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:

  Ethnic Studies

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

  Kay Fischer

- 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
  X Social Sciences
  ___ Special Programs

Status of Program Goals from Prior Comprehensive PAR Cycle

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

- [PAR App Program Review Reports](#).
- Then "Select Academic Year" on the top (choose 2018-19)
- Then "Submissions" (in the left hand toolbar)
- Then find your area and click "View" in the right most column
- For **Academic Areas**, find question 8: "Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?"
- For **Service Areas**, find question 8: "Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?"
- For **Administrative Areas**, find question 9: "Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?"

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Increase ES majors and grow ES program by expanding the ES pathway, including: AA-T in Ethnic Studies degree, outreach for pathway program through speaker series and Ethnic Studies Summit, developing a major pathway course which articulates with lower division major courses at CSUs, continuing the high school to Chabot ES pathway courses, other outreach efforts by collaborating with El Centro, Counseling,	__ Achieved **_X_** In Progress __ Not achieved but still relevant __ Not achieved and no longer relevant	• AA-T degrees created (AAT Social Justice: Ethnic Studies, AAT Social Justice: African American Studies, AAT Social Justice: Asian American Studies, AAT Social Justice: Chicano Studies) • Certificates created: Africana/African American Studies, Asian American Studies, Chicanx/Latinx Studies • Outreach for ES via annual ES speaker series and summits 2018 – 2021 (average 200 participants at summit in person – 2020 and 2021 summits were virtual with a total of 1215 attendees in 2021) • More ES courses articulated with CSUs • Dual Enrollment continued into 2020-2021 • Outreach collab with El Centro and Counseling

Pathways, local high schools, and CSUEB.		
2. Increasing the number of ES course offered and number of ES sections taught each semester, including Asian American history, Intro to Latinx Studies, Women of Color, Race and Media, LGBTQ Studies, and Intro to Black Studies and help to increase the total enrollment numbers of all ES courses.	**X** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Courses developed and taught: • ES 42/43 Asian American history series; • ES 4 – Intro to Latinx Studies • ES 7 – women of Color • ES 5 – Critiquing Race and Gender in Pop Culture Total number of ES classes on schedule: gone up to 11 offered in Fall 2021 and 9 courses on schedule for Spring 2022
3. Hire more part-time instructors who can teach specialized courses like "American Indian Culture and History" and "Muslim American Studies" and hire a full-time instructor who can develop courses in African American Studies, Latinx Studies, Arab/Muslim Studies, and/or Native American Studies.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	• Part-time instructor hired to teach ES 25: American Indian history • Part-time instructor hired to teach ES 3: Muslim American Studies (but no longer with Chabot 2021) • Part-time instructor hired to teach ES 6: Intro to Pacific Islands/Oceania Studies • Part-time instructor hired to teach ES 4: Intro to Latinx Studies • No FT Ethnic Studies instructor hired
4. Continue equity work by participating in the Equity	___ Achieved **X** In Progress ___ Not achieved but still relevant	A couple of ES instructors in program have completed equity work and professional development

Council meetings, joining equity training sessions on campus, and participating in professional development opportunities that address equity, discipline related research, critical pedagogy, and social justice	___ Not achieved and no longer relevant	Would like to see more part-time faculty in program achieve this goal
5. Increase success rates and persistence rates by working with Social Sciences Study Center, Learning Connection Learning Assistants and Tutors, collaborating with counselors in Special Programs, and the Counseling Division's early alert system.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	• Collaborated with Learning Connection and Special Programs via Learning Assistants and Tutors • ES courses taught in Umoja (2019), FYE (2018-2021), Movement (21-22)

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?
  - **X** All courses
  - ___ Almost all or most courses
  - ___ About half of the courses
  - ___ A few courses
  - ___ No courses

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

- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?
  - **X** 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.
  Except for courses not offered

- Assessing SLOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - **X** 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?
  - **X** Yes, all PLOs were assessed in the 5-year cycle.
  - ___ Almost all PLOs were assessed in the 5-year cycle.
  - ___ No, many PLOs were not assessed in the 5-year cycle.

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

_____

_____

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

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  Funding from HSI grant and SASE funding to support Ethnic Studies program events such as speaker series and Ethnic Studies Summit were successful. Data collected from events proved that speakers and topic were popular and relevant to students. For example to summarize some data: ES events have had over 400 participants in total every year since 2017; of participants surveyed, 80-97% found the topic/speaker relevant; over half stated that the event increased their interest in Ethnic Studies; and we were able adapt plans for the summit in 2020 to make it virtual. This year's Ethnic Studies Summit was virtual and featured two prominent speakers, bringing in a total of 1215 participants on Zoom. In addition, Ethnic Studies summits included participation by local high schools, up to 100 high school students each year. Ethnic Studies summit and speaker events helped to meet our PAR goals for outreach and increasing majors, and also helped to reach our PLOs and 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?
  - **Despite the success of our events, a major challenge has been a lack of consistent funding and institutional backing, and the drastic decrease to our budget each year since 2019. Currently, there**

is no budget for the Ethnic Studies summit to be coordinated in 2022. More consistent institutional backing of the summit is required for the summit to be an annual event.

- 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?)
  Learning Connection resources; OER work group, SCFF funding for majors mentor group; addition of Movement learning community for AAPI 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?)
  Cuts to Ethnic Studies courses and lack of growth in the number of classes offered each semester will be a hindrance to Chabot students who now are required to take an Ethnic Studies class to meet their CSU GE and soon AA/AS GE (very likely IGETC as well in a few years). Furthermore, lack of growth in number of classes offered will hinder majors' ability to meet Ethnic Studies major requirements and complete their degrees in time. If course schedules are solely based on FTES and enrollment the Ethnic Studies program will be slow to grow and future students may not be able to meet their GE requirements in time.

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 numbers of FTES for the Ethnic Studies program seems very different from overall FTES trends of the college, I have no way of understanding how the trends compare.

- 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?

First, I don't understand why courses in social sciences have much larger enrollment caps when compared to other divisions or disciplines. In Ethnic Studies we still assign heavy reading, expect student presentations, and assign rigorous writing assignments, yet we're expected to teach 44 students per class. When compared to the cap for other divisions like Language Arts and Arts and Humanities, it seems unfair to expect social science courses to meet higher enrollment numbers. Secondly, considering the fact that we are still in a pandemic, and there are cases of the delta variant being passed on, even to vaccinated individuals, I feel it dangerous to expect us to teach in classrooms that only accommodate up to 44 students in the Spring. I believe the enrollment cap for Social Sciences should be lowered to at least 30.

To answer above question, ES 2, 3, and 6 have the lowest fill rate. Currently ES 2 and 3 are not scheduled, and as for ES 6, it's still a relatively new course and since it's the only class that focuses on the Pacific Islander population, a DI group recognized by the college, and a priority population group in our AANAPISI grant, it's important to continue offering this class. I don't think fill rate should be the only consideration when scheduling, as we need to give our campus a chance to get to know newer ethnic studies courses. It's also one of only three Ethnic Studies classes that currently meet the CSU Area F GE. ES 6 might also not fill to capacity because it's new and counselors may not be aware of this class.

- 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'd like to offer more online and hybrid courses, but we are also told we can't add more courses for Spring 22. As the only full-time instructor, I already take on additional students in courses with higher fill rates such as ES 1 and ES 5, but that is not a consideration for in-person classes during the pandemic. It's also challenging to add courses during the most popular day times (ie 9am and 10:30am spots) as classrooms are already taken up by courses in other disciplines that have existed at Chabot for a longer period than Ethnic Studies.

- 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.

  ES 1, ES 5, ES 42, ES 43,

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.
  X 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.
  - _X_ 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).
Enrollment of DI groups in Ethnic Studies courses overall in the past 3 years are at a higher average than the average for Chabot College. For example, African American students have an average 13.5% enrollment in ES courses the past 3 years vs. 10.25% for Chabot overall, Latinx students have an average enrollment rate of 47.6% in ES vs. 40.4% for Chabot overall, and Pacific Islander students are enrolled at an average of 2.6% in ES vs. 1.8% in Chabot overall. The high rate for PI student enrollment in ES at 7% in Fall 20 is most likely due to the addition of ES 6: Intro to Pacific Islands and Oceania Studies. With Chabot getting the AANAPISI grant, we anticipate this rate to grow.

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
  - _X_ 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
  - _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
  - ___ Asian American/ Asian
  - ___ Filipino/x
  - ___ Latinx/ Chicanx
  - ___ Native American/ Alaska Native
  - _X_ 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:

Similar to the overall College success rate, African American and Pacific Islander students are most disproportionately impacted in Ethnic Studies. However, it's important to note that for PI students, their numbers are so low, only data for 2 semesters were available, and data collected for a very small number of students. Out of a total of 12 PI students in Fall 19, 8 succeeded, 2 withdrew, 2 failed. In Fall 20, out of a total of 23 PI students, 16 succeeded, 4 withdrew, 3 failed. For African American students, important to note that success rates in ES courses (66%) were 3.5% higher than College average (62.5%). Also important to note that Latinx/Chicanx students are considered DI population, as their overall college success rate is 69% in past 3 years, yet their success rate in ES courses were an average of 3.25% higher at 72.25%. Another significant observation is that White students' and Asian American students' success rates in ES courses were lower than the college average, even though the rate went up for African American, Latinx/Chicanx, and Filipinx students. Data for Native American students were not available for ES courses and as noted earlier, data for PI students were based on a very small pool. Lastly, important to note that African American, Pacific Islander, and Latinx students were disproportionately affected by the pandemic, especially when looking at data from Spring 19, onward. Also part-time students seems to succeed at a lower rate than full-time students in ES.

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.)

Arab identifying students should be disaggregated. In addition, Asian American students should be disaggregated into ethnicity, as larger state-wide or nation-wide studies show that Southeast Asian students, in particular, Cambodian, Laotian, Mien, and Hmong student success rates are lower than Chinese, Japanese, Korean, and South Asian students.

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
  X 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
  X 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).
  Ethnic Studies program started at Chabot College in 2016-2017, newer ADTs in Social Justice, emphasis Ethnic Studies, African American Studies, Chicano Studies, Asian American Studies were not created until 2018. Since 2018, we've seen a steady increase in the number of students declaring ES as a major and completing our degrees. For example, only one student was awarded AA in Ethnic Studies in 2017-2018, and in

2020 - 2021, 8 students completed degrees in Ethnic Studies (3 awarded AA in Ethnic Studies, 5 awarded ADT Social Justice – Ethnic Studies). Although 3 new certificates have been available at Chabot College since Fall 20, none have been awarded yet.

- 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.)
   I believe Ethnic Studies majors experience similar barriers that first generation students and working students face. Other barriers may be related to students of color being disproportionately being affected by the pandemic, job-loss, and housing loss.

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		___ Decreased **X** Stayed roughly the same ___ Increased
Part-time Faculty		___ Decreased ___ Stayed roughly the same **X** Increased
Full-time Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees		**X** Decreased ___ Stayed roughly the same ___ 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?

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?
Yes, there is a gap as there is only one FT faculty in Ethnic Studies. To better match the DI populations we serve another FT faculty in Ethnic Studies should be hired.

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
  - **X** Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
Ethnic Studies courses relies a lot on student access to computers and the internet. With majority of our courses shifting to zero-cost text, student access to technology is even more important.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
A multicultural center or social sciences shared space for tutoring, studying, group work and small events needed.

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
  - **X** 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
  - **_X_** 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?
  Contributed enormously, as participating on PD and academic conferences help faculty develop and be exposed to new academic trends, research, pedagogical practices relevant in our areas.

Program Maps and Equity in Scheduling

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

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

- Have you completed all program maps for your discipline?
  - ___ Yes (or we will do so by the deadline).

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

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

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

If you checked off "No" above, please explain.
Currently most Ethnic Studies majors are AA Ethnic Studies and ADT Social Justice: Ethnic Studies – I've completed those program maps

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
  ES majors can meet required classes by taking classes during the day and some courses are available online (more options in summer). More Ethnic Studies courses need to be added and another full-time Ethnic studies faculty needs to be hired, who can teach Ethnic Studies courses that emphasize different areas of expertise than the current full-time Ethnic Studies faculty.

- 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.
  We check with and collaborate with History

- 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.)
  Yes. In an ideal world we would like to offer all required courses every semester. Would communicate required courses not offered via email/announcement, list serve for majors, and with counselors. Would also communicate through Social Sciences SCFF group.

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 *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. Continue to grow the program: courses offered, hiring faculty	1. Increase degrees & certificates earned 2. Increase courses offered 3. Increase faculty 4. 2-3 outreach events annual ie Summit, Open house 5. Increase dual enrollment courses 6. Cont offering ES courses in pathways/learning communities (ie PACE, FYE, Movement, etc.) 7. Develop or rewrite ES courses to meet Area F requirement & articulate with GE and lower-division major requirements 8. Work with Curriculum	**X** Equity Access ___ Pedagogy and Praxis ___ 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) **X** Other____**ES General Education for transfer**

	committee on Ethnic Studies GE requirement 9. Submit faculty prioritization form for FT Ethnic Studies			
2. Increase success and persistence rates, especially for DI students	1. Work with Learning Connection 2. Collaborate with Counselors and Special Programs and Pathway Dean 3. Prof develop for part-time faculty on supporting student success rate	**X** Equity **X** Access **X** Pedagogy and Praxis ___ Academic and Career Success ___ 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 ___ Degree or certificate completion **X** Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
4. Support majors	1. Continue SCFF mentor majors project 2. Outreach events 3. Majors events in collab with 4-year univ (1-2 a year) 4. Work on ES website 5. Listserve for majors – send annual emails 6. Set time to meet with majors 7. Increase majors	**x** Equity **x** 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

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	**Individual - Ethnic Studies Summit**	__ New __ Updated **X** Repeat		Speaker at Ethnic Studies summit; presenters at summit; other summit related costs – to support program outreach, civic engagement, cultural diversity, equity goals	Equity, critical pedagogy and praxis, helps meet educational goals, helps meet transfer rate, marketing and outreach to increase enrollment, address equity gaps for Black students, improves enrollment	1	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$6000
Item 2	2	**Individual - Fieldtrips and campus visits**	__ New __ Updated **x** Repeat		Cover food, transportation and visit costs to	Equity, critical pedagogy and praxis, helps		**X** Annual __ 2022-23	$500

				Brief Item Description				
				museums, college campuses, plays, community events	meet educational goals, helps meet transfer rate			___ 2023-24 ___ 2024-25
Item 3			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25

Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

			New					Annual
Item 3			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 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	1	**Individual request - Larger classroom**	**X** New __ Updated __ Repeat	To accommodate health standards during pandemic	critical pedagogy and praxis, equity issue as DI students effected disproportionately by pandemic, improves enrollment, ensure welcoming and safe campus	__ Annual **x** 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**	__ New __ Updated **X** Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT **X** Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	Full Time faculty in Ethnic Studies	40	Another ES full time faculty will help balance area expertise among ES faculty, increase number of ES classes offered to help students meet new ES GE Would help meet equity goals, critical pedagogy and praxis, help with transfer, help with enrollment and help students meet ed goals	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	Starting salary
Position 2	2	**individual**	__ New __ Updated **X** Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour	CAH	6 CAH for one academic year	To support program growth, major support, update courses to meet GE requirements. Meets college goals related to: Equity, critical pedagogy and praxis,	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	6 CAH

				_X_ Faculty Reassign ___ Student Hourly ___ Other _____			helps meet student educational goals, helps meet transfer rate, marketing and outreach to increase enrollment, address equity gaps for Black students, improves enrollment	
Position 3			___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25

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

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1	**individual**	__ New __ Updated **_X_** Repeat	Facing Race conference	**_X_** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Largest gathering on racial justice – meets college's equity goals	2	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	$1350 per person
Request 2	2		__ New __ Updated **_X_** Repeat	APAHE National Conference	**_X_** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	meets college's equity goals & commitment to AAPI students; AANAPISI grant goals	2	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	$525 per person
Request 3			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

				Speaker ___ Other _____				

Supplies Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Textbooks for ES classes and cost of ebook for library to purchase**	___ New ___ Updated ___ Repeat	Help make ES fully zero-text – budget to purchase class-set of required textbook or for library to purchase ebook version for many students	equity		**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$3000
Item 2	2	**Presentation boards – trifold (carton of 24 boards)**	___ New ___ Updated **X** Repeat	For research presentations and open house/outreach events	Equity, critical pedagogy and praxis, helps meet educational goals, marketing and outreach to increase enrollment, address equity gaps for Black	X4	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$400

	Rank	Project Name	New, Updated, or Repeat Request		Brief Item Description	Justification	Quantity	Year(s) Needed	Estimated Cost Per Year
Item 3	3	**Supplies for Ethnic Studies summit participants**	__ New __ Updated **X** Repeat		Folders, pens, note pads, bags, badges, Programs, etc	Equity, marketing and outreach	X200	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$1000
Item 4	4	**Podium banner with ES logo**	**X** New __ Updated __ Repeat		Podium banner with ES logo for events	marketing and outreach	1	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$400

(top cell continues: "students, improves enrollment")

Technology Requests

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

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

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

Item 3			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Categorical Funding Applications:

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

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

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

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

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

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