

Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

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

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

Background Information:

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

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

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

Language Arts/Library

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

Heather Hernandez, Norman Buchwald,

- What division does your Program/Area reside in?

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

Status of Program Goals from Prior Comprehensive PAR Cycle

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

Click on:

- [PAR App Program Review Reports](#).
- Then "Select Academic Year" on the top (choose 2018-19)

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

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1.Play an instrumental part in the design, build and furnishing of the new Chabot Library.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
2.Replacement of retiring collection development librarian with a collection development and online learning librarian.	<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	
3.Increase AV/Computer Lab staffing with classified professional - 1 full-time position.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
4.Increase media lending items including textbook holdings, cameras, laptops, along with adding WiFi hotspots, portable printers and makers Space equipment.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

Learning Outcomes Assessment Results

SLO:

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

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

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

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

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

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

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

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

Learning Outcomes for LIBS 2:

Outcome1:

Create an annotated bibliography

Institutional Learning Outcomes:

Critical Thinking
Communication

Outcome 2:

Draw references to ones personal life from reading materials

Institutional Learning Outcomes:

- Global and Cultural Involvement
- Civic Responsibility
- Critical Thinking
- Communication
- Development of the Whole Person

Outcome 3:

evaluating both information and its sources

Institutional Learning Outcomes:

- Global and Cultural Involvement
- Civic Responsibility

PLOs:

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

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

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

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

Library Service Area Outcomes:

Outcome	Associated ILOs	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, & Procedure	Assessment Results	Refinements or Modifications
Students at Chabot College Library receive	Development of the whole person.	Chabot College Student Satisfaction Survey: Fall 2019, Website, chat reference	Overall students feel welcome (79%) and are treated with respect by faculty and staff (85%)	Continue to advocate for funding for a full library staff to serve students at our multiple service points. The library will

**welcoming,
professional,
and timely
assistance and
support
through our
service points.**

and database
statistics

throughout the
college.

85% of
students have used
the library and 95%
were satisfied, or
very satisfied.

42% of students
have received
research help from
librarians with 90%
satisfaction.

The Library
Website main pages
(index and index2)
have been accessed
36,020 times in the
2020-2021
academic year.

1618 Chat
Reference questions
were answered by
librarians in the
2020-2021
academic year.

60% of students
have used the
library website and
90% of those
students were very
satisfied with the
site.

64% of students
have used library
online and print
resources and 95%
were satisfied with
those resources.

The Library
Website main pages
(index and index2)
have been accessed

need to examine new
service points and
staffing levels for the
new library building
600.

With the shift to online
instruction, the library
has shifted funding to
purchase
materials/services that
support off-campus
students. We will
continue to evaluate
our budget and
collection
development policy to
ensure we
purchase the materials
and services that best
support student
learning.

In 2020, IST
established a Single

**All Chabot
College
students,
regardless of
location,
access library
resources
sufficient to
meet their
academic
needs.**

Critical Thinking

Communication

Chabot College
Student
Satisfaction
Survey: Fall 2019
Website, chat
reference and
database statistics

<p>36,020 times in the 2020-2021 academic year.</p> <p>Libguides CMS pages which include the List of Databases pages and course library orientations had 57,847 different sessions during the 2020-2021 academic year.</p> <p>There were 94,312 full-text requests to newspaper, magazine, and journal articles and Ebooks in the 2020-2021 academic year.</p> <p>There were 47,780 video and audio streaming requests that occurred in the 2020-2021 academic year.</p> <p>There were in chat reference 86 recorded instances where students were unable to get authenticated into library databases in the 2020-2021 academic year (if one instance via chat reference is seen as one of 5 in actuality, the estimate of authentication failures then is at least 430 students who were not able to access databases during this academic year).</p>	<p>Sign On point to library databases, meaning students now use their W ID number and Class-WEB PIN to obtain access. This is supposed to make the students' life easier, but unfortunately due to issues happening with the on site server via ITS the frequency of most current student data is not always transferring through due to certain glitches that come up, causing a high incidence of authentication failures at a time when students all the more rely ONLY on online access to do their Library Research. District ITS is about to change vendors with a cloud/hosted server instead which they promise that through this method there will no longer be lapses in updating data. Meanwhile, the Library is gravely concerned that likely hundreds of students at times did not get authenticated to be able to do their assignments.</p>
--	---

Students who borrow laptops from Chabot College library have adequate access to the technology necessary to participate and persist in their courses at Chabot College.

Communication

Chabot College Student Satisfaction Survey: Fall 2019

During fiscal year 18-19 the library had 2,210 student equipment loans. Students continue to need laptops and hotspots for wifi access.

Continue to pursue funding to maintain current equipment, new equipment, as well as yearly hotspot service agreements. May consider longer loan periods - up to a full semester. Right now, there are a great number of laptops being loaned through Building 200 via CARES funds where semester length checkouts are now happening. However, the Library does not have adequate facilities to house all of these laptops when not in use, there are issues where ITS needs to make sure students have software able to do their assignments on these laptops, and the Library is now short a classified staff member in the Audio Visual Center. There is also no plan of continual maintenance of this large glut of computers going forward (except for those the Library already has).

The Library supports student learning by providing appropriate hours of operation for students to

Development of the whole person.

Chabot College Student Satisfaction Survey: Fall 2019

79% of students used our open library hours, including Saturday, and of those students 91% were satisfied, or very satisfied, with our open hours.

During the COVID crisis, physical operations have been severely limited and Saturdays are for the moment outright eliminated for any type of service. Saturdays need to be

access physical
library
resources.

The Library Website main pages (index and index2) have been accessed 36,020 times in the 2020-2021 academic year.

restored, at the latest when the Library is finally in post-COVID operational mode.

1618 Chat Reference questions were answered by librarians in the 2020-2021 academic year.

Students
access secure
and adequate
spaces within
Chabot
College
Library
conducive to
study and
research.

Development of
the whole person.

Chabot College
Student
Satisfaction
Survey: Fall
2019, Website,
chat reference
and database
statistics.

76% of students are
satisfied, or very
satisfied, with
library
computer labs.

83% of students are
satisfied, or very
satisfied with the
overall library
space, building 100.

Continue to plan for
the new library,
building 600.

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?

-
-
- 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?
-
-

- 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?)

Guided Pathways; the entire campus should embrace and participate in the work.

OER.

Learning Communities.

Student Outreach & Support.

- 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?)

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).

- 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?
-
-

- 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
-
-

- 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.
-
-

Enrollment Disaggregations:

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

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

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

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

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

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

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

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

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

- Check all groups that are ***disproportionately impacted*** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
___ African American/ Black
___ Asian American/ Asian
___ Filipino/x
___ Latinx/ Chicanx
___ Native American/ Alaska Native
___ Pacific Islander/ Hawaiian
___ White/ European American
___ Female
___ Male

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

The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)

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

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

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

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

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

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
___ Decreased

___ Stayed roughly the same
 ___ Increased

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

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

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

Staffing Analysis

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

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	4 (5th position will be filled shortly)	___ Decreased <u> x </u> Stayed roughly the same ___ Increased
Part-time Faculty	2	___ Decreased <u> x </u> Stayed roughly the same ___ Increased
Full-time Classified Professionals	5 (with one working 20 hours in the Learning Connection)	___ Decreased <u> x </u> Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	1 (this person resigned their position during the summer of 2021)	___ Decreased <u> x </u> Stayed roughly the same ___ Increased
Student Employees	4-6	<u> x </u> Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased ___ Stayed roughly the same ___ Increased

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

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

Technology

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

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

Students need a WiFi printing option on campus. It would also be beneficial for students to have an online/debit/credit card option to pay for printing - currently students need cash to purchase a print card and to add additional funds to their print card. Moving to an all in one student ID/print card/food card might better serve students.

Facilities

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

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

We will address the gaps in our current library with the new library building (600).

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?
Whenever we are able to attend CCL's Deans and Directors or CARL's biannual conference the librarians who participate bring back a lot of new and updated information. Our main challenge is we lack enough experiences to keep full-time librarians fully up to date and trained. This has especially been a challenge during a whole migration process to the LSP and needed maintenance. Norman Buchwald did have a three year stint as part of the governance board of the LSP but had to rotate off. Lack of any stable professional development funding is why librarians rarely take a Library Juice or ACRL course as the costs are considerable enough.

Program Maps and Equity in Scheduling

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

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

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

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

The library does not have program maps.

- 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?

- 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.

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an *ideal* world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)

Planning

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

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

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

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

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

Goal	Briefly describe the expected <i>outputs</i> (e.g.,	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
------	---	---------------	---------------------------	-----------------------

	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.			
1. The Library will have a more accessible and responsive online presence than it has before, including an effective redesign that has considerable effective and informative user experience measurements.	Website redesign, effective usability testing and other approaches to enhance an effective and vibrant user experience. Website will be more accessible and responsive and will address as many learning styles students have as possible. Surveys for before and after and effective pre and post tests in addition to actual testing should hopefully provide desired results.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input checked="" 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 checked="" type="checkbox"/> Other An effective Library website leading students to quality print and online resources gives them the information competency skills to attain lifelong learning.
2. The Library will coordinate with OER/ZTC efforts on campus to market/showcase materials.	Outputs: Short term: (1) Usage data of materials. (2) Survey data from classes that use OER/ZTC materials. Long term: Course success : Will take time for campus and IR to coordinate.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Library Speakers Series	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Various Speakers	Speak on a topic inclusive of college mission, or Library mission, or Equity in education	Bring, and Engage with students, faculty, and community members into the library and on campus. For the past 15 years, a lot of the library speaker series have addressed either DEI issues or featured persons with		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000

						DEI backgrounds.			
Item 2	3	Dining and food	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Pacific Dining	Provide food for various activities and events	Provide food for various activities and events.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1500
Item 3	2	EON Cafe (or other vendor) gift cards	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	EON Cafe or other vendor	Provide gift cards for students who participate in usability testing of the Library website and other surveys the Library provides.	To be able to effectively redesign the Library website to address better accessibility and responsiveness, have a diverse group of students participate in the usability testing and surveys and to provide incentive, offer them a \$10 gift card for their trouble.. Enhances student equity, DEI, and allows students to effectively make it better for the collective whole.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input checked="" type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$500

Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	NetSupport	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat			Needed to maintain computers in Classroom and Library computer lab	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000
Item 2	2	Laptop check out kiosk	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat		With the increase of our laptop lending program to help underserved populations at Chabot, adding a laptop checkout kiosk will increase student agency and fill a labor gap.	Laptop and device checkouts make the most important difference in regards to student equity and student success. Having an additional kiosk where students can easily with a signed contract have a ready made device is essential.		<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000
Item 3		Highspeed Scanner	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		High speed scanner will help students scan reserve materials they need for			<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3000 for scanner and up to \$1000/year for

					their first weeks of class while waiting for their textbooks to arrive. It would help students scanning for personal needs such as driver's licenses for work.				maintenance?
--	--	--	--	--	--	--	--	--	--------------

Facilities Requests

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

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

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

						___ 2024-25	
--	--	--	--	--	--	-------------	--

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

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1	2	Student Assistants	___ New <input checked="" type="checkbox"/> Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign <input checked="" type="checkbox"/> Student Hourly ___ Other _____	Student Assistants	45	Need augmentation to general fund student assistant budget to support students in the library. Each year the hourly cost rises and no additional funds are provided. Not only does having more student assistants allow productivity in getting services done in the Library, but also help our DEI students identify the significance of	<input checked="" type="checkbox"/> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

							service when one of their own is helping them.		
Position 2	1	Classified Professional Position Augmentation (Library Technician)	<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 <hr/>	Library Technician	Move from 26 to 40 hours/10 month to 12 month	<p>This position is 100% student facing in our library computer lab. With this position now vacant, this service area is now seriously understaffed based on demand for this service area. In the past, this position was 26 hours a week for 10 months of the year. We are requesting this position be upgraded to 40 hours per week, 12 months per year. This upgrade is justified by the increased usage of our computer lab and equipment checkout program. Before COVID, there were only two library technicians that cover 62.5 open hours per week - including Saturday. The laptop lending</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

							<p>program is extremely popular and time consuming to manage and right now with the heavy volumes of laptop from the COVID crisis, if the Library is to ever be restored as an at least first stop place, this position should seriously be full time going forward. Making this position full time will not only better guarantee more time and effective service in using lab computers and checking out laptops, but it becomes an incentive both towards student equity and student success as there is a qualified person there to help them get the computers they need to work on their assignments.</p>		
--	--	--	--	--	--	--	---	--	--

Position 3	3	Adjunct/Part-time Librarians	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input checked="" 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/>	Librarians	50	<p>With one of the full-time librarians reducing his workload 20% and general staffing needed for the reference desk, library instruction and web programming and maintenance for the library, we are asking for 10 more hours a week above our usual request for 40 hours a week we have made for our adjunct librarian pool in the past. When we move to on site again, this staffing is essential. As of Fall 2021, only 20 hours are given and that's at the expense of denying our students any Saturday hours. As we move back to onsite, the Saturday hours which were fought for years by ASCC (our student senate) needs to be restored (having the Library available on Saturdays better guarantee student success and in the name of student equity. For some</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
---------------	---	------------------------------	--	--	------------	----	--	--	--

							students the only time they could use the Library working multiple jobs, etc., may be on Saturday. Right now during COVID, an individual full-time librarian provides nine hours of chat reference on one day a week, 2-3 more hours another day of the week AND also provides five more hours on-site hours, meaning a full-time librarian has to allow at least 16 hours a week to provide reference services.		
Position 4	4	Library Coordinator	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input checked="" type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Library Coordinator	9	Currently, leadership of the Library relies on the attention, focus and workload of an overtasked Dean who usually does not have the educational and hands-on work background to run a Library. The CAH for this very important work needs to seriously be restored. Indirectly, our students are impacted due to lack of services or leadership as a result		Library Coordinator 3.75 CAH Spring 3.75 CAH Fall 3.0 CAH Summer, totalling 10.5 CAH NOTE: This is still less than Las Positas' equivalent is earning. This request

							of a Library without a leader.		RESTORE S the CAH funding that was significantly reduced in 2020-2021 and as it is too low no regular faculty librarian has stepped up to perform this role.
Position 5	5	Library Director	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>			Some duties would include:providing campus library activities by scheduling, coordinating, implementing, administering and evaluating the workflow and scheduling ensuring consistent levels of service in the library and across the College. Provides supervision, hires, evaluates, trains, to ensure smooth operations		

							following established policies. Accountable for money collection from business transactions, including balancing budget with Dean. As mentioned elsewhere the Library needs effective leadership to provide all its services effectively for its mission, the college's mission, and to also have sharp focus on student equity and student success in its services.		
--	--	--	--	--	--	--	--	--	--

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

Professional Development, Travel, and Conferences

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1		Heather Hernandez Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Attend California Community Colleges Classified Senate Leadership Institute in June 2022	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____		1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,600
Request 2		ELUNA Annual Conference (Ex-Libris-- Alma/Primo libraries)	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	ELUNA Annual Conference (Ex-Libris-- Alma/Primo libraries)	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Our new UX/Technology Librarian needs to attend this annual conference which focuses on our Library Services Platform. Success of our Online Library Catalog, our primary Discovery layer, and management of student library accounts depends on annual attendance to this very essential annual conference provided by ELUNA (hosted by libraries and the Ex-Libris vendor).	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2500

						Having a well run LSP is essential for both student equity and student success as well as how it can integrate with other web services and be on the Library web site for an effective overall website redesign.			
Request 3		Internet Librarian	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Internet Librarian	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other <hr/>	It has now been EIGHT years since one of the librarians was able to attend this essential conference. Norman Buchwald, John Chan, and the UX/Technology Librarian should be attending this conference, especially with the Library web site being grotesquely outdated during a time where online presence is all the more important. Right now student success and student equity is impacted if a Library website is not as fully accessible, responsive and modern for research, assignments, and more.	3	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2600
Request 4									

Supplies Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1	1	EZProxy Hosted Server	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat		We currently have no stable source funding for EZProxy Hosted Server, which ideally should be coming from ITS funding. This is how students to get access to all subscription and perpetually owned resources and needs to be steadily supported on an annual basis. (Las Positas also has their own EZProxy server). Off campus access to databases depends on EZProxy to guarantee student success.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$4000
Item 2	2	OCLC Cataloging Services	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat		OCLC Cataloging is a required add-on to not		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	\$1600

					only effective maintain the LSP but especially is required in order the join the statewide network of the statewide LSP. This should be coming from ITS funding ideally as it is all related to the Library Catalog.		___ 2024-25	
Item 3	3	Swank Digital Campus (Online Platform for Feature Films)	___ New <u>X</u> Updated ___ Repeat		With COVID requiring courses to be online, the college/district needs to at least consider doing one year leasing for the inflated cost of Hollywood/feature films. With a single film costing \$275 by itself, this discount rate for 100 films will certainly meet the multiple faculty requests to show feature films for their courses. Otherwise, students have to find funds to rent or use multiple (not just one) streaming service such as Netflix, Amazon, Hulu, Disney +, etc. THIS IS A STUDENT EQUITY ISSUE. Unique funds MUST		___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	\$20000

					be available to lease feature films.			
Item 4		Newsbank Database	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<p>With Nexis Uni having privacy issues and most local newspapers in the United States now having exclusive rights with Newsbank (including Mercury News, San Francisco Chronicle, ANG newspapers and Sacramento Bee), the Library needs to expand its newspapers coverage. A political science class was left “high and dry” needing to find key articles from California. For the sake of student success, this database needs to be available AND for student equity, a number of students cannot afford to get newspaper subscriptions, so this is an ESSENTIAL resource.</p>		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$8000

Item 5		Springshare Suite	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Springshare suite is the fullest optimal systems experience of web maintenance, hours, chat reference, survey and tutorials software, staffing and customer outreach data, and the ability in one simple tool to perform sophisticated analytics of data. Full suite would include Libguides, LibAnswers, full Libcal, LibAnalytics, and more.	With our website and our LSP needing to function smoothly, this overall backend would guarantee continual maintenance with better ease. This suite would be essential with respect to a successful Library website redesign.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$11,000
Item 6		Syndetics Unbound	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Syndetics unbound is a robust book cover software so students have the ability to further recognize books	Book covers sometimes make the difference to those students of ours who are visual learners, thus getting Syndetics Unbound is a definite student equity issue.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000

				and ebooks, see book reviews, and in some cases even preview a few pages (which for print books would be important). This is related to the Library Catalog and so ideally would come from ITS funding.				
Item 7		Articulate Storyline 360	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Articulate Storyline by Adobe is a more robust version of creating online tutorials. Necessary to replace our out of date brief online interactive tutorials from 2009. An annual subscription is \$1299.99 (with regular maintenance) and a static one time license is \$1400. Likely there is an	The Library needs to seriously revamp all its library tutorials as most are in FLASH form which is no longer being supported. To teach students asynchronous online with tutorials, we need this software to reach to them, to prepare them for library research. It's a student success issues for online students (let alone put them at equity par for those students who get a regular face to face library orientation).		<input checked="" type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2700

				educational discount.				
--	--	--	--	-----------------------	--	--	--	--

Technology Requests

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

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

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

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** “develops, leads, and supports campus initiatives that strengthen student access, success, and equity.” SASE “provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access,

success, and equity efforts campus-wide.” If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

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

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

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

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

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

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