

## Fall 2021 Comprehensive Program and Area Review (PAR):

### Academic Programs

Dear Chabot Community,

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

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

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### Background Information:

- What organizational unit does your program/area belong to?
  - ☒ Academic Services
  - ☐ Administrative Services
  - ☐ Student Services
  - ☐ Office of the President
- Name of your Program, Discipline, Area or Service:  
[History](#)
- Name(s) of the person or people who contributed to this review:  
[Jane Wolford](#), [Michael Thompson](#), [Mark Stephens](#), [Juan Pablo Mercado](#)
- What division does your Program/Area reside in?
  - ☐ Academic Pathways and Student Success
  - ☐ Applied Technology and Business
  - ☐ Arts, Media, and Communication
  - ☐ Counseling
  - ☐ Health, Kinesiology and Athletics
  - ☐ Language Arts
  - ☐ Science and Mathematics
  - ☒ Social Sciences
  - ☐ Special Programs

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

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

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

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Continue our equity work (through our FIG and further equity training) and take advantage of other professional development opportunities to improve our pedagogical practice.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Historian Michael Thompson currently leads one campus-wide effort focused on grading. He has facilitated Faculty Inquiry Groups focused on equity in the classroom for the last three years. The Equity FIG is funded through SASE. This initiative is ongoing.
2. Hire one History faculty member to develop and teach courses in Asian American History, History of Asia as well as History 7 and 8.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We have requested a replacement faculty hire since our colleague (Guadalupe Ortiz) retired in 2009. Historian Rick Moniz retired in June 2021, so we will be requesting one replacement position in the near future.
3. Establish AA-T degree and develop major recruitment strategy.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	The History AA-T is complete and has been approved by the state.
4. Assess our LA pilot and continue to offer discipline-specific learning support to students enrolled in our classes.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	This goal has been challenging for a number of reasons including: <ul style="list-style-type: none"> <li>• Most students recommended as tutors and LAs (now Embedded Tutors) do not apply due to their busy schedules and the need for more work hours than the Learning Connection can provide.</li> <li>• Students rarely seek learning support in History classes.</li> </ul>

		<p>This trend is true for most Social Science courses.</p> <ul style="list-style-type: none"> <li>• Instructors have been hesitant to recommend Embedded Tutors with online-only instruction. Tutors not only need to understand course content, they need to work well with other students. Something that is hard to measure with asynchronous online learning.</li> </ul>
5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

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## Learning Outcomes Assessment Results

### SLOs:

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

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

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

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

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

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

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

Because of the pivot to online learning during the pandemic some tasks shifted, but we expect to have all the SLOs assessed for the outstanding classes by the end of October 2021

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

### PLOs:

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

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

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

We did not assess our PLOs because it has only been 2 years since we developed the AAT.  
 We plan on assessing the PLOs at the end of year 3.

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

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## Institutional Supports and Barriers

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

Over the past two years, the History discipline has developed an AA-T and expanded the Area D offerings to include History 7, 8, 48, 49, 52, 53, 62 and 63. These expanded offerings give students a variety of options to fulfill this college requirement. In addition, the discipline is in the process of getting approval for the History 52, 53, 62 and 63 courses to fulfill the CSU Area F and CA community college ethnic study requirements.

One challenge that remains is the discipline's success rates. The discipline continues to lag behind college-wide success rates. In the future, discipline members plan to develop a comprehensive strategy that will include recruitment, retention and pedagogy in an effort to improve student success.

On a positive note, the pandemic has resulted in smaller in person class sizes with more intimate class discussions and an opportunity for students and instructors to interact in thoughtful ways. The smaller class sizes have allowed for more meaningful feedback on assignments and allowed for more opportunities for critical thinking exercises in class - where all students had an opportunity to participate - this would not have been possible with larger class sizes. In this respect we feel it would be important to consider a reduction in class sizes as our colleagues in language arts have demonstrated great results because of lower class caps.

- 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 Curriculum committee and the matriculation specialists in the Counseling Department were very helpful in providing up to date information and support while we developed the History AA-T. The expertise on transfer requirements, and assistance in putting the degree forward for review and adoption by the Committee and Counseling was vital in getting the degree written and approved.

- 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?

Productivity demands still create conflicting mandates to the discipline. The discipline is required to maintain high enrollment numbers and meet college-wide education goals (e.g. success rates and graduation rates). The discipline has instituted writing requirements in its course to teach and encourage the development of critical thinking skills. Providing

the range of students with the support and feedback they need is difficult given the high number of students our courses are expected to accommodate.

- 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?)
- - Financial Aid: There needs to be more of a concerted effort to communicate with students about financial aid available to them as well as consider more ways to support our students with potential financial hardships that can arise during their time on campus. (More financial support for our students across the board; advising, funds, etc.)
  - Academic Support: The numbers bear out that students across the disciplines that receive tutoring in classes do better - get better grades, develop better study skills and persist in their classes.
  - Access to tech: One thing that this pandemic has revealed is the staggering digital divide that many of our students face. There needs to be a continuation and increase in the availability of free WIFI and computers as we transition back to more face-to-face course offerings.
- 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?)

Larger class sizes mean that instructors have less time to provide each student with the attention and meaningful interaction they/she/he need to succeed and persist.

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## Academic Programs/Disciplines Data

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

### FTES and Enrollment

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

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

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

After an unsurprising decline in fill rate in the Spring 20 semester (when the pandemic hit), the History discipline rebounded to see fill rates of, at least, 88% in the following semesters. This fill rate increase might be attributed to student efforts to recover and complete college requirements after withdrawing in the Spring.

- 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?

Overall, enrollments in History 7 appear to have declined. While we have no specific explanation for this decline, it is likely that the discipline will make adjustments. Sections of History 8 continue to have waiting lists. One likely adjustment is to offer fewer sections of History 7 and more of History 8.

- 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*

This is a difficult question to answer. The History discipline is, overall, productive. Increased productivity (i.e. more students per section) may have an impact on student success, which members of the discipline are interested in increasing. Ultimately, this question of productivity vs success needs to be a college-wide discussion.

Disciplines like History (and the other disciplines in the Social Sciences division and other divisions as well) are expected to be the “productivity war horses” for the college while maintaining high success rates. There have never been requirements for our courses. The upheaval that AB 705 created in English and Math has been, and continues to be, our professional and pedagogical way of life. Is the college willing to invest in the professional development that might be necessary to help its faculty (both part-time and full-time) develop the tools to successfully support more students in our sections? Will we be given adjustments in the calculation of our workloads? Is the college willing to entertain the idea of smaller classes together with more tutorial support that could result in higher success rates? Asking faculty to teach, successfully, more students per section without professional development, tutorial support or compensation doesn’t appear entirely fair or equitable.

- 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.

## History 8

### **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:  
\_\_\_X\_\_\_ could be improved.  
\_\_\_ is just right.  
\_\_\_ is outstanding - we are increasing the diversity of the field.

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

- DI Groups in our **general education** classes:  
\_\_\_X\_\_\_ are **underrepresented** in comparison to their representation in the student body.

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

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

The History discipline is slightly underrepresented in its enrollment of African American students. It is slightly overrepresented in its enrollment of Latinx and female students. (Again, it would be more meaningful to break down these statistics more completely into more specific categories, such as Latinx women.) The overrepresentation among Latinx and female students may be, in part, explained by courses which focus on the histories and experiences of those groups. Even though a similarly focused course on the history of African Americans is offered, this student population remains slightly underrepresented in the History student population. Because History 7, 8, 48, 49, 52, 53, 62, 63 all fulfill the similar requirements, it is not surprising that a significant percentage of DI students choose courses more reflective of their specific histories.

### Non-Credit

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

### Course success rates

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

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

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

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

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

Overall success rates in the History discipline routinely lag 5-7 percentage points behind the college. (One outlying semester, Fall 20, saw the discipline trailing the college's success rate by 13 percentage points.) This routine lag seems,



in part, attributable to higher withdrawal rates in the discipline. Non-success rates in the discipline have generally trailed the college average by only a percentage over the past several semesters. Higher withdrawal rates, however, dog the discipline, with nearly a third (32%) of the students withdrawing in the Fall 20 semester. Certainly, the pandemic is a significant cause of this greater withdrawal. This peak, however, far outpaced the rate of the college (20%).

Lower success rates are present across racial/ethnic categories in the discipline, but impact DI students most significantly. These lower success rates (including withdrawals) will become a focus of future coordinated efforts initiated by the discipline.

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.)

It would be helpful to see data, if possible, on returning students and student parents. Full-time/part-time doesn't entirely capture these groups. It would be useful to know if these students are succeeding in our classes, if they tend to be full-time or part-time and how we might target them for specialized support.

In addition, it would be very helpful to disaggregate by race/ethnicity and gender. Right now, it appears that women are doing relatively well in the courses of the discipline. I can't tell, however, if that's necessarily true for African American or Latinx women. Do African American men need targeted support? The data doesn't not currently allow us to see this.

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

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

**\*\*Note:** Updated degrees and certificates data will be ready **mid-September**.

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

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

**\*\*Note:** Updated degrees and certificates data will be ready **mid-September**.

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

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?  
☐ Decreased  
☐ Stayed roughly the same  
☐ Increased
- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).

The AA-T in History is relatively new. While discipline members are happy with the increase, total numbers could be significantly better. Discipline members plan to meet to begin developing a comprehensive strategy for recruitment, retention, and graduation for the major.

- 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)

Not Applicable

- 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.)

Again, the AA-T in History is new. The discipline needs to develop a fuller program of recruitment and support to increase the number of majors and, with hope, decrease the barriers that students in History courses, both majors and non-majors, currently experience.

## Staffing Analysis

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

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	4 FT	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	5 PT	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

While we are still teaching the same number of students and having students enroll at consistent rates, we now have less Full-time faculty teaching courses. The two full-time lines were combined into one hire in 2016 and last year Rick Moniz retired - so in reality the History program is down TWO full-time lines and with enrollment rates consistent we will need to replace these full-time lines. Moving forward as the number of majors increase and success rates increase there will be a need for additional full-time faculty to accommodate that growth.

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 quite a staggering gap between the DI populations that we serve and the makeup of our teaching faculty. Over the past three years on average 85% of the students we serve are students of color, yet we have less than 45% faculty of color. Additionally, we have seen a consistent increase in the number of female students we serve ranging from 55-60% over the past three years yet we only have two female instructors (one FT faculty) that makes up only about 20% of the faculty. There needs to be a more concerted effort to recruit and support female faculty and faculty of color not only in the history program but throughout our campus.

### Technology

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

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

- Technology in the classrooms needs to be updated
- Access to technology and educational apps for faculty and students

### Facilities

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

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

There needs to be a concerted reevaluation of our classroom spaces. Currently social distancing is not possible in classrooms which is a safety issue for students and staff. There is a lack of usable meeting spaces for faculty and students that can accommodate our pedagogical needs but also our safety needs. Additionally, we need computer labs for faculty and students to use consistently.

### Professional Development

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

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

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

Many of our faculty have participated in Faculty Inquiry Groups to assess more equitable teaching practices in the classroom (assignments, syllabus, exams, etc.) - this was an interdisciplinary group so were able to learn across disciplines - goals was specifically looking at increasing the success and persistence of African American and Latino/a students.

Grading for equity working group led by history faculty Michael Thompson - sought to examine grading practices and try to learn different and more equitable strategies and techniques for evaluating student performance and assigning grades.

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## Program Maps and Equity in Scheduling

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

- **Turning in Program Maps:** A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to [this template in Google Docs](#),\* 2) click on "file," 3) choose "make a copy," 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.  
 \*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. <https://docs.google.com/document/d/1JoK5E39IR86cXCJp7iyAFWXIVtCVFw8p/edit>
- Have you completed all program maps for your discipline?  
☒ Yes (or we will do so by the deadline).

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

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

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

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

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- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

Serious scheduling changes would have to be made for students to fulfill all required courses in the evening. Most of the first-year courses in math and English offer this flexibility, but many other disciplines do not. Especially with increased reliance with online courses filling the role of classes for students who need more flexible scheduling, the number of evenings, and especially weekend, classes has declined significantly. Many of the courses in the history discipline are offered in the evening, but not all. For completing everything online easily and with some flexibility for the students, we need to offer some more courses online, such as History 1, 2, 3, and perhaps the Latin American series, Women’s History series, and African American History series

- 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 have worked with our colleagues in Social Sciences to ensure that all courses available to a History major are current and approved so all courses can be taken for credit. Since some of our history courses can also meet Humanities requirements, it would be helpful to collaborate more closely with them, and to work with the Arts faculty who teach courses we have listed to insure they are current.

- 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.)

At this point a student can complete the history requirements with courses that are taught every semester.

If this situation changes, and concerning courses in other disciplines that aren’t taught every semester, it is imperative that counselors would be on top of that information, Faculty should be made aware, and that information be clearly communicated to students when making out a SEP.

## Planning

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

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

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

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

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

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Develop a fuller program of recruitment and support to increase the number of majors and, with hope, decrease the barriers that students in History courses, both majors and non-majors, currently experience. This development will include the addition of a History support course modeled on the current English 215. This course could be attached to specific History courses or be more broadly offered to	With a development of COURSE MAP, a revision of our AAT core courses along with more intentional marketing to students we expect enrollments to increase in the short term and in the long term we expect to have an increase on AAT’s earned, transfers with History Degrees and increase in number of declared majors	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

support a variety of History courses.				
2. Build up enrollment in the African American, Mexican American, and Women's History course sequence (62/63, 52/53, 48/49).	Not only will this goal help to recruit potential majors for the AAT it will also serve to potentially help students meet the new Ethnic Studies requirement for CCC and CSU. Targeted outreach and more marketing for the courses should help with this process. Enrollment numbers along with course success rates, and declared majors will allow for assessment of this goal. This goal is an attempt to provide a more robust set of courses offerings to support the AA-T in History; but also as a response to a demand for more history course offerings dealing with a social history approach that is more reflective of the changing demographics of the campus and the surrounding community; with an emphasis on African American, Chicano/a, and Native American narratives - and of course across all of these groups' women.	<input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
3. Incorporate best pedagogical practices from online modality to face-to-face instruction.	Hold face-to-face meetings (1-2 per semester) with full-time and adjunct history faculty to share our best practices in online learning, and discuss how these practices can be reimagined to	<input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage

	<p>support face-to-face learning. Online learning requires very specific directions in print. How can we use what we have created online to improve our classroom teaching? Some best practices include:</p> <ul style="list-style-type: none"> <li>• Using Calendly app to schedule office hours. This app allows students to schedule times to meet with an instructor. No waiting.</li> <li>• Introducing Kami PDF Annotation Platform for Canvas assignments and providing more detailed feedback online.</li> <li>• Sharing sample essay paragraphs that illustrate strong introductory and concluding sentences as well as proper citations.</li> </ul>		<p><u>  X  </u> LGBT  <u>  X  </u> DI Gender  <u>      </u> Other  <u>      </u></p>	<p><u>      </u> Supplemental Metric  (Financial aid or AB 540)  <u>      </u> Other <u>      </u></p>
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## Resource Requests

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Job Description/Tasks</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Length of Contract in Months</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>		4 subscriptions to PDF Annotation platform that integrates with Canvas	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Kami	Kami enables instructors to create fillable PDF assignments in Canvas that embeds in Speedgrader and allows instructors to provide detailed feedback	Kami helps address two separate areas: 1. Educational Master Plan Mission Critical Priority #3. It leverages the use of Canvas to engage students in a practice of critical pedagogy through which feedback and student improvement are highlighted and;	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$400 (\$100/ea for 4 annual teacher subscriptions

						2. particularly addresses a Resource allocation criteria in providing and improving grading efficiency and feedback.			
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

## Equipment Requests

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

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

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

### Facilities Requests

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

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

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

<b>Item 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

We plan on adding a the Fac Prioritization form to our final PAR as an addendum to demonstrate our need but will not be asking for hire in this year's PAR with the intention to make the official ask within this three-year cycle

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Classification</b>	<b>Position Title</b>	<b>Avg. hours per week</b> (5, 20, 40, etc.)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Position 1</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

				<input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>					
<b>Position 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Position 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

### Professional Development, Travel, and Conferences

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Description</b> (1-2 sentences)	<b>What Type of PD Request?</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Number of Attendees</b> (1, 5, 10, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Request 1</b>	1	Individual request (Jane Wolford)	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Attendance at 2022 Org of American Historians Annual Meeting	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other	Meeting theme is "Indigenous/American Pasts and Futures". EMP:MISSION CRITICAL PRIORITY #3 Critical Pedagogy and Praxis: Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development. Objective 1: Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum.	1	<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25 March-April 2022	\$ 2108
<b>Request 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

### Supplies Requests

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	Goal #1: marketing the history major to students.	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Wall-mount display rack for flyers and pamphlets to generate interest in the history major. The rack	Now that we have created the History AA-T we are ready to move to the next step, recruiting students. The display is part of our coordinated outreach	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$259.00

				will be displayed in Building 400.	efforts to generate interest in all aspects of our program.			
<b>Item 2</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

### Technology Requests

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

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

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



								___ 2024-25	
<b>Item 3</b>			___ 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](mailto:gchaparro@chabotcollege.edu).

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

[https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs\\_nXrOaLloFxIT1xbqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link)

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