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?

  _X_ Academic Services
  ___ Administrative Services
  ___ Student Services
  ___ Office of the President

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

  Life Sciences _____

- Name(s) of the person or people who contributed to this review:
  - Jeffrey Tsao
  - Alexandra Dallara
  - Jennifer Lange
  - Robert Cattolica
  - Megan Jensen

  _____

- 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
  _X_ 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

2018 - Program Review - Everyone will need to read this

- 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?"

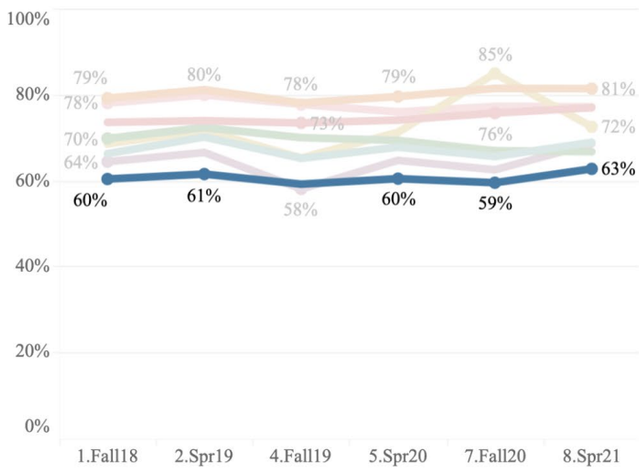
You should be able to view the goals you submitted in the last comprehensive PAR, which was written in Fall 2017 to plan for the three-year cycle starting in 2018-19. Please note that the "goals" you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, 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. Facilities, supplies, and equipment that allow us to bring our laboratory programs up-to-date and provide enough flexibility to meet future demands.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Anticipated completion of Phase 1 - Biology 2100 annex , building 3200. Currently in design phase of STEM/Phase II Bio. Dedicated CARES/ARP funding to develop emergency online curricula and also to upgrade technology to facilitate small / individual lab groups.
2. Improve success rates in our entry level courses (BIOL 31, BIOL 50, BIOL 10, BIOL 6) whose success rate range is below the college average, particularly focusing on improving the outcomes for LatinX students.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We're making gains to close the achievement gap, especially among the LatinX student population . There is a slight deviation between the life sciences success rates compared to the college average. (See data after goals section ends). Outputs : Measure success rate improvements
3. Determine possible causes and interventions to address the differential success rates between Fall semester and Spring semester in Anatomy and in our entry level biology courses.	___ Achieved ___ In Progress __X__ Not achieved but still relevant ___ Not achieved and no longer relevant	Output : Measure student success rates
4. Work with industry partners to determine future workforce training needs in order to to develop CTE programs and to expand current programs to meet those needs.	___ Achieved ___ In Progress __X__ Not achieved but still relevant ___ Not achieved and no longer relevant	Output 1: Creation of Industry Advisory Board (IAB) - Output 2: Programmatic changes to support current and future employment demands.
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

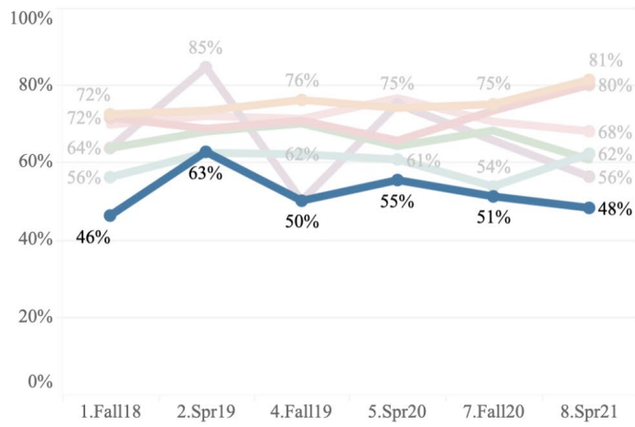
Discipline: Biology & Environmental Science; Course: BIOL 10, BIOL 31, BIOL 50 and 1 more

		Latinx									
Success	8.Spr21	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	6.Sum20	7.Fall20	8.Spr21	1.Fall18	2.Spr19
1.Success	60 83%	105 53%	150 63%	33 69%	133 60%	153 62%	34 59%	118 57%	159 64%	19 56%	24 67%
2.Non-success	2 3%	34 17%	52 22%	5 10%	39 18%	19 8%	9 16%	24 12%	27 11%	5 15%	5 14%
3.Withdrawal	10 14%	59 30%	37 15%	10 21%	49 22%	75 30%	15 26%	64 31%	62 25%	10 29%	7 19%
Grand Total	72 100%	198 100%	239 100%	48 100%	221 100%	247 100%	58 100%	206 100%	248 100%	34 100%	36 100%

College Success Rates by Race-Ethnicity



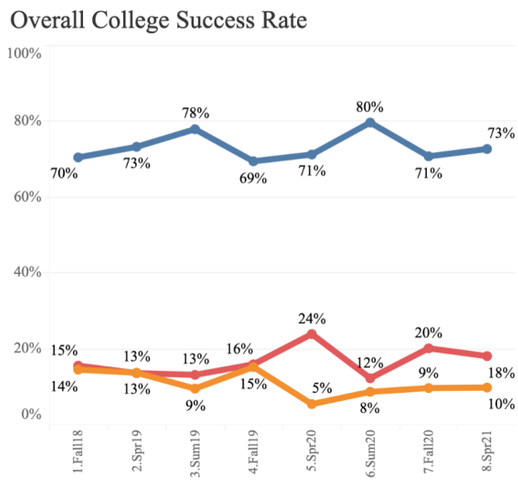
Discipline: Anatomy & Biology; Course: ANAT 1, BIOL 10, BIOL 31 and 2 more

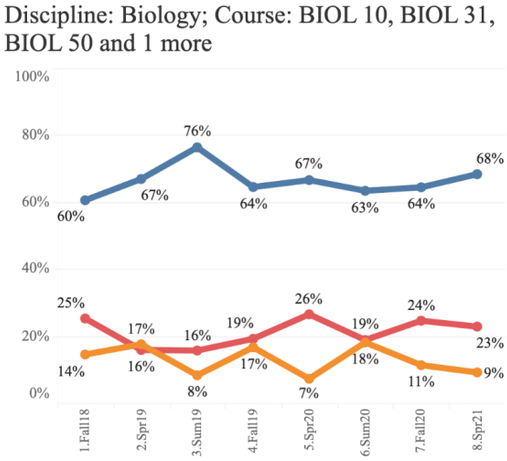


iology; Course: ANAT 1, BIOL 10, BIOL 31 and 2 r

Latinx					
1.Fall18	2.Spr19	4.Fall19	5.Spr20	7.Fall20	8.Spr21
147 56%	196 62%	183 62%	190 61%	145 54%	199 62%
41 16%	67 21%	50 17%	21 7%	29 11%	37 12%
74 28%	51 16%	62 21%	102 33%	96 36%	84 26%
262 100%	314 100%	295 100%	313 100%	270 100%	320 100%

Data Goal 3 :





Discipline
Biology

Course
(Multiple values)

- (All)
- BIOL 2
- BIOL 4
- ☑ BIOL 6
- ☑ BIOL 10
- BIOL 25
- ☑ BIOL 31
- ☑ BIOL 50
- BIOL 80

Notes:
1. There is a technical issue with the course success rates tabs. When nothing is checked in the drop-down menus for "Discipline," "Course," or "Term," an error message appears (i.e., "Unable to proceed because of an error from the data source"). This is a Tableau server error that they are unable to fix at this time. You can close out the error message and proceed with your search. The dashboard still provides accurate data.

2. Please note that when any grand total is less than 10, success rates are hidden to

Discipline: Biology; Course: BIOL 10, BIOL 31, BIOL 50 and 1 more

Success	1.Fall18	2.Spr19	3.Sum19	4.Fall19	5.Spr20	6.Sum20	7.Fall20	8.Spr21
1.Success	320 60%	391 67%	103 76%	355 64%	421 67%	88 63%	305 64%	409 68%
2.Non-success	76 14%	102 17%	11 8%	91 17%	45 7%	25 18%	53 11%	54 9%
3.Withdrawal	133 25%	92 16%	21 16%	105 19%	167 26%	26 19%	116 24%	136 23%
Grand Total	529 100%	585 100%	135 100%	551 100%	633 100%	139 100%	474 100%	599 100%

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?
  __x__ 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
  __X__ 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.

- **ENSC 10, 11, 12 and 15/L - faculty retired and ENSC courses are not currently staffed.**

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

ANAT 1 - last assessed S18 but participation was very low, maybe that's why it isn't recorded in the spreadsheet. Assessing this semester. Or, it could be because it automatically names it after the semester the SLOs were written.

BIOL2 - demands from the emergency transition to online teaching took focus away from SLO assessment.

BIOL25 - course was cancelled during the semester it was to be assessed.

ENSC 10, 11, 12 and 15/L - there is a lack of full time faculty to develop SLO rubrics and these courses are not consistently offered to enable evaluation of SLO's. We had to cancel many of these courses due to lack of faculty.

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

Division	Program Title	Award Type	18/19	19/20	20/21
SM	Biology	AS-T			
SM	Biology	AA			
SM	Biology (Emphasis in Allied Health)	AA		X	
SM	Environmental Science	AS			

The PLOs for Environmental Science have not been assessed because not all courses in the program have been offered in the 5 year cycle due to the hold on hiring a FT faculty member for ENSC/GEOS. _____

_____

PLO's were not assessed in Biology (AA and AS-T) due to demands from the emergency transition to online teaching which took focus away from PLO assessment. However PLO'S will be assessed during this academic year. _____

_____

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

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  - The President's support in advancing Phase 1 - 2100 Biology Annex construction goals helped us achieve our much needed improvements in safety and modernization of Biology lab facilities.
  - Distance learning support has helped facilitate / train everyone in the usage of Learning Management Systems and the conversion to online teaching to improve teaching for students.
  - The college providing technology resources have helped ensure continuity of instruction and access to low income / DI communities.

  _____

  _____

- 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?

  _____

  1. Construction of the Phase 1 building (2100 annex) - Delays has had a huge issue in scheduling resulting in an inability to provide sufficient class offerings to meet student demand.
  2. Planning in Phase 2 projected and actual budgeting discrepancies- Problems in this area has delayed its advancement by half a year. _____
  3. Discontinuity of a Science and Math Division Dean : This has resulted in communication gaps and lost productivity due to lost institutional knowledge. _
  4. Hiring freeze in environmental science : This has stopped ENSC SLO and PLO assessment due to lack of faculty expertise in that subject discipline.
  5. Covid-19 Pandemic: This has resulted in a huge drop in our student success rates especially due to the lack of safe learning environments teaching for both students and faculty.

- 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?)
  - Small learning communities such as MESA and FYE
  - Education about OER / Zero cost textbook initiatives / ensuring funding for online teaching systems such as Labster reducing costs for supplies .
  - The college providing technology resources have helped ensure continuity of instruction and access to low income / DI communities.
  - The STEM center and the Learning Connection have helped provide student study / peer support.
  - The student health center and the mental health counseling has helped provide support to students.

- 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?)
    - Lack of pre-Health Science dedicated counselors: Help is needed to direct students into the best pathway for their education/career goals.
    - Scheduling restrictions : There is a difficulty in providing a variety of time offerings due to space and staffing limitations.
    - Lack of night tutoring and student services : This makes it difficult for our night students to feel included as part of the learning community and access aid when needed.
    - Early intervention : Faculty need more ways to quickly identify specific needs of students and target them to services.
    - Pathways: We need to provide a clear pathway through various programs or degree offerings so that students choose the right courses early on so as not to take too much time exploring.
    - Representation and Identity : There is an inability to allow students to use preferred names on Canvas for peer interactions.

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.

Overall College Summary by Term

Term	Primary Section Cnt	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTES	WSCH/FTEF
Fall 2018	1,714	45,656	38,954	85%	148.94	24.55	126.87	300.35	145,889	4,742.74	485.73
Spring 2019	1,479	46,631	35,997	77%	147.36	25.39	123.57	296.32	136,094	4,426.06	459.28
Summer 2019	399	15,208	11,485	76%	1.18	42.63	36.12	79.93	41,287	1,349.94	516.53

tableau

Term	Primary Section Cnt	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTES	WSCH/FTEF
Fall 2019	1,360	42,614	36,757	86%	148.96	29.05	118.24	296.24	142,624	4,624.06	481.45
Spring 2020	1,326	44,856	34,350	77%	146.87	27.93	109.47	284.27	132,417	4,302.85	465.82
Summer 2020	358	13,700	12,309	90%	2.37	39.83	40.18	82.37	48,423	1,568.73	587.88

Data:
ANAT Data:

Notes & Definitions | Overall College EMD | EMD by Division | EMD by Subject | EMD by Course/Section | EMD for Cross-Listed Courses

ANAT Division 5300 - Science and Math Term (All)

Subject Summary by Term

Subject	Term	Primary ..	Capacity	Enrollm..	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FT..	WSCH	FTES	WSCH/F..
	Spring 2019	8	192	238	124%	2.55	0.55	1.10	4.20	2,142	70.20	510.00
	Summer 2019	3	72	83	115%	0.00	0.55	1.10	1.65	753	24.77	456.36
	Fall 2019	7	168	202	120%	1.10	1.10	1.65	3.85	1,818	60.00	472.21
	Spring 2020	7	165	206	125%	1.65	0.55	1.65	3.85	1,854	61.20	481.56
	Summer 2020	3	72	78	108%	0.00	0.55	1.10	1.65	722	24.06	437.58
	Fall 2020	7	168	159	95%	0.55	1.65	1.65	3.85	1,431	47.70	371.69
	Spring 2021	8	192	203	106%	1.45	0.55	2.20	4.20	1,827	59.40	435.00
	Term Avg.	**6**	**150**	**172**	**115%**	**1.12**	**0.69**	**1.58**	**3.39**	**1,554**	**51.25**	**456.62**
Term Avg.		**6**	**150**	**172**	**115%**	**1.12**	**0.69**	**1.58**	**3.39**	**1,554**	**51.25**	**456.62**

BIOL Data:

Notes & Definitions | Overall College EMD | EMD by Division | EMD by Subject | EMD by Course/Section | EMD for Cross-Listed Courses

BIOL Division 5300 - Science and Math Term (All)

Subject Summary by Term

Subject	Term	Primary ..	Capacity	Enrollm..	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FT..	WSCH	FTES	WSCH/F..
	Spring 2019	30	744	730	98%	4.44	1.11	2.96	8.51	4,389	144.70	515.75
	Summer 2019	7	188	173	92%	0.00	1.76	0.00	1.76	943	31.01	535.80
	Fall 2019	23	552	633	115%	3.90	0.91	1.56	6.37	3,876	126.90	608.48
	Spring 2020	31	788	779	99%	5.22	0.91	2.60	8.73	4,659	152.70	533.68
	Summer 2020	7	188	175	93%	0.00	1.24	0.52	1.76	969	31.36	550.57
	Fall 2020	24	596	592	99%	2.89	0.56	3.12	6.57	3,510	114.00	534.25
	Spring 2021	29	720	734	102%	4.18	0.87	3.12	8.17	4,398	143.90	538.31
	Term Avg.	**22**	**541**	**552**	**101%**	**3.18**	**0.92**	**1.93**	**6.03**	**3,302**	**108.05**	**549.61**
Term Avg.		**22**	**541**	**552**	**101%**	**3.18**	**0.92**	**1.93**	**6.03**	**3,302**	**108.05**	**549.61**

MICR Data :

Division	Subject	Term	Primary Section C..	Capacity	Enrollment Census	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTES	WSCH/FT..
5300 - Science and Math	MICR	Fall 2018	5	120	127	106%	1.10	1.10	0.55	2.75	1,143	37.80	415.64
		Spring 2019	5	120	126	105%	1.65	0.00	1.10	2.75	1,134	36.90	412.36
		Summer 2019	2	48	51	106%	0.00	0.55	0.55	1.10	461	15.04	419.09
		Fall 2019	5	120	129	108%	2.20	0.00	0.55	2.75	1,161	38.70	422.18
		Spring 2020	5	120	125	104%	1.10	0.00	1.65	2.75	1,125	37.50	409.09
		Summer 2020	2	48	50	104%	0.00	0.55	0.55	1.10	462	15.42	420.00
		Fall 2020	5	120	123	103%	1.10	0.00	1.65	2.75	1,107	36.90	402.55
		Spring 2021	5	120	130	108%	0.55	0.55	1.65	2.75	1,170	38.40	425.45
		Term Avg.	**4**	**102**	**108**	**105%**	**0.96**	**0.34**	**1.03**	**2.34**	**970**	**32.08**	**415.80**
	Term Avg.		**4**	**102**	**108**	**105%**	**0.96**	**0.34**	**1.03**	**2.34**	**970**	**32.08**	**415.80**

PHSI Data

Division	Subject	Term	Primary ..	Capacity	Enrollme..	Fill Rate	FTE-FT	FTE-OL	FTE-PT	Total FTEF	WSCH	FTES	WSCH/FT..
		Spring 2021	5	120	130	108%	0.55	0.55	1.65	2.75	1,170	38.40	425.45
		Term Avg.	**4**	**102**	**108**	**105%**	**0.96**	**0.34**	**1.03**	**2.34**	**970**	**32.08**	**415.80**
	PHSI	Fall 2018	6	144	134	93%	1.04	1.04	1.04	3.12	1,206	39.60	386.54
		Spring 2019	4	96	111	116%	1.04	0.52	0.52	2.08	999	33.30	480.29
		Summer 2019	2	48	46	96%	0.00	0.52	0.52	1.04	420	13.97	403.85
		Fall 2019	5	120	129	108%	1.56	0.52	0.52	2.60	1,161	37.80	446.54
		Spring 2020	5	120	144	120%	1.56	0.52	0.52	2.60	1,296	42.90	498.46
		Summer 2020	2	48	55	115%	0.00	0.52	0.52	1.04	509	16.97	489.42
		Fall 2020	5	120	133	111%	1.04	1.04	0.52	2.60	1,149	37.76	441.92
		Spring 2021	5	120	132	110%	1.56	0.52	0.52	2.60	1,186	39.24	456.15
		Term Avg.	**4**	**102**	**111**	**108%**	**0.98**	**0.65**	**0.59**	**2.21**	**991**	**32.69**	**450.40**
	Term Avg.		**8**	**195**	**202**	**103%**	**1.29**	**0.53**	**1.15**	**2.97**	**1,441**	**47.36**	**458.48**

- 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
  _X_ 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).
Enrollments were stable in the life science areas, except, notably, for anatomy which held in person labs that were subject to reduced capacity under Covid-19 social distancing guidelines (however even with COVID-19 restrictions anatomy courses fill rate was more than 90%). Our enrollments held steady while the overall trend for the college was a decrease in enrollments. Courses within life science are needed for students to complete a variety of pathways, this has resulted in

consistent long waitlists, resulting in over-enrollment in most courses.

- 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?

ENSC lecture only courses occasionally do not fill due to inconsistent offering due to lack of FT instructors. Counselors are unable to direct students into the Environmental Science program due to this uncertainty. The lack of Geology at Chabot College means that students are not likely to major in ENSC since the program cannot be completed at Chabot.

Biology 80 - public health, is a relatively new course, so early semester data has pulled the average down. However, it is now consistently filling and is very popular.

Bio2	**Range 83-108% Fill, Ave: 99%**
BIo4	**83-121% Fill, Ave: 105**
BIo6	**75-129% Fill, Ave 100**
BIo10	**58- 121%, Ave 96%**
BIo25	**81-96%, Ave 88**
BIo31	**88-121% Ave: 113%**
BIo50	**75-117% Ave: 92%**
Bio80	**27-91 Ave 59% - new course.**
Anat	**83-125%, Ave 115%**
Phsi	**Ave 108**

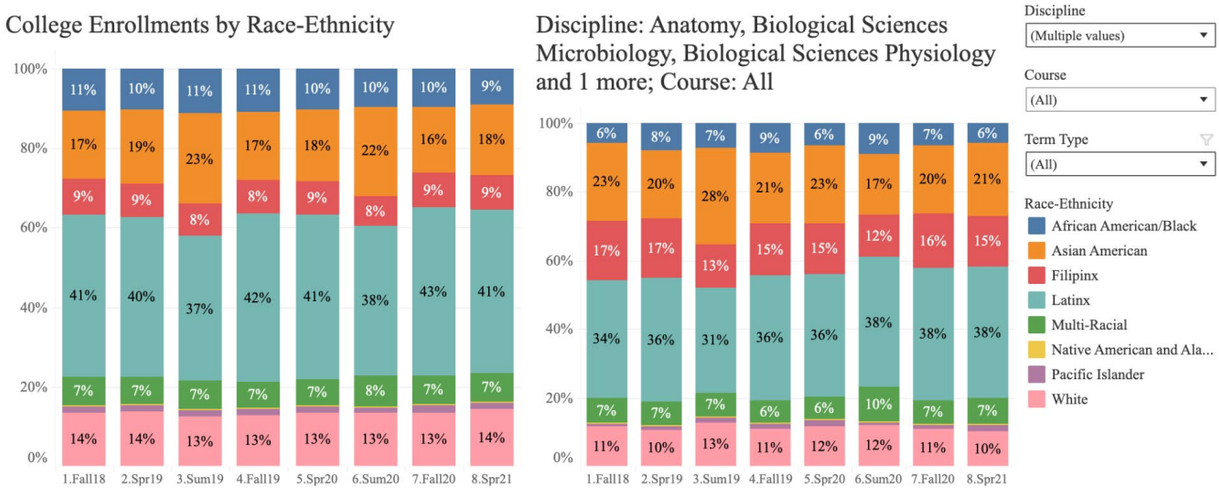
- Is there anything faculty in your area would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format—in-person, hybrid, online—of low fill-rate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

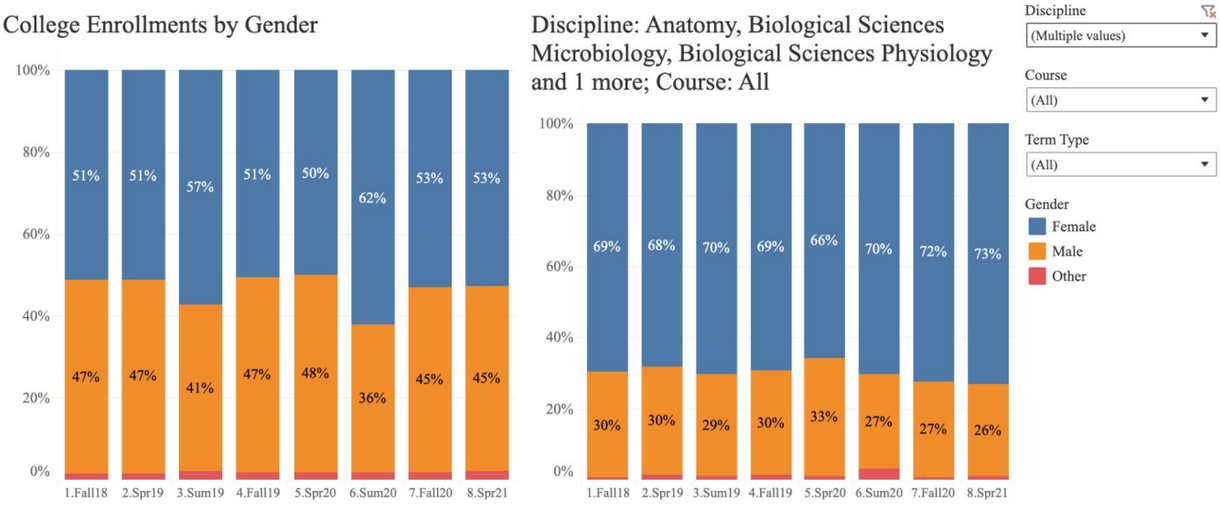
We will continue to offer double sections in general education courses.
With more lab spaces from new construction, faculty may propose the development of new general education courses that can follow the double section system which has higher productivity. We can analyze our program offerings to determine if units can be reduced in our larger unit courses to improve productivity. It may be possible to offer more support courses to allow for this change in programs.

- 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.
  - Anatomy 1, Biology 6, Biology 4, Biology 2, Biology 10, Biology 31, Microbiology 1, Physiology 1

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.

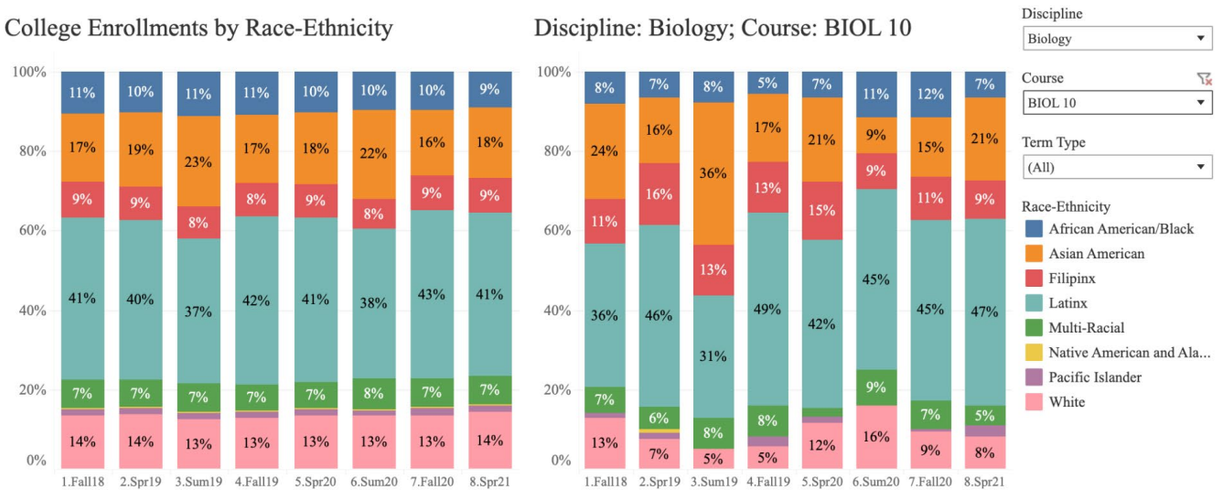
Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the Chabot College Course Enrollments and Success Rates Dashboard. Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program 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).

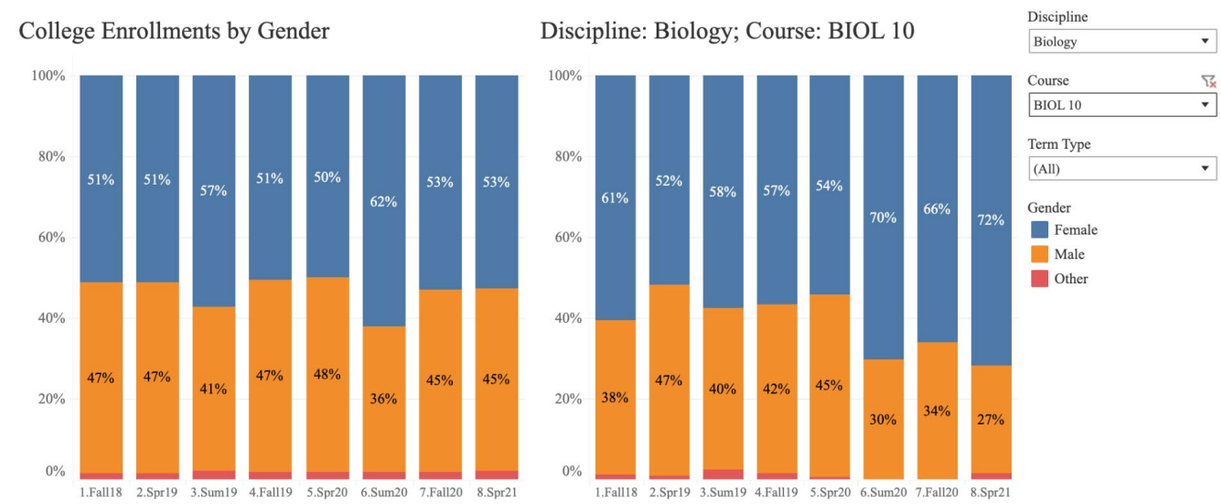




- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
  ___ could be improved.
  ___ is just right.
  __X__ is outstanding - we are increasing the diversity of the field.

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.
N/A





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

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

_____

_____

Non-Credit

- Does your program/area offer non-credit classes?
  ___ Yes
  _x_ 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
  _x_ Increase -

  (under new HSI-STEM grant, Biology Bootcamps)

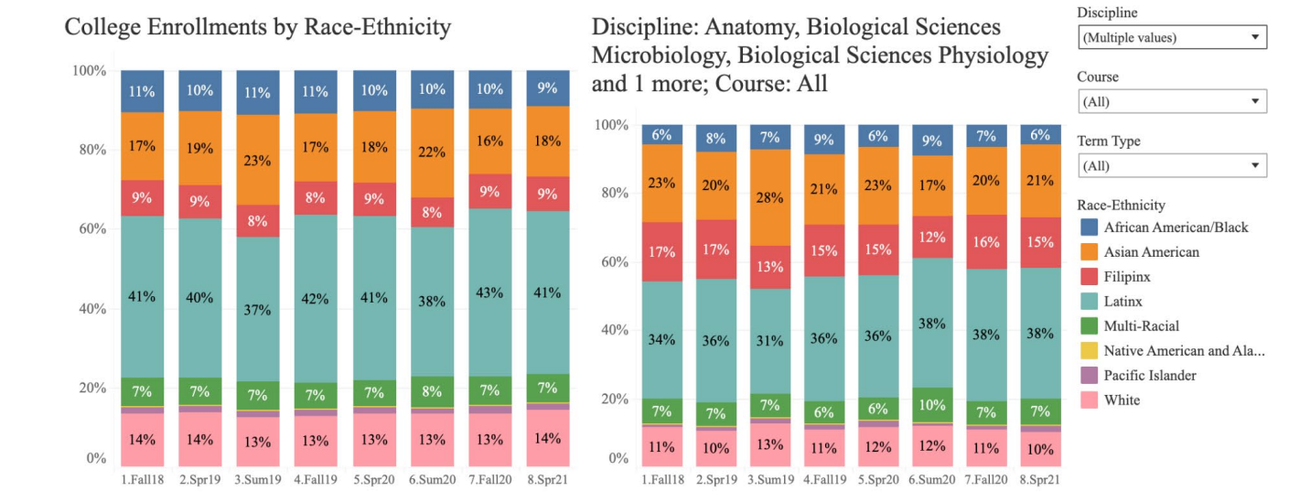
Course success rates

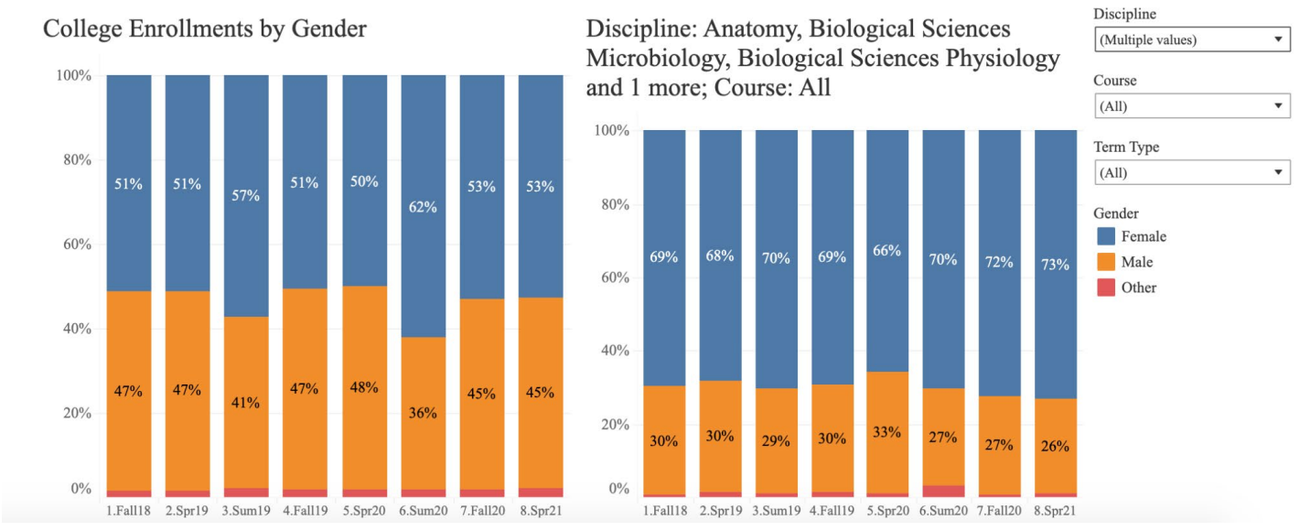
Refer to the Chabot College Course Enrollments and Success Rates Dashboard.

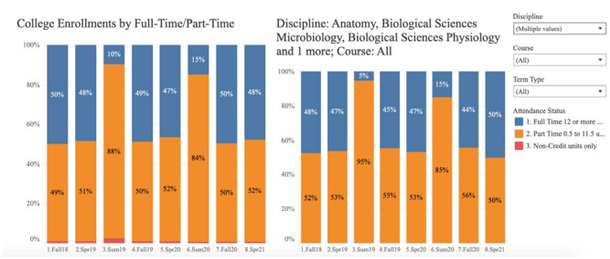
- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
  ___ Decreased
  _X_ Stayed roughly the same
  ___ Increased

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):
  __x__ African American/ Black - especially Spring 2021
  ___ Asian American/ Asian
  ___ Filipino/x
  __x__ Latinx/ Chicanx
  ___ Native American/ Alaska Native
  __x__ Pacific Islander/ Hawaiian
  ___ White/ European American
  ___ Female
  ___ Male

Discipline: Anatomy, Biological Sciences Microbiology, Biological Sciences
Course: All

			Latinx					
Success	7.Fall20	8.Spr21	1.Fall18	2.Spr19	4.Fall19	5.Spr20	7.Fall20	8.Spr21
1.Success	122 75%	146 80%	246 65%	305 64%	275 64%	307 65%	234 58%	306 64%
2.Non-success	9 6%	11 6%	48 13%	90 19%	66 15%	27 6%	35 9%	41 9%
3.Withdrawal	31 19%	25 14%	84 22%	79 17%	86 20%	138 29%	132 33%	131 27%
Grand Total	162 100%	182 100%	378 100%	474 100%	427 100%	472 100%	401 100%	478 100%

(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:

Course success rates in anatomy have been trending downward with changes in the minimum science GPA required by nursing programs. About ⅓-½ of students earning a C at the W deadline drop the class because they need at least a B for nursing applications.

Many students report having to take on increased work hours due to other family members losing jobs during Covid-19. Students also were overburdened due to the stress of shelter in place, lack of traditional structure that was previously found in learning on campus through traditional face to face meetings. Outside of school student responsibilities increased during covid-19 resulting in decreased time for focusing on their studies.

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		Chabot College										
		Degrees (AA/AA-T/AS/AS-T)										
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
		Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num
Biological and Physical Scienc	Liberal Arts-Emph Math & Sci	24	19	30	40	33	41	16	1			204
Biology/Biological Sciences, G	Biology	3	3	6	5	4	9	5	7	4	10	56
	Biology (AS-T)						3	6	5	11	17	42
	Biology Emph Allied Health	66	49	75	53	31	33	59	70	73	97	606
Health Services/Allied Health/	Public Health Science AS-T									1	4	5
	Liberal Arts-Emph Math & Sci	44	44	49	53	42	65	114	149	105	130	795

- 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
  _X_ Increased

Except in the area of liberal arts - emphasis Math and Science.

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
  _X_ Stayed roughly the same
  ___ Increased

(We do not offer certificates)

- 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).
  Reflecting changes in transfer requirements in the area of Health Science majors, we changed some degree requirements to be optional.

- 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.)

The long waitlists and demand for classes creates great difficulty in getting into classes. This limits student progression through the program.

Limited lab space has resulted in our discipline offering courses at times that disproportionally impact parents especially affecting women due to limited availability of Chabot childcare opening times.

Building 2100 where we offer most courses especially our general education and pre-health science biology courses is currently not ADA accessible which limits the lab experience for persons with limited mobility.

There is a higher cost to our programs (depending on the course) due to the price of science textbooks and lab manuals used.

Staffing Analysis

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

*aggregate of ANAT, BIOL, ENSC, MICR and PHSI - Life Sciences

	Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021**	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
FTEF (Full-time)	8.64	52.6%	8.59	54.6%	9.55	51.5%	5.58	34.1%	7.74	42.4%
FTEF (Overload)	1.66	10.1%	2.14	13.6%	1.85	10%	3.25	19.9%	2.49	13.7%
FTEF (Part-time)	6.12	37.3%	5	31.8%	7.14	38.5%	7.5	45.9%	8.01	43.9%
Total FTEF	16.42	100%	15.73	100%	18.54	100%	16.33	100%	18.24	100%
*Total head count of FT faculty**	9		9		9		8		8	
*Total FTE**										

* Your Dean has this number.
** Please note that Spring 2021 data was run on 7/26/2021 and is not final.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	8	_X_ Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty	11	___ Decreased ___ Stayed roughly the same _X_ Increased
Full-time Classified Professionals	2	___ Decreased _X_ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	NA	___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	4	___ Decreased ___ Stayed roughly the same _X_ Increased

Independent Contractors/Professional Experts		___ 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?

Our FTES and enrollment has mainly held steady. Our FT faculty head count has gone down resulting in FT and PT faculty overload.

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?

There is a concerning gap in the representation in LatinX faculty . There is a higher percentage of caucasian instructors than the college student population.

There is a higher representation of faculty diversity amongst part-time faculty compared to FT.

FT	PT
5 - caucasian	4 - Asian - Ankita, Vaishali, Kaizen, Jarred
3 - Asian	5 - Caucasian - Adam, Jennifer, Cheri, Scott, Reza
	1 - African American - Jeanette
	2 - LatinX - Laura , Charlie

We need to assess the metrics we use to screen faculty applicants and determine if we are prematurely eliminating candidates. It is also important to find other venues of how to advertise our job offerings to try to find a more diverse applicant population. It's also important to add very directed equity questions to our interviews.

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
  _X_ Somewhat agree
  ___ Strongly agree

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

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
  _X_ Somewhat agree*
  ___ Strongly agree

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

*The Somewhat agree status is pending completion of both biology building phases 1 and 2.

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
  _X_ 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
  _X_ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  _X_ 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
  _X_ 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?
  - They provide opportunities to connect students to opportunities (internships), enrich curriculum design with new resources, improving curriculum and its accessibility.
  - It has increased our awareness of culturally responsive teaching and teaching with an equity lens.

  _____
  _____

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?
  _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.

_____
_____

- 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?
  - Health Science = Yes Day + Evening
  - Biology = Yes Day, Maybe Afternoon/Evening? - what chem/physics/math is in the evening?
  - These programs cannot be completed online because of the need for in person labs.

  _____
  _____

- 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 Science & Math discipline coordinators regularly share schedules and discuss course offerings to make sure that students who are on a pathway can theoretically take courses without conflict.

We are starting to collaborate more with Health & Nutrition faculty to discuss course offerings.

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

  We do not offer geology and environmental sciences courses regularly that are required for the environmental science degrees. At this time we cannot offer all of the required courses because the FT faculty position that was posted in Spring 2020 never completed the hiring process. This faculty member would coordinate the Environmental Science program and teach both Geology and Environmental Science. This would allow for the required courses to be offered on a regular schedule. Currently the schedule for ENSC is erratic because we do not have consistent PT staffing, so classes we want to offer are often removed from the schedule due to a lack of an instructor.

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).

Program : Biology

- "communicate biological concepts by written, verbal, and graphical/illustrative means."
- Students will use and develop competency with standard equipment and techniques of biosciences (balance, graduate, pipette, metric ruler, chemical indicators, microscopes, make and interpret graphs, interpret data, perform experiments; collect, analyze, and report data.

(PLO's) Program : Biology Emphasis Allied Health

PLO #1: Explain the interdependence of molecular through organismal structure and function in both health and disease.

- **PLO #2:** Acquire, conduct, analyze, and interpret data using scientific terminology, measurements, and protocols

- **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?"**

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1.Align the PLOs with skills needed in upper division courses, of transfer institutions, and also employer needs for Biology majors.	1. Establish faculty interest groups with transfer colleges/universities and industry advisory groups partnerships with local employers.	___ Equity ___ Access ___ Pedagogy and Praxis _**X**_ Academic and Career Success _**X**_ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement _**X**_ Degree or certificate completion _**X**_ Transfer ___ CTE Units _**X**_ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
2.Revisit and refine all SLOs to ensure that course sequences have aligned assessments that develop skills within the program	2. Create common assessments for each course with rubrics that are guided by the SLO's but integrated into each course in a	___ Equity ___ Access _**X**_ Pedagogy and Praxis _**X**_ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement _**X**_ Degree or certificate completion _**X**_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540)

	scaffolded manner.		___ DI Gender ___ Other _____	_X_Other : Content literacy
3.Establish faculty inquiry groups for the process of improving teaching across the discipline.	3. Outcome : a. Establish faculty retreats/workshops that introduce and discuss new pedagogy, b. Provide opportunities for peer reviews (not as part of evaluations) , c. Improve onboarding processes for new instructors d. Increased retention of adjuncts, improve student success rates within courses and transfer	_X_ Equity ___ Access _X_ Pedagogy and Praxis _X_ Academic and Career Success _X_ Community and Partnerships	_X_ African American/Black _X_ American Indian/Alaska Native _X_ Latinx _X_ Pacific Islander/Hawaiian _X_ Disabled _X_ Foster Youth _X_ LGBT _X_ DI Gender ___ Other _____	_X_ Enrollment/FTES ___ Transfer level English, math or ESL achievement _X_ Degree or certificate completion _X_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____

Resource Requests - (Assuming only new requests above current levels is needed)

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	**Life Sciences 2100 and 3200 Maintenance**	__ New **X** Updated __ Repeat	Evoqua	Service of the Deionized Water System for Labs	(CRITICAL PEDAGOGY AND PRAXIS Maintaining this system will allow us to teach lab skills needed for local biotech / healthcare employers.	12 months	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	2000.00
Item 2	2	**Life Sciences 2100 and 3200 Maintenance**	__ New __ Updated **X** Repeat	**Western Scientific**	Service of autoclave system	(CRITICAL PEDAGOGY AND PRAXIS Maintaining this system will allow us to teach lab skills needed for local biotech / healthcare employers.	12 months	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	1500.00

Item 3	3	**Life Science 2100 and 3200 maintenance**	__ New **X** Updated __ Repeat	Peninsula Microscope	Calibration and maintenance of microscopes	(CRITICAL PEDAGOGY AND PRAXIS Maintaining this system will allow us to teach lab skills needed for local biotech / healthcare employers.	12 months	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	5000.00

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			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated					__ Annual __ 2022-23	

			__ Repeat					__ 2023-24 __ 2024-25	

Facilities Requests
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

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

	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	1	**Individual Request**	_x_ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT _x_ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	Botany FT faculty	40	(CRITICAL PEDAGOGY AND PRAXIS - Strategic Planning Cluster 1 — Making meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems.) Students who wish to transfer to Biology 4 year programs require a foundation in general biology. These degrees prepare students for further study in Doctoral programs in medicine, dentistry and also pharmacy.	_x_ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	
Position 2	2	**Individual Request**	_x_ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT _x_ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	Microbiology - Health Sciences and Public Health FT faculty	40	(CRITICAL PEDAGOGY AND PRAXIS - Strategic Planning Cluster 1 — Making meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems.) The pandemic showed us the importance of public health at both the policy and the patient care level. Foundational to an understanding of infectious diseases is the study of microbiology. COMMUNITY AND PARTNERSHIPS - This faculty member will be able to work directly with our local community as well as CSUEB's Public Health Program to enhance both transfer and employment opportunities.	_x_ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	
Position 3	3		_x_ New __ Updated	__ Admin FT __ Classified FT			Most of the programs in the Health & Wellness pathway are interdisciplinary and are in two Learning	__ Annual	

		Interdisciplinary Programs FIG	___ Repeat	___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT _x_ Faculty F-hour _x_ Faculty Reassign _x_ Student Hourly ___ Other _____		1.25/member 1 CAH (or equivalent F hour) per participating faculty per year	& Career Pathways. Coordinating learning and support services, as well as learning goals, across divisions is difficult and we historically haven't done this consistently or well. This FIG will investigate how to establish regular collaborative work across the H&W divisions so that students will experience their program as a cohesive whole. 2 faculty from Life Sciences 2 faculty from Health, Kinesiology & Nutrition 2 faculty from Counseling 1 faculty from Psychology 4 students - one from a H&W major in each division Year 1 = research and planning Year 2 = soft launch and modification	_x_ 2022-23 _x_ 2023-24 ___ 2024-25	
Position 4									

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

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the ***start*** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1	**Faculty Retreat and Inquiry Group for Improving Outcomes in DI Student Success**	___ New ___ Updated _X_ Repeat	Establish retreats/faculty inquiry groups for the process of improving teaching across the discipline. (Culturally responsive teaching, improved onboarding of new faculty, formative assessment techniques, peer observation (non-evaluative)).	___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker X___ Other - Faculty Inquiry Group _____	The pre-health sciences and general education majors do not qualify for special programs/HSI grant support but represent a significant percentage of the students in our program. These are also mainly groups of DI populations and traditionally underprepared students in need of more support. Improving teaching pedagogy/strategies within these courses will help student success.	10+	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Request 2		**Interdisciplinary Programs FIG**	_x_ New ___ Updated ___ Repeat	Host a "retreat" each semester for the collaborativ	___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training	Most of the programs in the Health & Wellness pathway are interdisciplinary and are in two Learning & Career Pathways.	~13	___ Annual _x_ 2022-23 _x_ 2023-24 ___ 2024-25	$500

				e work of this FIG. Small budget for food and supplies.	___ On-Campus Speaker _x_ Other: FIG _____	Coordinating learning and support services, as well as learning goals, across divisions is difficult and we historically haven't done this consistently or well. This FIG will investigate how to establish regular collaborative work across the H&W divisions so that students will experience their program as a cohesive whole.			
Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Supplies Requests

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

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

	Rank (1, 2, 3, etc. after all	**Project Name** Use the same project name for all requests related to a	**New, Updated, or**	**Brief Item Description** (1-2 sentences)	**Justification** **BRIEFLY** justify how this spending relates to the	**Quantity** (1, 2, 10, 12, etc.)	**Year(s) Needed**	**Estimated Cost Per Year**

	requests have been entered)	large project or put 'individual request'	**Repeat Request**		EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences)**.**			(Total $)
Item 1	1	**Anatomy**	**_x_** New ___ Updated ___ Repeat	cadaver - with new facilities we will need to increase from our current 2 to 3 each year	CRITICAL PEDAGOGY AND PRAXIS: further developing content knowledge by enabling viewing of the full human body from the posterior side and skills development because of the further opportunity for dissection.	1	**_x_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3500
Item 2	1	**Microbiology**	**X_** New ___ Updated ___ Repeat	hardy diagnostics StrepPRO™ Streptococcal Grouping Kit, rapid latex agglutination test for Streptococcus Lancefield grouping, 60 tests, by Hardy Diagnostics	CRITICAL PEDAGOGY AND PRAXIS: Will enable testing of microbes from local ecosystems enabling individual research outside of the laboratory classroom.	1	**_X_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$730.00
Item 3	1	**Microbiology**	**_X_** New ___ Updated ___ Repeat	ATCC Streptococcus pyogenes Rosenbach 19615™ stain.	CRITICAL PEDAGOGY AND PRAXIS: Will enable testing of microbes from local ecosystems enabling individual	1	**_X_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$72.00

					research outside of the laboratory classroom.			
Item 4	1	**Biology 31**	__**X**__ New ___ Updated ___ Repeat	**EcoRI, Restriction Enzymes, from *E.coli*, New England Biolabs**	CRITICAL PEDAGOGY AND PRAXIS: Will provide students DNA samples to use in biotechnology experiments that reflect molecular techniques in DNA finCRITICAL PEDAGOGY AND PRAXIS: Will provide students DNA samples to use in biotechnology experiments that reflect molecular techniques in	2	__**X**__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$ 520 .70

					DNA fingerprinting. gerprinting.			
Item 5	1	**Biology 31**	__X__ New ___ Updated ___ Repeat	**Lambda DNA (1250 ug)**	CRITICAL PEDAGOGY AND PRAXIS: Will provide students DNA samples to use in biotechnology experiments that reflect molecular techniques in DNA fingerprinting.	2	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$ 574 .00
Item 6	1	**Biology 31**	__X__ New ___ Updated ___ Repeat	**BamHI, 50000 units restriction enzyme**	CRITICAL PEDAGOGY AND PRAXIS: Will provide students DNA samples to use in biotechnology experiments that reflect	2	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$ 520 .70

					molecular techniques in DNA fingerprinting.			
Item 7	1	**Biology 31**	__X__ New ___ Updated ___ Repeat	**HindIII , 50000 units, restriction enzyme**	CRITICAL PEDAGOGY AND PRAXIS: Will provide students DNA samples to use in biotechnology experiments that reflect molecular techniques in DNA fingerprinting.		__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$ 520 .70

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.
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	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	**Quantity** (1, 2, 10, 12, etc)	**Year(s) Needed**	**Estimated Cost Per Year** (Total $)

						President's Planning Initiatives (2-3 sentences).			
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_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

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