

## 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:

World Languages/Language Arts

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

Cristina Moon and Caren Parrish

- 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.Goal # 1: still in progress. Critical need for a full-time World Language position to teach online Spanish courses. Fall 20: The Spanish program is still in critical need of a full-time position to respond to the increase in student demand for Spanish online sections during non-Covid 19 time. This position was prioritized by the Language Art division and ranked #9 overall by the Faculty Prioritization.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
2.Goal # 2: completed. Certificates of Achievement We have successfully created two tracks of Certificates of Achievement. These COAs will be instrumental in helping students complete our language course sequences and provide them with documented evidence of proficiency to future employers.	<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	Based on the number of Certificates awarded, the COAs (effective fall 2018), have increased steadily with: French (1, 3, 6); Japanese (7, 2), Spanish (0, 13, 10); International Entrepreneurship in Spanish (0, 1, 1).
3.Goal # 3: completed. Reduced WL class size.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant	All WL first-semester courses (1A) have a new class size of 35 students (versus 40 in the past).

Through the new 2020 contract, the World Language department was able to get approved to reduce the class size of the first semester WL courses to 35 students across the district from previously being at 40 students. This is pedagogically a sound decision that promotes student success and aligns with the Bay 10 community colleges.	<input type="checkbox"/> Not achieved and no longer relevant	Post-Covid, returning on campus students from 1A courses will benefit from greater teacher-to-student interactions.  Future goal is to align with the Bay 10 community colleges that have an average of 30 students in first-semester courses for quality student-centered instruction.
4.Goal # 4 still in progress. Re-assign time for World Languages Coordinator. Requesting 3.75 CAH/semester: For 20-21, we received 1 CAH/semester for WL coordinator which is not enough for a department that has 4 separate language programs.	<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	For 20-21, we received 1 CAH semester for WL coordinator which is not enough for a department that has 4 separate language programs.
5.Goal # 5 still in progress. Reduce textbook cost The cost of course materials is still one of the challenges preventing students from reaching their learning goals. We continue to work with Chabot bookstore and our publishers to lower the cost of materials by creating bundles. We also give students the option to purchase directly from the publisher.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We continue to work with Chabot bookstore and our publishers to lower the cost of materials by creating bundles and/or online course content that can be purchased directly from the publisher. The WL programs are also exploring the implementation of OER course materials.

## 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.

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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?  
\_\_\_\_\_  
\_\_\_\_\_
- 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?)  
\_\_\_\_\_  
\_\_\_\_\_
- 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?)  
\_\_\_\_\_  
\_\_\_\_\_

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## Academic Programs/Disciplines Data

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

### **FTES and Enrollment**

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

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

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

**The WL overall FTES have remained roughly the same as the department has responded to the Covid situation with online courses (synchronous and asynchronous) that have always been on high demand with higher enrollment.**

- 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?

**WL programs are based on prerequisite courses (1A, 1B, 2A, 2B) that have better fill to capacity in the lowest levels compared to more advanced courses. However, all WL courses are necessary to be offered year long to ensure completion of degrees (AA, AA-T) and certificates.**

**To help this situation, lower level courses (1A, 1B) are offered in the summer to boost enrollment in the upper levels (2A, 2B) in the fall and spring.**

- 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*

**Post-Covid we are looking into expanding offerings in online and hybrid courses.**

- 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.

**On average, all 1A sections in all languages fill to capacity with waitlists as they are the entry level courses and satisfy Gen. Ed. requirements.**

### **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).

**The WL department aligns with the College race/ethnicity/gender student enrollment data.**

### **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:

**African American/Black student success has slightly decreased since fall 18 (55%) to spring 21 (52%). This also occurred with the Latinx (fall 18 (58%) to spring 21 (56%). The slight difference cannot really be explained especially in light of the Covid emergency in the last four terms.**

**Overall college success rates for these two groups are for African American/Black fall 18 (60%) to spring 21 (63%) and Latinx (fall 18 (66%) to spring 21 (69%).**

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](#).

- 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).  
**Although the language COAs and the entrepreneurship COAs have only been available since 2018, the steady increase in completion has helped our students receive 1) degrees for French (AA) and Spanish (AA, AA-T) ; 2) certificates for Chinese and Japanese.**
- 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.)  
**Language acquisition requires a low ratio of instruction to help students cognitively process new language skills. In order to dismantle student barriers to success, lower class sizes are required to achieve greater student completion of courses.**  
**Since WL courses have prerequisites, the college (WL department, Counseling, Admissions and Records) needs to streamline the prerequisite challenge process for students with prior foreign language knowledge. Once streamlined, students could be placed in the appropriate WL level courses efficiently and in a timely manner.**

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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	3	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	3	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	4 WL tutors	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

**FTES in WL have stayed the same. The WL department continues to need the support of Learning Connection tutors for students' success in taking WL courses.**

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 the WL staff aligns with the college populations.**

### 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)

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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)

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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?  
**WL faculty participate on state and national conferences and organizations for Foreign Language Acquisition, Online Teaching, and Open Educational Resources. This has improved instruction to and delivery of WL courses and provided accessible course material to students.**

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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/1zU4G\\_Kps1CNYmR8ZOczX8RergfkJLPpU\\_XU3KfQC86s/edit](https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit)

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

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

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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?  
**All current WL courses are offered via DE asynchronously allowing students schedule flexibility needed for our 5 and 4 unit courses with 1 hour lab to work toward completion of degrees and/or certificates.**
- 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.  
**The WL program has worked with Business Entrepreneurship faculty to develop certificates that include all DE asynchronous courses before Covid area.**
- 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.)  
**To provide completion of certificates, the Chinese and Japanese sequenced courses (1A, 1B, 2A, and 2B) should be offered every year.**

## 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
Goal # 1: Hire a full-time Spanish faculty.	Still in progress. Critical need for a full-time World Language position to teach online Spanish courses. Fall 20: The Spanish program is still in critical need of a full-time position to respond to the increase in student demand for Spanish online sections during non-Covid 19 time. This position was prioritized by the Language Art division and ranked #9 overall by the Faculty Prioritization.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input 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 checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" 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 _____

Goal # 2: Reduction of WL class size.	All WL first-semester courses (1A) have a class size of 35 students. The WL department must align with the Bay 10 community colleges that have an average of 30 students in first-semester courses for quality student-centered instruction.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input 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 checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" 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 _____
Goal # 3: Re-assign time for WL Coordinator	Re-assign time for World Languages Coordinator. Requesting 3.75 CAH/semester: For 20-21, we received 1 CAH/semester for WL coordinator which is not enough for a department that has 4 separate language programs.	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input 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 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 _____
Goal # 4: Zero-textbook-cost initiative	The cost of course materials is still one of the challenges preventing students from reaching their learning goals. We are working with Chabot bookstore and publishers to lower the cost of materials by creating bundles and/or online course content that can be purchased directly from the publisher. The WL programs are also exploring the implementation of OER course materials.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input 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 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 type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" 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 _____

## 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>			<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 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	

## 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>			<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 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>			___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
<b>Item 2</b>			___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
<b>Item 3</b>			___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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

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

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

	<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 \$)
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<b>Position 1</b>	1	<b>FT Spanish faculty</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/>	<b>FT Spanish faculty</b>	Full time	We have been requesting a FT position in Spanish for the past 8 years. We expect to hire someone who is a World Language instructor, with Spanish being the lead language, but also would be able to teach another language.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	Contract based salary
<b>Position 2</b>	2	Re-assign time for World Languages Coordinator. Requesting 3.75 CAH.	<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 <hr/>	Re-assign time for World Languages Coordinator. Requesting 3.75 CAH.	3.75 CAH	For 20-21, we received 1 CAH for WL coordinator which is not enough for a department that has 4 separate language programs. The coordinator leads the department in: - Program Review, curriculum, discipline plans, scheduling of courses for FT and PT faculty, and lab scheduling. - Recruiting, interviewing, and mentoring of adjunct faculty in French, Chinese, Japanese, and Spanish. -	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	3.75 CAH

							Scheduling and organizing Flex-day agenda and training opportunities for the part-time faculty.		
<b>Position 3</b>	3	<b>WL tutors working at the Learning Connection</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 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 <input type="text"/>	<b>WL tutors working at the Learning Connection</b>	hourly	The WL department supports student learning through various tutoring programs (Embedded Tutoring, drop-in tutors) from the Learning Connections.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	Contract based hourly

- 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>	1	<b>Online Teaching Conference</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	The Online Teaching Conference is under the California Community Colleges Chancellor's Office, and presents novelty pedagogy and tools for online teaching.	<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 _____	The WL department has two programs taught online (French and Spanish all 4 semesters). Both lead faculty (Moon / Parrish) need to attend professional development in the field of Distance Education with other professionals using Canvas.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$4000
<b>Request 2</b>	2	California Community College Foreign Language Council Conference	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	This is an annual conference for California Community Colleges instructors of foreign languages.	<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 _____	This is a professional development for World Languages. Both lead faculty in French and Spanish need to attend this conference to stay up-to-date in the field of foreign language teaching in the community colleges and online teaching.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2000

Request 3	3	Open Educational Conference	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	The OpenEd Conference is an annual convening for sharing and learning about open educational resources, open pedagogy, and open education.	<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	The Open Education Conference is the world's premier venue for sharing and learning about state-of-the-art research, practice, and advocacy in open educational resources, open pedagogy, and open education. The conference provides opportunities for faculty, students, researchers, administrators, policymakers, advocates, and others to share expertise and network through presentations, panels, roundtables, poster sessions, and lightning talks.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$4000

### 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	Project Name Use the same project name for all requests related to a	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
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	requests have been entered)	large project or put 'individual request'			Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
<b>Item 1</b>	1	Dropbox yearly license	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		Dropbox has been used to host / stream original online content by both full-time faculty teaching DE courses in French (Parrish) and Spanish (Moon) and for departmental purposes. <a href="https://www.dropbox.com">https://www.dropbox.com</a>	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$200
<b>Item 2</b>	2	Screencast.com (TechSmith) yearly license	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		Screencast.com (TechSmith) has been used to host / stream original online content by both full-time faculty teaching DE courses in French (Parrish) and Spanish (Moon). <a href="https://www.techsmith.com/screencastcom.html">https://www.techsmith.com/screencastcom.html</a>	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$200
<b>Item 3</b>	3	Powtoon	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		Powtoon is a video maker platform that supports the creation of OER instructional videos for WL courses.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$200
<b>Item 4</b>	4	Voicethread	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$4000

					and allows people to navigate slides and leave comments.			
<b>Item 5</b>	5	H5P	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		H5P is an open source platform that provides interactive activities for the WL courses using OER content..	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1100
<b>Item 6</b>	6	Padlet	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat		Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$200

### 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	17 inch touchscreen laptop	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	This request was discussed and included on last	17 inch touchscreen laptop Bigger screen touchscreen laptop is needed as we are increasingly creating	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1200

					year's program review but not yet received due to part shortage.	more instructional videos for online courses.			
<b>Item 2</b>	2	Surface Book 3	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	This request was discussed with IT. It is a replacement to a broken unit. Not yet received due to part shortage.	This is a replacement for a broken Surface Book. <a href="https://www.microsoft.com/en-us/store/configure/Surface-Book-3/8xbw9g3z71f1?crosssellid=&amp;selectedColor=">https://www.microsoft.com/en-us/store/configure/Surface-Book-3/8xbw9g3z71f1?crosssellid=&amp;selectedColor=</a>	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3000
<b>Item 3</b>	3	Wireless headphones	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No		Airpod headphones for lecture video recording.	2	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$400

### 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/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs\\_nXrOaLloFxIT1xbqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_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](mailto: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](mailto:ctelles@chabotcollege.edu), admin chair Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu), or classified professional chair Kathleen Stanley [kstanley@chabotcollege.edu](mailto:kstanley@chabotcollege.edu).