide writing center, has seen cuts that have diminished our services. In not having designated computer classrooms where faculty can bring their classes (or students who are working in the WRAC Center can work on their assignments with easy access to faculty or peer tutoring support) or a designated instructional assistant (who can oversee the day-to-day operation of a writing center that potentially meets the needs of every student on campus), our services are less than ideal. We have consistently requested these things, year after year, and yet the request is never granted.**

## 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).\_\_\_

**Our fall FTES trend was slightly better than the overall college (-8% compared to -11%). Similarly in spring, our FTES drop of -5% is slightly better than the college's -8%).**

- 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?

**English literature electives continue to fill below the 75% mark in general, though course enrollments have been increasing in general.**

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

*\*productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member*

**Our composition courses (Eng 1, 4A, 7A) consistently fill to capacity and we take a few students over the 28 person cap size to improve overall productivity. Overall, English courses have strong fill rates. Our 3 year average Fall fill rate is 96% as compared to the college's 83% average Fall fill rate. While our spring fill rate trend of 85% is still higher than the overall college's, we could look into ways to increase fill rates for spring.**

**To improve productivity, hold on to lessons learned during the pandemic. For example, in Spring 2021 and Fall 2021, some literature course instructors made it possible for students to participate in classes in either a synchronous or asynchronous format and that allowed for increased enrollment in most sections as compared to previous years. Post-Covid, we can explore how to maintain this flexibility. Similarly, in Spring 2020-Fall 2021, creative writing courses have seen a steady improvement with the majority of fill rates reaching 90-105%. We want to maintain some of the on-line flexibility for access to creative writing courses by offering one online section of Creative Writing each semester when we return Face-to-Face.**

- 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.

**Not at this time. We have done a good job adjusting section offerings to ensure no student is turned away. With new class-web transition to English 4A/7A courses, we did experience a waitlist issue that may have left those sections under-enrolled in Fall 2021, but that was a mistake caused by lack of a roll-over schedule and the lesson has been learned.**

### **Enrollment Disaggregations:**

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

\*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.

**In a few cases, our literature electives could do more to attract African American students in the fall and Asian American students across the board. Creative writing has a slight under enrollment of Latinx and Asian American students.**

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).

**Latinx students are slightly overrepresented and white students slightly underrepresented in our GE, composition courses.**

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### **Non-Credit**

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

### **Course success rates**

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

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

**Overall composition course success rates have dropped by 11% since Fall 2018's high of 72%. Withdrawal rates are at an all time high (36% in spring 20 and 27% in spring 21). The pandemic and the transition to**

**AB705 both contribute to the drop, indicating that we have more work to do to meet students where they are when they enter our courses.**

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

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

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

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

**Our success rates in English 1 plummeted across all student groups over the past 3 years. While AB705 has allowed us to increase our throughput for English 1 (40% across all demographic indicators), it also increased the numbers of students who were enrolling and either withdrawing from English 1 or not passing, even prior to the pandemic. Opportunity gaps by race have also persisted, especially for African American & Latinx students. Specifically, our English 1, semester-by-semester success rates for African American and Latinx students (42% in spring 2021) are well below the college average and significantly lower than success rates for Asian American and White students (51% in spring 2021).**

**Even though we have changed our course outlines to emphasize more equity, it is not clear how consistently culturally responsive methods and practices were adopted in face-to-face classes or applied in the online asynchronous and synchronous modalities used from March 2020-Fall 2021.**

**While the dips correspond to the pandemic and the transition to AB705, the reality is, as a department, we are committed to meeting students where they are. We must do more to focus on building upon the assets they bring into the classroom. We must ask ourselves some key questions: Are students reading materials reflective of their lived experiences? Do our assessments honor the linguistic diversity of our community? Do our instructors demonstrate authentic care and a belief that all students can succeed? Are our units - especially early ones - reinforcing students' joy and love for reading and writing, while providing sufficient scaffolding for all students to demonstrate their personal and academic strengths and growth? Are we linking the right students to appropriate support services?**

**On the brighter side, when students do complete English 1 and enroll in the next level composition course (Eng 4/4A/7/7A), they succeed at above 70% across all racial and ethnic markers. We have eliminated opportunity gaps and this trend held even after AB705 went into effect.**

**FT/PT Success Rates for Engl 1 vary significantly.**

**Gaps in success rates between full-time composition instructors and part-time composition instructors has been as high as 14% twice in the last three years with full-time instructors consistently demonstrating higher success rates, indicating that we will need to work on program cohesion, as well as rebuilding best practices for our current context (post-pandemic, post AB705). When we rebuild face-to-face scheduling and pedagogy/curriculum, we must be mindful that the shift to online instruction served some students and left behind others.**

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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.)

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### **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

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
- 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).

**In the last three years, we have seen an increase in AA-T in English (jumping from 6 a year to 20). AAs have stayed the same. AA-Ts are popular among our students because if students successfully follow the requirements for the AA-T and have a solid GPA, they are pretty much guaranteed a spot in a CSU English program.**

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- 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)
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- 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've had to reduce our offerings of English literature courses and rotate some of our electives because we are not reaching our "cap" (of 44 students)s. Unfortunately this creates barriers for AA and AA-T students to want to complete their degrees in a couple years. Some students have to wait over two years to take an elective they are interested in. Also, some students end up going to other community colleges to take literature courses where they have a wider selection of courses. There are also barriers for working students who want to take evening classes; we don't offer evening literature classes, but we are planning on offering an evening literature class as well as more online literature classes.**

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## 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	17 Fall 2021 down from 19 in Fall 2020	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	37 Fall 21 40 Fall 20 39 Fall 18	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	1 Fall 2021	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	16 peer tutors/LAs Fall 21 11 peer tutors/LAs Fall 20	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input checked="" type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

**With new personnel and new schedule (4-unit comp. courses) we had some dips in enrollment that are not typical. Not to mention the pandemic and its challenges.**

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**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 representation of DI populations in our department is something we began to address seriously in 2017-2018 by introducing equity discussions in our hiring committees. The focus has resulted in African American students being represented within our full-time staff. However, we**

**have an underrepresentation of Asian American, Filipinx and Latinx faculty, as compared to student demographics and an over representation of staff with white-privilege. We have no representation of Pacific Islanders or Native Americans within the full-time staff.**

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### 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):

**Insufficient lab space on campus dedicated for English composition instructors to use with students. 25 live has also impacted the English department's ability to have dedicated English computer classrooms. With the new 4 unit composition courses, we have a greater need for more consistent computer lab access. We would like to expand our tutoring and support services so that we have designated computer classroom(s) adjacent to the WRAC Center.**

**With shifts online, students haven't always had access to technology to use at home or in class. Laptop carts and laptop lending programs could address this concern. We hope the college will invest in laptop lending program and stronger wifi on campus.**

**Regardless of what additions there are for technology, it is crucial that the college hire more technology support staff.**

**It may be useful to do Canvas Assignments in classes. Will there be ways to support that kind of live learning by loaning laptops for a class period to students who may need one? It may even be useful for faculty to be able to check out a laptop for a few hours if they are on-campus but conducting a meeting in 2 modalities (i.e. a tenure committee with some people meeting face to face with two members on zoom.)**

**As of Oct. 2021: Most instructors find that their personal laptops are more up-to date than their desktop computers at Chabot (with cameras, PDF access, Adobe Suite). We wonder: Is there a way to ensure all desktop computers have access to fillable PDF's with the full Adobe Suite or comparable? Will there be mics and cameras on computers? new desktop computers for instructors?**

**What is the college's plan to meet the ever-changing technology needs?**

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### 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)

Over the past several years with the use of 25 live, scheduling of classes has become fragmented and confusing. It impacts the quality and cohesion of our instruction. English instructors have had classrooms in the 1700s, 1300s, 1100s, 800, 300. With our 4 unit courses some only have 10 minute passing periods between classes so being spread out is problematic. It also erodes unity within our department because English Faculty cannot easily have 'hallway pedagogy chats' as they walk to class or transition between classes. We want Academic Services to revise the process/allocation of classrooms, prioritizing buildings 800, 300, and nearby computer classrooms (i.e. 196 and 354) when we return to on-campus instruction to avoid having instructors' classrooms spread out across campus. It also allows us to be more connected with our part-time faculty who are often the most isolated from their colleagues. More clustered English classrooms will help us address the major equity gaps identified in our Student Ready English 1 goal.

25 live has also impacted the English department's ability to have dedicated English computer classrooms. With the new 4 unit composition courses, we have a greater need for more consistent computer lab access. We would like to expand our tutoring and support services so that we have designated computer classroom(s) adjacent to the WRAC Center. Historically, the WRAC Center had two designated computer classrooms that were connected to the tutoring space. Instructors would regularly bring their classes to the WRAC Center to work in these classrooms. When there weren't classes scheduled in these classrooms, the space functioned as open labs where students could work on their assignments with immediate tutoring support in reading and writing. Many of these students were enrolled in our English 115 classes. Over time, with two moves in under 15 years, we have lost (through no choice of our own) these classrooms. Yet the need for them has not decreased. With the development of English 215 classes (one-on-one student-instructor-tutor support classes) that are attached to specific English 1 sections, we think that the need for designated computer classrooms will potentially increase. Our primary goal this program review cycle is increasing the success rates in our English 1 classes to 75% for all student groups, erasing opportunity gaps by race or ethnicity. Providing access to all of our support services, including designated computer space, is a key component of our being able to achieve this goal. We want to remove barriers that technology and a lack of access to support may create.

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### Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered by/at Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered by/at Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered outside of Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree

☐ Somewhat agree  
☒ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**  
☐ Strongly disagree  
☐ Somewhat disagree  
☐ Neither agree nor disagree  
☐ Somewhat agree  
☒ Strongly agree
- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

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**After attending the 2019 NCORE conference, the department revitalized our course outlines to include a stance on anti-racist, anti-oppression curriculum and pedagogy. English Faculty regularly engage in writing groups on and off campus, deliver PD during Flex Days or for special projects like the 10x10, and remain engaged with other colleges and colleagues. Our collaborations with the 10x10 are under evaluation, our input within campus committees and OER projects or on-line teaching tools is often grounded in the professional learning from on-campus and off campus workshops.**

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## Program Maps and Equity in Scheduling

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

- **Turning in Program Maps:** 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/1JoK5E39lR86cXCJp7iyAFWXIVtCVFw8p/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.

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- 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 found a schedule that works for creative writing students and for our composition courses.**

**Our literature courses have been hard to offer equal access as they have been reduced and many are on rotation. What's more, after COVID Distance Ed is over, the two core Lit courses for the AA-T (41: World Lit and 35: American Lit) are always offered in person during the day). We'd need to rotate or offer multiple sections a year to cover these times and modalities.**

**If we keep rotating the other Lit classes a student might be able to gather enough units overall to earn an AA. Prior to COVID Distance Ed this would not have been possible.**

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- 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.

**Collaborating with Social Sciences to avoid conflicting elective schedules and trying to merge Ethnic Studies and Women's studies. Need more institutional support to form these collaborations and take them to the next level.**

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- 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.)

**None of our literature courses are offered every semester. Most literature courses are offered once a year. A few literature courses are on rotation and are offered *once every 2 years*. We do post the annual schedule on the English Department website under the "Upcoming English Courses"; however, there are times that last-minute cuts to our offerings impact this schedule. We would also like to be able to easily email (or Canvas message) all English majors to be able to communicate schedules and rotations. Right now, we only have email addresses for English majors that we have collected manually. Communication to counselors would also be valuable.**

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## 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
<b>GOAL 1. Student Ready English 1 courses: Implement Best Student-Ready Practices &amp; Support Students to Succeed</b> a. Build the capacity of full and part time staff to reach, support and empower African American, Latinx, Pacific Islander, and Native American students as well as students over 25 in transfer English.  b. Build the capacity of full and part time staff to meet students where they are given the pandemic’s impact: recognize the learning that did take place, the assets students gained and build from there.  c. Design curriculum units	<b>Outcomes</b> a. Raise English 1 semester-by-semester success rates to 75% for all student groups by fall 2024, erasing opportunity gaps by race or ethnicity  b. Retreat: Data heart to heart looking at our own class trends over 3-5 years  c. Narrow gap so it is less than 5% between FT and PT instructors for English 1 success rates  d. Work groups meet bi-monthly to design,	<input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

<p>together that includes ample representation of marginalized voices, flexible policies and practices to draw out and amplify student assets, and connects students to multiple ways of extending their learning so that students' natural love for learning is ignited and so that students who need one-on-one/small group skill development have resources.</p> <p>d. Diversify staffing: hire more Filipinx, Asian American, Pacific Islander &amp; Latinx part &amp; full-time faculty.</p> <p>e. Use core group structure to invite PT faculty to design and implement units as a way to improve cohesion</p> <p>f. Continue to explore how to use non-credit and 215 options in ways that connect the right students to non-credit &amp; 215 options.</p>	<p>implement and amplify best equity-minded practices</p> <p>e. Evaluate and modify recruitment and hiring of new faculty to attract more Latinx and Asian American faculty and staffing or other under-represented groups</p> <p>f. Meet 1 time per semester with high school instructors and counselors to improve</p> <p>g. Evaluate the non-credit program; identify strategies to connect appropriate students to the program</p>			
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<p><b>2. Tutoring &amp; Support Services for English:</b> Create more equal access and cohesion in tutoring and support services.</p> <p>One of our primary goals is increasing student success in all of our classes, and especially in English 1. With an increase in students enrolling directly into English 1, there is more need for tutoring in English and more need for space, specifically designated computer classrooms for English composition class reservations and labs linked to English tutoring space. In the last few years, student success in transfer-level composition (English 1A/1) has dropped <b>[see goal 1]</b>. These drops have disproportionately impacted students of color, learning skills students, and ESL students. One of the reasons for this is a lack of consistent resources for our support services. Over the last fifteen years or so, we have gradually lost space and staffing for our support services, including tutoring space, designated instructional assistants, and designated computer labs. We want to remove barriers that technology and a lack of access to support may create. These needs increase even more with more students taking our non-credit courses, specifically English 215 which demands both space and support staff.</p>	<p><b>Outcomes</b></p> <p>-Form a task force group of former/current WRAC Center coordinators and other faculty to discuss student needs and challenges with access to support services; have ongoing meetings.</p> <p>-Increase English faculty participation in and awareness of the WRAC Center (through Core Groups, retreats, increased # of faculty working as tutors and/or teaching English 215, etc.)</p> <p>- Through increased support services raise English 1 semester-by-semester success rates to 75% for all student groups by fall 2024, erasing opportunity gaps by race or ethnicity</p> <p>- Reconfigure WRAC Center spaces to have staff-supported</p>	<p><input checked="" type="checkbox"/> Equity</p> <p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Pedagogy and Praxis</p> <p><input checked="" type="checkbox"/> Academic and Career Success</p> <p><input type="checkbox"/> Community and Partnerships</p>	<p><input checked="" type="checkbox"/> African American/Black</p> <p><input checked="" type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input checked="" type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input checked="" type="checkbox"/> Disabled</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> LGBT</p> <p><input checked="" type="checkbox"/> DI Gender</p> <p><input checked="" type="checkbox"/> Other (potentially all students who might use our support services)</p>	<p><input type="checkbox"/> Enrollment/FTES</p> <p><input type="checkbox"/> Transfer level English, math or ESL achievement</p> <p><input type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input type="checkbox"/> Attainment of a Living Wage</p> <p><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)</p> <p><input type="checkbox"/> Other _____</p>
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	<p>designated spaces for drop-in tutoring/groups and computer classrooms/lab spaces and a laptop cart for use in the drop-in center space.</p> <p>- Revisit and re-establish the philosophy behind the WRAC Center to meet the changing needs of students.</p> <p>- Increase campus-wide awareness (especially counseling faculty &amp; staff) of WRAC center offerings</p>			
<p>3. Electives</p> <p>work on strategies to increase enrollment in our literature classes, with special focus on African American and Asian American students.</p>	<p>Increase Enrollment in our Electives by 10%</p> <p>-Offer more Online and evening classes to make classes more accessible to a broader population of students.</p> <p>-Continue working with SCFF Majors Outreach, finding ways</p>	<p><input checked="" type="checkbox"/> Equity</p> <p><input checked="" type="checkbox"/> Access</p> <p><input type="checkbox"/> Pedagogy and Praxis</p> <p><input type="checkbox"/> Academic and Career Success</p> <p><input type="checkbox"/> Community and Partnerships</p>	<p><input checked="" type="checkbox"/> African American/Black</p> <p><input type="checkbox"/> American Indian/Alaska Native</p> <p><input type="checkbox"/> Latinx</p> <p><input type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input type="checkbox"/> Disabled</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> LGBT</p> <p><input type="checkbox"/> DI Gender</p> <p><input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Enrollment/FTES</p> <p><input checked="" type="checkbox"/> Transfer level English, math or ESL achievement</p> <p><input checked="" type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input type="checkbox"/> Attainment of a Living Wage</p> <p><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)</p> <p><input type="checkbox"/> Other _____</p>

	<p>to attract and reach out to English majors.</p> <p>-Collaborate with Ethnic Studies with scheduling classes and cross-promoting our classes. Set up a meeting each semester.</p> <p>-Change course outline for electives to remove: English 1 highly recommended as one less barrier for students taking our classes.</p> <p>-Change cap from 44 to 30, which is a standard size for literature classes in local community colleges.</p> <p>-Meet with counselors a couple times a year to promote our literature electives.</p> <p>-Plan a retreat for</p>			
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	<p>Electives instructors and those who are interested in teaching electives focusing on mentoring and working with newer Electives instructors in developing ideas and curriculum for lit classes. Also offer a stipend for this mentorship.</p>			
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## 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Job Description/Tasks</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Length of Contract in Months</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>		<b>Language Arts Awards Ceremony (individual request)</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Pacific Dining	Delivery, set up, tear down of food	Increase degrees and transfers in English by supporting students who are English majors at Chabot.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	600.00
<b>Item 2</b>		<b>Language Arts Awards Ceremony (individual request)</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	At large	Certificates and cash to provide alongside recognition.	Rewarding students for excellence in writing, reading, and critical thinking aligns with our department philosophy in fostering and		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1500

						nurturing critical thinking and "increasing students" familiarity with and knowledge of the academic culture, themselves as learners, and the relationship between two." By actively recognizing students who help to create a positive learning environment for other students, we further support our students and create lasting positive learning experiences.			
<b>Item 3</b>		<b>Electives Expansion</b>  <b>Set of Anthologies for AA-T Lit. Courses</b>	<u><b>X</b></u> New <u>  </u> Updated <u>  </u> Repeat	Barnes & Noble	Secure books/anthologies to add to the lending library for students enrolled in AA/AA-T Literature courses who can not afford expensive anthologies	Provide ZTC access to full length course materials for students. (Supplements OER, Library)		<u><b>X</b></u> Annual <u>  </u> 2022-23 <u>  </u> 2023-24 <u>  </u> 2024-25	2000.00
<b>Item 4</b>		<b>Electives Expansion</b>	<u>  </u> New <u>  </u> Updated <u><b>X</b></u> Repeat	Shotgun Players or similar	Theater Outing for English Majors: Purchase discounted group	English students need to engage in the arts outside the classroom to see	1	<u><b>X</b></u> Annual <u>  </u> 2022-23 <u>  </u> 2023-24 <u>  </u> 2024-25	750.00



		<b>Theater Outing</b>			tickets to play and BART tickets.	how their learning inside the classroom is relevant to the broader world. Theater outings for the English majors will foster a sense of community among our English majors which will help support students on their way to earn their degrees in the field. \$25/ticket plus BART tickets.			
<b>Item 5</b>		<b>Student Ready English 1</b>  Books to lend to students		Barnes & Noble	Help faculty place orders for and secure books to add to the lending library	Provide ZTC access to full length course materials for students. (Supplements OER, Library)	10	<u><b>X</b></u> Annual <u>    </u> 2022-23 <u>    </u> 2023-24 <u>    </u> 2024-25	4,000
<b>Item 6</b>		<b>Literary Speaker Series (Keynote speakers)</b>	<u>    </u> New <u>    </u> Updated <u><b>X</b></u> Repeat	Various vendors	Keynote speaker for literary events such as National Poetry Month, Dia del Nino, and similar  Deliver keynote address for 15-45 minutes, depending on event, stay for signing/pictures/Q &A.	Reading series help students make the connection between classroom learning and broader world. Student poets and published poets may read together; connections across campus as in dia del nino collaboration with ECD, Lab school,	1	<u><b>X</b></u> Annual <u>    </u> 2022-23 <u>    </u> 2023-24 <u>    </u> 2024-25	3,000

						Library, and Creative Writing.			
<b>Item 7</b>		Literary Speaker Series (Refreshments)	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Pacific Dining	Preparation, delivery, set- up, and tear-down of food for Literary Speaker Series such as National Poetry Month, Dia del Nino and similar	Refreshments support literary series goals mentioned above and cross campus collaborations. Often held during lunch or afternoon hours when the mind needs nourishment.	10	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1,500
<b>Item 8</b>		<b>Student Ready English 1:</b>  Food from Pacific Dining for English Department retreats and training.	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Pacific Dining	Preparation, delivery, set- up, and tear-down of food.	English Department Retreats are held once or twice per academic year. These offer the department much needed time to focus on issues that impact student learning, on improving instruction, and on department-wide vision, goals, and actions. These events are inclusive of both part-time and full-time faculty, and providing food helps use to make these events community building opportunities. Pacific Dining usually charges	10	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1200

						\$20 person; this cost is based on 30 attendees at 2 separate retreats.			
Item 9		Language Arts Awards: WRAC Center Tutor Awards and recognitions (individual request)	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	At large	Certificates, awards, and cash to provide alongside recognition.	Rewarding students for excellence in tutoring writing and reading aligns with our department philosophy in fostering and nurturing critical thinking and "increasing students" familiarity with and knowledge of the academic culture, themselves as learners, and the relationship between two." By actively recognizing students who help to create a positive learning environment for other students, we further support our students and create lasting positive learning experiences.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	500

<b>Item 10</b>		<b>WRAC Center Tutor funding for support projects (individual request)</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	At large	Funding for additional hours for tutors to provide additional support through WRAC Center workshops, class visits, WRACTivity presentations, resources, and videos.	Peer-led support through WRAC Center workshops, class visits, WRACTivity presentations, resources, and videos not only help bridge the gap of post AB705 course sequences, but they also help make students aware of the services available to support their success. Focused class outreach by Peer Tutors can help engage marginalized students and increase their access to support services.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	500
<b>Item 11</b>		<b>Student Ready English 1</b>  Books for in-class use	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Barnes & Noble	Purchase hard-copy books for use in classrooms in order to support the use of eBooks/ZTC/LTC in Face-to-face English classes.	Provide ZTC access to full length course materials for students. (Supplements OER, Library)		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1,000

### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Item Description</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>		<b>Air Purifiers</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		Air purifiers for WRAC Center, labs, and English classrooms.		50	<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Item 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b>  Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b>	<b>Justification</b>  <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b>  (Total \$)
<b>Item 1</b>	1	<b>Tutoring &amp; Support Services for English</b>  WRAC Center Computer Classroom(s)	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<b>Designated, connected WRAC Center computer classroom(s) ) adjacent to a drop-in center space.</b>	For many of our students, access to technology is a hurdle for achieving their academic goals. This disproportionately impacts our most marginalized students. The English department is committed to providing equitable access to technology, and having this technology embedded directly in our classes helps to achieve this goal.  Dedicated computer classrooms for English classes will provide flexibility for different types of instruction and modalities of learning.  With dedicated computer classrooms, instructors can offer individual support to students while they are in the process of working on assignments for their English classes.	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	use existing spaces (i.e. existing computer labs)
<b>Item 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

**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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Classification</b>	<b>Position Title</b>	<b>Avg. hours per week</b> (5, 20, 40, etc.)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Position 1</b>	1	<b>Student Ready English 1 Courses</b>	<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 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 <input type="checkbox"/> Other <hr/>	FT English Instruct or	40	Replace Katie Hern, who left the department in Fall 2019. This fits the college priority of meeting the needs of Black/Latinx and disproportionately impacted students through increased faculty representation. With 5 office hours a week and knowledge of campus resources, FT English instructors are best prepared to offer or connect students to holistic and integrated student support services, by linking individual students to the right kind of support while teaching English 1, a course whose success rates need drastic improvement to erase racial & ethnic disparities and to make sure all students complete their ed goals in a timely manner.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	



							The fall 2020 and spring 2021 full-time to part-time FTEF is between 42% to 54%, with as much as 6% overload since many FT Engl faculty support equity projects or chair campus committees. This is less than the 75% to 25% ratio recommended to by the FON.		
<b>Position 2</b>	2	<b>Student Ready English 1 Courses</b>	<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 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 <input type="checkbox"/> Other <hr/>	Full- time English Instruct or	40	Replace Angie Magallon, who left department in June 2021. This fits the college priority of meeting the needs of Black/Latinx and disproportionately impacted students through increased faculty representation. With 5 office hours a week and knowledge of campus resources, FT English instructors are best prepared to offer or connect students to holistic and integrated student support services, by linking individual students to the right kind of support while teaching English 1, a course whose success rates need drastic improvement to erase racial & ethnic disparities and to make	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

							<p>sure all students complete their ed goals in a timely manner.</p> <p>The fall 2020-spring 2021 full-time to part-time FTEF is between 42% to 54%, with as much as 6% overload since many FT Engl. faculty support Equity projects or chair campus committees. This is less than the 75% to 25% ratio recommended to by the FON.</p>		
<b>Position 3</b>		<b>Student Ready Engl 1 Courses</b>	<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 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 <input type="checkbox"/> Other <hr/>	Full-time English Instructor	40	<p>Next year, we will ask to replace Stephanie Zappa, who retired in June 2021.</p>	<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Position 4</b>		<b>Student Ready English 1 Courses</b>  English Department Coordinator	<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 type="checkbox"/> Faculty F-hour <input checked="" type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other	English Department Coordinator, 3.75 CAH reassignment	10	<p>With the onset of AB 705 and the new Student Centered Funding Formula, the coordinator position allows the department to coordinate its efforts in the transition to a new English 1 course, the new English 4A and 7A courses, and support for new non-credit courses. This allows FT faculty to focus on</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

							teaching rather than department business so we can improve English 1 student success rates.		
<b>Position 5</b>		<p><b>Student Ready English 1</b></p> <p>English Adjunct Co-ordinator</p>	<p><input type="checkbox"/> New</p> <p><input type="checkbox"/> Updated</p> <p><input checked="" type="checkbox"/> Repeat</p>	<p><input type="checkbox"/> Admin FT</p> <p><input type="checkbox"/> Classified FT</p> <p><input type="checkbox"/> Classified Hourly</p> <p><input type="checkbox"/> Classified PT</p> <p><input type="checkbox"/> Faculty FT</p> <p><input type="checkbox"/> Faculty PT</p> <p><input type="checkbox"/> Faculty F-hour</p> <p><input checked="" type="checkbox"/> Faculty Reassign</p> <p><input type="checkbox"/> Student Hourly</p> <p><input type="checkbox"/> Other</p>	<p><b>English Adjunct Co-ordinator ; 3.75 CAH reassign</b></p>	10	<p>About 40 adjunct instructors teach classes in the English department, which is about double the number of full-time faculty in the department. Supporting adjunct instructors in their work with our students and coordinating evaluations requires a significant time investment. This role improves program coherence and ultimately student success rates in English 1.</p>	<p><input checked="" type="checkbox"/> Annual</p> <p><input type="checkbox"/> 2022-23</p> <p><input type="checkbox"/> 2023-24</p> <p><input type="checkbox"/> 2024-25</p>	
<b>Position 6</b>		<p><b>WRAC coordinator, 3.75 CAH of reassign time.</b></p>	<p><input type="checkbox"/> New</p> <p><input checked="" type="checkbox"/> Updated</p> <p><input type="checkbox"/> Repeat</p>	<p><input type="checkbox"/> Admin FT</p> <p><input type="checkbox"/> Classified FT</p> <p><input type="checkbox"/> Classified Hourly</p> <p><input type="checkbox"/> Classified PT</p> <p><input checked="" type="checkbox"/> Faculty FT</p> <p><input type="checkbox"/> Faculty PT</p> <p><input type="checkbox"/> Faculty F-hour</p> <p><input type="checkbox"/> Faculty Reassign</p> <p><input type="checkbox"/> Student Hourly</p> <p><input type="checkbox"/> Other</p>	<p><b>WRAC coordinator, 3.75 CAH of reassign time.</b></p>	10	<p>The WRAC Center Coordinator provides training for student and faculty tutors, coordinates WRAC Center tutoring, WRAC activities (workshops), Resources that provide crucial support for students</p>	<p><input checked="" type="checkbox"/> Annual</p> <p><input type="checkbox"/> 2022-23</p> <p><input type="checkbox"/> 2023-24</p> <p><input type="checkbox"/> 2024-25</p>	

							taking ESL, English 1, and other classes across the curriculum.		
<b>Position 7</b>		<b>WRAC Center Instructional Assistant</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other	<b>Instructio nal Assistant</b>	40	<p>The WRAC Center provides crucial support for students taking ESL, English 1, and other classes across the curriculum. Having consistent, permanent staffing is essential to being able to provide adequate support for students/ tutors and maintain the daily operations of the WRAC Center. Working alongside the WRAC Center Coordinator and the pedagogy of the English and ESL departments, this Instructional Assistant will become the face of the WRAC Center.</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

### Professional Development, Travel, and Conferences

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

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

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

<b>Request 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Request 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

### Supplies Requests

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

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

<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
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<b>Item 1</b>		<b>Electives Expansion</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Custom pens and notebooks for English Department	English Department branded pens for give-aways at promotional events such as Gladiator Days	500	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	150
<b>Item 2</b>		<b>Electives Expansion</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Custom notebooks for English Department	English Department branded notebooks for give-aways at promotional events such as Gladiator Days	100	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	225
<b>Item 3</b>		<b>Student Ready English 1 Courses</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Expo Low odor dry erase markers (16 pack)	Basic supplies to run face-to-face class	10	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	120
<b>Item 4</b>		<b>Student Ready English 1 Courses</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	3M Post It Easel Pad	Basic supplies to run face-to-face class	8	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	640
<b>Item 5</b>		<b>Student Ready English 1 Courses</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Explain Everything User License <a href="https://explaineverything.com/pricing/">https://explaineverything.com/pricing/</a>	Explain Anything allows instructors to make instructional videos demonstrating writing skills and annotation strategies with video of an instructor marking up a text and the addition of a voice over. Four online instructors will create short videos to supplement instruction and give departmental peers training	6	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	30

					with how to use this device.			
<b>Item 6</b>								
<b>Item 7</b>								
<b>Item 8</b>								

### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Was the feasibility of the request discussed with IT?</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	<b>Individual Request</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Laptops for instructor use in their classes.	For many of our students, access to technology is a hurdle for achieving their academic goals. This disproportionately impacts our most marginalized students. The English department is committed to providing equitable	40	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	Campus standard PC



						access to technology, and having this technology embedded directly in our classes helps to achieve this goal.			
Item 2	2	<b>Individual Request</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Laptops for 215 students in the WRAC Center	<p>For many of our students, access to technology is a hurdle for achieving their academic goals. This disproportionately impacts our most marginalized students. The English department is committed to providing equitable access to technology, and having this technology embedded directly in our classes helps to achieve this goal.</p> <p>Students who enroll in our non-credit course, English 215, will often be working independently, with their instructor, or with WRAC Center tutors. Having access to laptops ensures that they can work on their assignments while simultaneously receiving support.</p>	10	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	Campus Standard PC

<b>Item 3</b>	3	<b>Individual Request</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Hypothesis LMS Subscription (Annotation Unlimited, PBC)	The LMS-Integrated Hypothesis annotation tool enables entire classes to annotate online readings together and interact directly on the readings. Using social annotation fosters collaborative discussion, critical thinking, and a deeper understanding of readings. Hypothesis has been integrated in Canvas for the 2020-22 academic years and lends to student success and engagement.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	9,800 (based on 21-22 service agreement)
<b>Item 4</b>	1	<b>Expand Laptop Lending Program</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No	System to loan students laptops to reduce computer classroom needs.	This is more of a campus-wide recommendation/endorsement than a request from English. We hope to see increased personnel to support for technology, a structured laptop lending program, and improved wifi across campus.			

#### Categorical Funding Applications:

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

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

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

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

[https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxxnmVGHO7t3gC2K3eZfs\\_nXrOaLloFxlT1xbqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link)

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