Chabot College
Academic Services
Program Review Report

2016 -2017

Year in the Cycle: 2nd
Program: Pathways and First Year Experience

Submitted on Oct 26th
Contact: Deonne Kunkel

FINAL 9/24/15
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YEAR TWO

Resource Request Spreadsheet Directions:
In addition to completing the narrative portion of program review, add all your requests to a single Resource Request Spreadsheet:

a. Follow the link to the spreadsheet provided in Appendix F1A, save the spreadsheet where you can continue to access it and add requested resources from each appendix to it as appropriate. Once completed, submit to your Dean/Area Manager with this finalized Program Review Narrative.

b. Requests should be made for augmented/ additional resources (more than what you are already receiving). If you have questions about what constitutes an “additional/augmented” request, please talk with your administrator who can tell you what maintenance resources you are already receiving.

c. Prioritize your requests using the criteria on the spreadsheet. Your Administrator will compile a master spreadsheet and prioritize for his or her entire area.

d. Submit resource requests on time so administrators can include requests in their prioritization and discuss with their area at November division meetings.

1. What Progress Have We Made?
Complete Appendices A (Budget History), B1, C (PLO’s), and D (A few questions) prior to writing your narrative. You should also review your most recent success, equity, course sequence, and enrollment data at http://www.chabotcollege.edu/programreview/Data2015.asp. Limit your narrative to two pages.

In year one, you established goals and action plans for program improvement. This section asks you to reflect on the progress you have made toward those goals. This analysis will be used to inform future budget decisions. In your narrative of two or less pages, address the following questions:

- What were your previous Program Review goals?
- Did you achieve those goals? Specifically describe your progress on the goals you set for student learning, program learning, and Strategic Plan achievement.
- What are you most proud of?
- What challenges did you face that may have prevented achieving your goals?
- Cite relevant data in your narrative (e.g., efficiency, persistence, success, FT/PT faculty ratios, CLO/PLO assessment results, external accreditation demands, etc.).

History:
In 2012 lead by the Planning, Review, and Budget Council, Chabot’s study of student success generated the college’s strategic plan goal to “increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support.” Meeting this goal requires collaboration between support programs that have traditionally been siloed—student and academic services coordinate across disciplines to develop pathways and support students to success. To assist the college in the work of alignment, in 2013 the president of the college formed a Presidential Task Force with the objective to “coordinate initiatives designed to create an infrastructure and environment that directly supports students to move from entry to engagement to achievement, aligning services, learning support, academics, and community to function in an integrated and intentional manner.” From this work, Chabot’s Pathway and First Year Experience (FYE) programs were born.
2014-2015 marked the first academic year Chabot offered a First Year Experience program. Four FYE cohorts were formed based around interest areas, namely STEM, Business, Athletics, and the Hayward Promised Neighborhood grant. In addition, FYE collaborates with Change It Now, an existing learning community. Fall 2015-2016 saw the addition of Health and Community Wellness, Exploring, and Law and Public Service cohorts. To support FYE and the transition from Highs School, the Peer Advising (PA) program expanded to include Pathway Peer Advisors and In-reach/Outreach Peer Advisors.

Almost simultaneously, Chabot began building pathways through the Career Pathways Trust (CPT) Grant, focusing on four industry sectors including Advanced Manufacturing and Engineering (AME), Law and Public Service (LPS), Health and Bioscience (HBS), and Information Communication Technology and Digital Media (ICT-DM). Later, we were awarded a second CPT grant to develop a Pathway to Law School. The work of CPT includes building pathways, connecting to industry partners, and developing Memorandums of Understanding with Unified School District partners to support early college credit and placement through multiple measures.

**First Year Experience Goals and Progress:** Goals for FYE set in the first year cycle of Program Review were as follows:

A. Incorporate High Impact Pathway components into FYE to assist basic skills students to completion
   A. In-person orientation [Accomplished]
   B. Educational Planning [In progress—abbreviated SEP’s, PA’s support registration, pathway maps currently under development]
   C. Embedded Math support [Accomplished]
   D. Peer Mentoring [Accomplished with further developments in progress—handbook completed, website up and running, program level outcomes written, time logs and SARS set up, training reconfigured, staff support obtained]
   E. Basic skills course completion by the end of the first year [In Progress—91% Fall to Spring persistence rate, tracking success and completion]
   F. Contextualized English [Accomplished—themed English 102’s]

B. Obtain necessary resources to build and sustain the program:
   A. Passion and Purpose needed a permanent classroom to allow them to grow and provide a welcome mat for students to develop a sense of belief and belonging without crowding other areas [Accomplished—Rock Room]
   B. We needed a student center to house pilot programs related to community engagement and outreach programs: Law and Democracy, The Center for Civic Engagement, Change it Now!, Latinos with Purpose, Making Visible, Pathway Coaches, etc…all need centralized space to better align and reach students. As is, they remain dislocated in pockets [Partially accomplished. The Collaborative Project space in building 100 was developed and now needs staff support and structure around usage.]
   C. To scale up to support Pathways and the development of study groups, The Learning Connection needed staffing in the Math and Science Lab. Math support is a tremendous area of student need that Pathways address in coordination with the LC and Math department. [Not Accomplished—The STEM center needs a full time director, administrative assistant, and instructional assistant]
   D. The Dean of Pathways and Student Success, currently a position funded by grants, needed a permanent administrative assistant who will be available to all faculty who are planning and running pathways in their areas. [In progress. Permanent position approved and a part time assistant is currently staffers and funded by CPT]
E. Equity Director [In progress. Approved by College Council and position under development]
F. Staff Support for FYE [In Progress. SSPP funds obtained, temporary position hired, waiting approval to post permanent]
G. Reassign time for Pathways not covered by grants [Not Accomplished]

3. Other program related goals for FYE included:
   A. Writing outcomes [Accomplished]
   B. Assessing the program [In progress. FYE students persist Fall to Spring at a 91% rate compared to the 73% percent new student average. Success rates are also higher. The college average of success for new students is 64% while the average for FYE is 73% with STEM at 81%. In addition to tracking persistence and success, students complete surveys. Survey results currently under consideration with plans to conduct another survey at the end of Fall 2015.]
   C. Creating a Handbook to train Peer Advisors [Accomplished]
   D. Coordinating the Financial Aid to offer workshops to FYE students [Not accomplished, other than the training provided during Orientation]
   E. Recruiting students into appropriate support programs [In progress. Marketing materials produced, PSCN 25 Educational Planning sessions revised to incorporate FYE and restructured to include registration, PA’s organized to assist. Further PSCN 25 revisions are under development as is PA training. Courses need to be linked.]
   F. Developing with Student Services a Freshman seminar course. [Not accomplished. CPT may support in the future. To prepare, three counselors now teach FYE support courses and one team teaches a Passion and Purpose GNST 5]
   G. Build a website for FYE [Accomplished with revisions in development]
   H. Build a scalable model for Math Jams and pilot [Accomplished. Curriculum written, eight sections leveled to Math assessment scores, pilot assessed, and current plans to for next summer under development. 102 enrolled and completed with 36% testing into higher levels. 45% of African American assessed into higher levels and we will track future success in Math courses.]

Pathway Goals: Initial goals for Pathway development were as follows:

1. Connecting to K-12 partners [Accomplished with further developments in progress. Four Local Area Pathway Action Teams were established along with a Counseling team. They have mapped their programs, identified potential dual enrollment courses and Chabot faculty are currently developing and/or articulating courses. Summer Bridge programs are under development for AME, HCS, and LPS. A faculty Summer Bridge Coordinator Position needs to be drafted and hired.]
2. Developing multiple measures to improve placement [In Progress. Chabot entered into a transcript data share agreement with San Lorenzo Unified. Math and English are working to set their multiple measures and IT is working to set up systems to upload the data.]
3. Developing internship and other work-based learning opportunities. [In Progress. The position was written, vetted at the local level, and is currently waiting HR approval and posting.]
4. Setting up systems to track data. [Not accomplished. Discussion over pathway definition were lengthy. It was determined with our regional partners to report “zero” for the first year and to define students in pathways as those who know they are in a pathway and are receiving services. Systems to gather student information from USD’s need to be established.]
5. **Build Pathway Components** [In Progress. Pathway students in FYE currently receive services while most who aren’t don’t. STEM has been working to scale its support for all STEM students, not just Pathway and FYE students. Pathway applications are under development as is the Peer Advising program]

6. **Develop and Institutionalize Infrastructure** [In Progress. Dean position for Pathways was written, approved, and hired under grant funding and needs institutionalization. An IA, Administrative Assistant and director for the Math Lab are needed. Positions that will need to be institutionalized include a position in A&R, another for Articulation and Dual Enrollment, the Dean or Pathways, and the Work Based Learning Specialist]

2. **What Changes Do We Suggest?**

*Review the Strategic Plan goal and key strategies at [http://www.chabotcollege.edu/prbc/StrategicPlan/SPforPR.pdf](http://www.chabotcollege.edu/prbc/StrategicPlan/SPforPR.pdf) prior to completing your narrative.*

*Please complete Appendices E (New and Ongoing Initiatives and Projects) and F1-8 (Resources Requested) to further detail your narrative. Limit your narrative here to one page and reference appendices where further detail can be found.*

- What initiatives or projects are or could be underway to support student learning outcomes, equity, and/or the College Strategic Plan Goal?

As discussed above, significant progress has been made toward meeting our goals and initial data validates our design. As also noted, the work is in progress and continues to require concerted effort across campus to build infrastructure. Websites for pathways must be built and connected to disciplines following the model set by the Business department, which has mapped and stacked all their programs and certificates, developed marketing materials and consistently provides workshops to inform and support all their students. Other examples of model programs on campus exist included Architecture and Engineering. Key positions remain unstaffed and/or need to be institutionalized. The collaborative projects area in building 100 requires structure to support efforts. For further discussion and planning, see Appendix E.

**Appendix A: Budget History and Impact**

**Audience:** Budget Committee, PRBC, and Administrators

**Purpose:** This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. This history of documented need can both support your narrative in Section A and provide additional information for Budget Committee recommendations.

**Instructions:** Please provide the requested information, and fully explain the impact of the budget decisions.

<table>
<thead>
<tr>
<th>Category</th>
<th>2015-16 Budget Requested</th>
<th>2015-16 Budget Received</th>
<th>2016-17 Budget Requested</th>
<th>2016-17 Budget Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Staffing (# of positions)</td>
<td>2 (math lab and admin to dean)</td>
<td>1 (admin to dean)</td>
<td>5</td>
<td>Yet unknown</td>
</tr>
<tr>
<td>Supplies &amp; Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Technology/Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
1. How has your investment of the budget monies you did receive improved student learning? When you requested the funding, you provided a rationale. In this section, assess if the anticipated positive impacts you projected have, in fact, been realized.

   Although a permanent Administrative Assistant for the dean was approved, we are still waiting for the position to post. In the meantime, we hired a temporary assistant who started this week.

2. What has been the impact of not receiving some of your requested funding? How has student learning been impacted, or safety compromised, or enrollment or retention negatively impacted?

   Development of the program is currently crippled for lack of permanent staff in the STEM center, formally the Math Lab. Much of the work around Pathway and FYE development related to Math or STEM Pathways for which no study groups or other support activities can be offered. Similarly, we have not been able to develop needed websites and materials to support pathways for lack of staffing—no applications, pathway maps, or resource links are available to Chabot students or High Schools partners. High Schools in particular have been requesting access for over a year. It is difficult to recruit and retain under these circumstance. Further, we are unable to use the Collaborative Project area in building 100 for lack of staff. The area was designed to support student leadership initiatives and work connected to Pathways and FYE.
## Appendix B1: Student Learning Outcomes Assessment Reporting Schedule

### I. Course-Level Student Learning Outcomes & Assessment Reporting (CLO-Closing the Loop).

#### A. Check One of the Following:

- [ ] No CLO-CTL forms were completed during this PR year. **No Appendix B2 needs to be submitted with this Year’s Program Review. Note:** All courses must be assessed once at least once every three years.

  *NA (no courses)*

- [ ] Yes, CLO-CTL were completed for one or more courses during the current Year’s Program Review. **Complete Appendix B2 (CLO-CTL Form) for each course assessed this year and include in this Program Review.**

#### B. Calendar Instructions:

*List all courses considered in this program review and indicate which year each course Closing The Loop form was submitted in Program Review by marking submitted in the correct column.*

<table>
<thead>
<tr>
<th>Course</th>
<th>This Year’s Program Review</th>
<th>Last Year’s Program Review</th>
<th>2-Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>List one course per line. Add more rows as needed.</em></td>
<td>na</td>
<td>na</td>
<td>na</td>
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</tbody>
</table>
Appendix B2: “Closing the Loop” Course-Level Assessment Reflections.

<table>
<thead>
<tr>
<th>Course</th>
<th>na (no courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester assessment data gathered</td>
<td></td>
</tr>
<tr>
<td>Number of sections offered in the semester</td>
<td></td>
</tr>
<tr>
<td>Number of sections assessed</td>
<td></td>
</tr>
<tr>
<td>Percentage of sections assessed</td>
<td></td>
</tr>
<tr>
<td>Semester held “Closing the Loop” discussion</td>
<td></td>
</tr>
<tr>
<td>Faculty members involved in “Closing the Loop” discussion</td>
<td></td>
</tr>
</tbody>
</table>

Form Instructions:
- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.
- **Part I: CLO Data Reporting.** For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- **Part II: CLO Reflections.** Based on student success reported in Part I, reflect on the individual CLO.
- **Part III: Course Reflection.** In reviewing all the CLOs and your findings, reflect on the course as a whole.

**PART I: COURSE-LEVEL OUTCOMES — DATA RESULTS**

<table>
<thead>
<tr>
<th>Consider the Course-Level Outcomes Individually (The Number of CLOs will differ by course ★)</th>
<th>Defined Target Scores* (CLO Goal)</th>
<th>Actual Scores** (eLumen data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CLO) 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(CLO) 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(CLO) 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(CLO) 4:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

★ If more CLOs are listed for the course, add another row to the table.
* **Defined Target Scores:** What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)
** **Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?
## Appendix C: Service Area Outcomes

**Considering your feedback, findings, and/or information that has arisen from the course level discussions, please reflect on each of your Program Level Outcomes.**

**Program: First Year Experience**

SAO #1 Students in our programs will persist and succeed at higher rates than those who do not participate in a Pathways or First Year Experience.

SAO #2: Students in our programs will have completed SSSP requirements (Assessment, Orientation, Education Plan) and financial aid applications at higher rates than those who do not participate in a Pathway or First Year Experience.

What questions or investigations arose as a result of these reflections or discussions?

| Assessment and discussion of FYE indicates the need to better place students in the FYE’s. For instance, half of our Health and Wellness students are pre-professional and should be in the STEM pathways which has made teaching the support course challenging. Also, student do not always enroll in enough FYE courses within a pathway to identify with that group. These concerns would significantly abate were we able to link FYE courses as other colleges are able. We need support in finding an IT solution. We are also encountered issues around scaling the program related to times blocks when courses are offered on campus. |

What program-level strengths have the assessment reflections revealed?

| Our Orientation is strong and students in FYE are persisting and succeeding at higher rates than those not and have access to career exploration in their areas. |

What actions has your discipline determined might be taken to enhance the learning of students completing your program?

| As noted, the ability to link courses would assist the program. Professional development around support course and linked assignments would support as well in addition to key classified support positions. |
Appendix D: A Few Questions

Please answer the following questions with "yes" or "no". For any questions answered "no", please provide an explanation. No explanation is required for "yes" answers. Write n/a if the question does not apply to your area. na

1. Have all of your course outlines been updated within the past five years?

2. Have you deactivated all inactive courses? (courses that haven’t been taught in five years or won’t be taught in three years should be deactivated)

3. Have all of your courses been offered within the past five years? If no, why should those courses remain in our college catalog?

4. Do all of your courses have the required number of CLOs completed, with corresponding rubrics? If no, identify the CLO work you still need to complete, and your timeline for completing that work this semester

5. Have you assessed all of your courses and completed "closing the loop" forms for all of your courses within the past three years? If no, identify which courses still require this work, and your timeline for completing that work this semester.

6. Have you developed and assessed PLOs for all of your programs? If no, identify programs which still require this work, and your timeline to complete that work this semester.

7. If you have course sequences, is success in the first course a good predictor of success in the subsequent course(s)?

8. Does successful completion of College-level Math and/or English correlate positively with success in your courses? If not, explain why you think this may be.
Appendix E: Proposal for New and Ongoing Initiatives and Projects (Complete for each initiative/project) Note: One form has been written for following projects, each numbered, as they relate to the overall objective to expand the program.

**Audience:** Deans/Unit Administrators, PRBC, Foundation, Grants Committee, Equity, BSC, College Budget Committee

**Purpose:** The project will require the support of additional and/or outside funding.

How does your project address the college's Strategic Plan goal, significantly improve student learning or service, and/or address disproportionate impact?

<table>
<thead>
<tr>
<th>Overall Objective: Expand and Develop FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to develop Math Jams</td>
</tr>
<tr>
<td>2. Develop and define the Collaborative Programs and Projects space in bld 100</td>
</tr>
<tr>
<td>3. Develop a FYE program for Veterans</td>
</tr>
</tbody>
</table>

What is your specific goal and measurable outcome? (Note: Complete the Equity/BSI proposal in Appendix E1 if you would like to request these funds and indicate “see Equity/BSI proposal for detail”)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students who participate in Math Jam will persist and succeed in Math courses at higher rates than those who don’t, and will potentially test into higher math levels.</td>
<td></td>
</tr>
<tr>
<td>2. Veterans who participate in FYE will persist and succeed at higher rates than those who don’t.</td>
<td></td>
</tr>
<tr>
<td>3. Students who use the Collaborative Programs and Projects area in Bld 100 will persist and succeed at higher rates than those who don’t.</td>
<td></td>
</tr>
</tbody>
</table>

What learning or service area outcomes does your project address? Where in your program review are these outcomes and the results of assessment discussed (note: if assessment was completed during a different year, please indicate which year).

**SAO #1 Students in our programs will persist and succeed at higher rates than those who do not participate in a Pathways or First Year Experience, discussed in Appendix B as well as “What Progress Have We Made.”**

What is your action plan to achieve your goal?

<table>
<thead>
<tr>
<th>Activity (brief description)</th>
<th>Target Completion Date</th>
<th>Required Budget (Split out personnel, supplies, other categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans FYE: schedule courses to serve basic skills veterans, develop materials, and recruit through the veterans center</td>
<td>Fall 2015</td>
<td>a. See Veteran’s Equity proposal (submitted by counseling), a permanent counselor assistant position is needed for FYE (currently temporary)</td>
</tr>
<tr>
<td>Math Jam: Select new coordinator, schedule jams, revise flyer, recruit, and assess.</td>
<td>See Math Jam Equity proposal below AND Summer Bridge Coordinator is needed</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Collaborative Program and Projects: gather user group to discuss the space.</td>
<td>Spring 2016</td>
<td>Hire permanent IA II</td>
</tr>
</tbody>
</table>

How will you manage the personnel needs?

<table>
<thead>
<tr>
<th>x</th>
<th>New Hires:</th>
<th>1</th>
<th>Faculty # of positions</th>
<th>50%</th>
<th>2</th>
<th>Classified staff # of positions</th>
</tr>
</thead>
</table>

☐ Reassigning existing employee(s) to the project; employee(s) current workload will be:

- Summer bridge ☐ Covered by overload or part-time employee(s)
- ☐ Covered by hiring temporary replacement(s)
- ☐ Other, explain ______

At the end of the project period, the proposed project will:

- ☐ Be completed (onetime only effort)
- x ☐ Require additional funding to continue and/or institutionalize the project (obtained by/from): Equity and general

Will the proposed project require facility modifications, additional space, or program relocation?

- ☐ No
- x ☐ Yes, explain: Collaborative Projects Area bld 100

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

- x ☐ No
- ☐ Yes, explain: ______

Do you know of any grant funding sources that would meet the needs of the proposed project?

- ☐ No
- ☐ Yes, list potential funding sources: Equity for the Math Jams and Veterans

**Appendix E1: Equity and Basic Skills Initiative Fund Requests:**

**Project Name:** Math Jams  
**Contact Name:** Deonne Kunkel, the Math Department, or Tim Dave  
**Division/Discipline/Program/Office:** Math and Science  
**Contact info:** (email, campus phone, and cell phone) dkunkel@chabotcollege.edu OR tDave@chabotcollege.edu

**Check the student success indicator(s) your project will address**

- **ACCESS:** Enroll more of a population group to match their representation in community.
- **X COURSE COMPLETION:** Increase success rates in identified courses.
- **X ESL AND BASIC SKILLS COMPLETION:**
  - Increase success rates in ESL or Basic Skills courses, and
  - Increase the completion of degree/transfer courses by ESL or Basic Skills students.
- **DEGREE AND CERTIFICATE COMPLETION:**
  - Increase percent of degrees/certificates among degree/certificate-seeking students.
- **X TRANSFER**
Increase percent of transfers to 4-year colleges among transfer-directed students.

Check the type of project you are proposing:

| Curriculum/Program improvement | Outreach |
| Direct student intervention | Instructional Support |
| Faculty development | Research and Evaluation |
| Other: | Coordination and Planning |

To determine whether your project can be funded by Equity funds:

1) Does your proposal address disproportionate impact for any of the following target student populations marked with an “X”? Please highlight the “X” that corresponds with your target populations.

(Equity funds must address specific opportunity gaps identified below with an “X”)

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Goal A: Access</th>
<th>Goal B: Course Completion / Success Rates</th>
<th>Goal C: ESL/Basic Skills Success</th>
<th>Goal D1: Degree Completion</th>
<th>Goal D2: Cert Completion</th>
<th>Goal E: Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students with disabilities</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Low-income</td>
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<td>Veterans</td>
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<td>X</td>
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<td>American Indian or Alaska Native</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>Asian</td>
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<tr>
<td>Black or African American</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Hawaiian or Pacific Islander</td>
<td></td>
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</tr>
<tr>
<td>White</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

2) COLLABORATIVE PARTNERS

In what ways does your project include collaboration between academic and student services and/or with the community? (Equity proposals that partner to reach target populations are prioritized over proposals that do not)

Math Jam collaborates with Puente and Daraja to recruit students and will collaborate with the Veterans’ center as well. Thus far, Jams that partner are our most successful.
To determine how your project fits into your discipline’s or program’s planning:

1) Is your project mentioned in your area’s latest program review?
   _X_ Yes    __ No

2) Does your immediate administrator support this project?
   __ No   _X_ Yes

3) How have you shared this proposal with others in the relevant area, discipline, or division? When did this conversation take place and who was involved?

Yes. I visited Math at the time the original Jams were developed and collaborated with them via email this second round as well as in person during STEM advisory meetings. We discussed revisions to the budget and determined that that I would submit the proposal.

PROJECT GOALS, ACTIVITIES, BUDGET, OUTCOMES, AND EVALUATION

GOAL
What does your project hope to achieve overall?

Students who participate in Math Jam will persist and succeed in Math courses at higher rates than those who don’t, and will potentially test into higher math levels. Accelerating through Math will support them to completion.

DOCUMENTING NEED AND SOLUTION
Please provide data to support the need for your project and the solution you propose.

Math Jam is designed to support students through the Math sequence. Ample data indicates that Math presents a significant barrier to completion at Chabot. The majority of our student test into basic skills Math and those who test into the lowest level have only a 7% chance of meeting their transfer requirements after six years of attendance at Chabot. African Americas are over-represented in this group (See “Outcomes by Ethnicity” at http://www.chabotcollege.edu/IR/StudentSuccess/EquityDatabyEthnicitySpring2014revised.pdf )

Equity data presented to the Equity committee verifies that African Americans, Latinos, and Pacific Islanders assess into Basic Skills Math at higher rates than the college Average and both African Americans and Pacific Islanders succeed at lower rates. (See “Student Groups Most Underrepresented on Equity” at http://www.chabotcollege.edu/IR/StudentSuccess/EquityIndicatorsByUnderrepresentedGroup_Fall2014.pdf )

Math Jam was designed to address this issue by preparing students re-assess into higher levels of Math and to be more successful in their Math classes at whatever level they assessed. Initial data indicates that our pilot was most successful for the student populations it was designed to support. 102 students participated in eight sections of Math Jams. 22% of these students were African American and 42% were Latino. 2% were Pacific Islanders and only 6% were white, the lowest two demographics represented. On average, 36% of students who reassessed tested into at least one level higher. African
Americans, who participated at higher rates than the college average for their demographic, tested into a higher levels of Math at the rate of 45% and Latinos assessed into higher Math classes at a rate of 37%. At the end of Fall semester 2015, we will examine success rates to see whether student who participated in a Jam were as or more successful than peers who did not.

ACTIVITIES
Please list all the activities (A.1, A.2, A.3, etc.) that you propose to do to reach your goal. List activities by target date in chronological order. Identify the responsible person/group for each activity, and who will be involved.

Following the process established during the pilot, the Math Department will select a coordinator who will draft marketing materials, manage logistics and work with the Math and Science dean to schedule the Jams and find instructors. The work of scheduling the classes will be completed prior to the Summer 2016 course schedule deadline. Jams will be offered throughout the summer beginning in June.

BUDGET
Provide a budget that shows how the funds will be spent to support the activities.

If we enroll 200 students, twice as many as last year we will need the following:
- 8,000 for coordination (a $2,000 reduction from last year’s budget)
- 4,000 for food
- 2,000 for Learning Assistants at 9.50 per hour
- 800 for ALEKS at $38 per person
Total: 14,800.00

EXPECTED OUTCOMES and EVALUATION
How will you know whether or not you have achieved your goal?
What measurable outcomes are you hoping to achieve for the student success indicator and target population you chose?
How will you identify the students who are affected (are they part of a class, a program, or a service, or will you need to track them individually)?

We will run success and demographic data on Math Jam participates and coordinate with the Assessment Center to track how many students assess into higher levels of Math.
Appendix F1A: Full-Time Faculty Request(s) [Acct. Category 1000]

**Audience:** Faculty Prioritization Committee and Administrators

**Purpose:** Providing explanation and justification for new and replacement positions for full-time faculty

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Cite evidence and data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success and retention data, and any other pertinent information. Data is available at: [http://www.chabotcollege.edu/programreview/Data2015.asp](http://www.chabotcollege.edu/programreview/Data2015.asp)

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. You can find the template for the spreadsheet here: [http://www.chabotcollege.edu/prbc/academicprogramreview.asp](http://www.chabotcollege.edu/prbc/academicprogramreview.asp). Add your requests to your spreadsheet under the 1000a tab and check the box below once they've been added.

Total number of positions requested (*please fill in number of positions requested*): ______________

☐ Summary of positions requested completed in Program Review Resource Request Spreadsheet (*please check box to left*)

---

**CHABOT COLLEGE CRITERIA FOR FILLING CURRENT VACANCIES OR REQUESTING NEW FACULTY POSITIONS**

**Discipline ____________**

**Criteria 1.** Percent of full-time faculty in department.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTEF (Contract)</strong></td>
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<td></td>
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<tr>
<td><strong>FTEF (Temporary)</strong></td>
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<td></td>
<td></td>
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<tr>
<td># of Contract Faculty</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Recently Retired Faculty (in last 3 yrs)</th>
<th>Date Retired</th>
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</thead>
</table>
Criteria 2.  Semester end departmental enrollment pattern for last three years.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>FTES:</td>
<td></td>
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</tbody>
</table>

Briefly describe how a new hire will impact your success/retention rates.

2b. Librarian and Counselor faculty ratio. Divide head count by the number of full time faculty. For example, 8000 students divided by 3 full time faculty, 1:2666

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<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
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</table>

Criteria 3.  Meets established class size.

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<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td>WSCH</td>
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<td></td>
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<tr>
<td>FTES:</td>
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<tr>
<td>WSCH/FTES</td>
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</table>

If there are any external factors that limit class sizes, please explain.
Criteria 4. Current instructional gaps and program service needs. List the courses to fill the gaps, if applicable.

Criteria 5. Describe how courses and/or services in this discipline meet PRBC’s three tier criteria. These include:

- **Tier 1**: outside mandates (e.g. to ensure the licensure of the program.)
- **Tier 2**: program health, (e.g. addresses gaps in faculty expertise and creates pathways, alleviates bottlenecks, helps units where faculty have made large commitments outside the classroom to develop/implement initiatives that support the strategic plan goal, and helps move an already successful initiative forward.
- **Tier 3**: Student need/equity, (e.g. addresses unmet needs as measured by unmet/backlogged advising needs, bottlenecks in GE areas and basic skills, impacted majors in which students cannot begin or continue their pathway.)
Criteria 6. Upon justification the college may be granted a faculty position to start a new program or to enhance an existing one.

Is this a new program or is it designed to enhance an existing program? Please explain.

<table>
<thead>
<tr>
<th>Degree/Certificate</th>
<th># Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2012 2012-2013 2013-2014</td>
<td></td>
</tr>
<tr>
<td>AA requirement</td>
<td></td>
</tr>
<tr>
<td>GE transfer requirement</td>
<td></td>
</tr>
<tr>
<td>Declared major</td>
<td></td>
</tr>
</tbody>
</table>

Criteria 7. CTE Program Impact.

Criteria 8. Degree/Transfer Impact (if applicable)
List the Certificates and/or AA degrees that your discipline/program offers. Provide information about the number of degrees awarded in the last three years.

Criteria 9. Describe how courses and/or services in this discipline impact other disciplines and programs. Be brief and specific. Use your program review to complete this section.
Criteria 10. Additional justification e.g. availability of part time faculty (day/evening)
Please describe any additional criteria you wish to have considered in your request.
Appendix F1B: Reassign Time Request(s) [Acct. Category 1000]

**Audience:** Administrators

**Purpose:** Provide explanation and justification for work to be completed. (Note: positions require job responsibility descriptions that are approved by the appropriate administrator(s).)

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Cite evidence and data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success and retention data, and any other pertinent information. Data is available at [http://www.chabotcollege.edu/programreview/Data2015.asp](http://www.chabotcollege.edu/programreview/Data2015.asp)

Currently, faculty time to develop pathways is supported by the CPT grant. Not all pathways fall under the industry sectors supported by the grant, though, and not all FYE cohorts easily transect with pathways and hence not all leads can/or should receive CPT grant funding. Currently, the Business Pathway is in need of funded reassign time and next year the Arts FYE will as well. Similarly, the STEM FYE may be better served if funded through alternative sources. Further, in the future when grant funds subside, the college will need to institutionalize faculty reassign time to maintain websites and plan activities for students. A reasonable start to support FYE and Pathways that aren’t grant funded and to establish a baseline for the future would be 9 CAH.

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. Add your requests to your spreadsheet under the 1000b tab and check the box below once they’ve been added.

Total number of hours requested and the type of contact hour: 15 CAH (as stipend at the F hour rate that is approximately 9.5 per lead per week. As load the hours and/or expense would differ)

☒ Summary of hours requested completed in Program Review Resource Request Spreadsheet (please check box to left)
Appendix F2A: Classified Staffing Request(s) [Acct. Category 2000]

**Audience:** Administrators, PRBC, Classified Prioritization Committee

**Purpose:** Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions (new, augmented and replacement positions). Remember, student assistants are not to replace Classified Professional staff.

**Instructions:** Please complete a separate Classified Professionals Staffing Request form for each position requested and attach form(s) as an appendix to your Program Review.

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet AND a separate Classified Professionals Staffing Request form must be completed for each position requested. Add your requests to your spreadsheet under the 2000a tab and check the box below once they’ve been added.

Please click here to find the link to the Classified Professionals Staffing Request form:
http://www.chabotcollege.edu/prbc/APR/2016-17%20Classified%20Professionals%20Staffing%20Request%20Form.pdf
This is a fillable PDF. Please save the form, fill it out, then save again and check the box below once you’ve done so. Submit your Classified Professionals Staffing Request form(s) along with your Program Review Narrative and Resource Request spreadsheet.

**Total number of positions requested (please fill in number of positions requested):** 5

☑ Separate Classified Professionals Staffing Request form completed and attached to Program Review for each position requested (please check box to left)

☑ Summary of positions requested completed in Program Review Resource Request Spreadsheet (please check box to left)
Appendix F2B: Student Assistant Requests [Acct. Category 2000]

**Audience:** Administrators, PRBC

**Purpose:** Providing explanation and justification for student assistant positions. Remember, student assistants are not to replace Classified Professional staff.

**Instructions:** Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal, safety, mandates, and accreditation issues. Please cite any evidence or data to support your request. If these positions are categorically funded, include and designate the funding source of new categorically-funded positions where continuation is contingent upon available funding.

Rationale for proposed student assistant positions:

How do the assessments that you preformed to measure student learning outcomes (SLO’s) or service area outcomes (SAO’s) support this request?

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. Add your requests to your spreadsheet under the 2000b tab and check the box below once they’ve been added.

- Total number of positions requested *(please fill in number of positions requested)*: ____________

- Summary of positions requested completed in Resource Request Spreadsheet *(please check box to left)*

Appendix F3: FTEF Requests

**Audience:** Administrators, CEMC, PRBC
**Purpose:** To recommend changes in FTEF allocations for subsequent academic year and guide Deans and CEMC in the allocation of FTEF to disciplines. For more information, see Article 29 (CEMC) of the Faculty Contract.

**Instructions:** In the area below, please list your requested changes in course offerings (and corresponding request in FTEF) and provide your rationale for these changes. Be sure to analyze enrollment trends and other relevant data at [http://www.chabotcollege.edu/ProgramReview/Data2015.asp](http://www.chabotcollege.edu/ProgramReview/Data2015.asp)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CURRENT FTEF (2015-16)</th>
<th>ADDITIONAL FTEF NEEDED</th>
<th>CURRENT SECTIONS</th>
<th>ADDITIONAL SECTIONS NEEDED</th>
<th>CURRENT STUDENT # SERVED</th>
<th>ADDITIONAL STUDENT # SERVED</th>
</tr>
</thead>
</table>

Audience: Administrators, PRBC, Learning Connection

Purpose: Providing explanation and justification for new and replacement student assistants (tutors, learning assistants, lab assistants, supplemental instruction, etc.).

Instructions: Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

Spreadsheet: To be considered, requests must be added to the Resource Request Spreadsheet. Add your requests to your spreadsheet under the 2000b tab and check the box below once they’ve been added.

Total number of positions requested (please fill in number of positions requested): 18

☐ Summary of positions requested completed in Program Review Resource Request Spreadsheet (please check box to left)

Rationale for your proposal based on your program review conclusions. Include anticipated impact on student learning outcomes and alignment with the strategic plan goal. Indicate if this request is for the same, more, or fewer academic learning support positions.

To support Math Jams and FYE, we request LA’s for all FYE Math courses and Math Jams. Success data confirms that Learning Assistants support course success.

How do the assessments that you performed to measure student learning outcomes (SLO’s) or service area outcomes (SAO’s) support this request?

Each of the classes that use Learning Assistant assess their student learning outcomes and document results in Program Review. Similarly, FYE assess its SAO’s and tracks student success. Discussion around assessment is incorporated into programs review, see Appendix C.
Appendix F5: Supplies Requests [Acct. Category 4000]

**Audience:** Administrators, Budget Committee, PRBC

**Purpose:** To request funding for supplies and service, and to guide the Budget Committee in allocation of funds.

**Instructions:** In the area below, please list both your anticipated budgets and additional funding requests for categories 4000. Do NOT include conferences and travel, which are submitted on Appendix F6. Justify your request and explain in detail the need for any requested funds beyond those you received this year. Please also look for opportunities to reduce spending, as funds are limited.

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. Follow the link below and check the box below once they’ve been added.

- SUPPLIES tab (4000) completed in Program Review Resource Request Spreadsheet (please check box to left)

How do the assessments that you preformed to measure student learning outcomes (SLO’s) or service area outcomes (SAO’s) support this request?

To meet out objectives, faculty need access to supplies to assist in marketing and planning activities for students. Assessment reveals the need to build identity among FYE participants.
Appendix F6: Contracts & Services, Conference & Travel Requests [Acct. Category 5000]

**Audience:** Staff Development Committee, Administrators, Budget Committee, PRBC

**Purpose:** To request funding for contracts & services and conference attendance, and to guide the Budget and Staff Development Committees in allocation of funds.

**Instructions:** Please list specific conferences/training programs, including specific information on the name of the conference and location. Your rationale should discuss student learning goals and/or connection to the Strategic Plan goal.

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. Follow the link below and check the box below once they’ve been added.

1. **There should be a separate line item for each contract or service.**
2. **Travel costs should be broken out and then totaled (e.g., airfare, mileage, hotel, etc.)**

![TRAVEL/SERVICES tab (5000) completed in Program Review Resource Request Spreadsheet (please check box to left)]

**Rationale:**

Instructors teaching in FYE would benefit from Professional Development. Two conference in particular would allow them time to collaborate and design, The National Summer Institute on Learning Communities to be held in WA at Evergreen State College July 11-15 and the National Resource Center First Year Experience and Students in Transition Conference, location and dates not yet announced for next year.

How do the assessments that you preformed to measure student learning outcomes (SLO’s) or service area outcomes (SAO’s) support this request?

Assessment of FYE indicates that faculty in FYE and/or teaching in pathways have not had time to collaborate with each other. Students may not “feel” like they are in a Pathway or FYE.
Appendix F7: Technology and Other Equipment Requests [Acct. Category 6000]

**Audience:** Budget Committee, Technology Committee, Administrators

**Purpose:** To be read and responded to by Budget Committee and to inform priorities of the Technology Committee.

**Instructions:** Please fill in the following as needed to justify your requests. If you're requesting classroom technology, see [http://www.chabotcollege.edu/audiovisual/Chabot%20College%20Standard.pdf](http://www.chabotcollege.edu/audiovisual/Chabot%20College%20Standard.pdf) for the brands/model numbers that are our current standards. If requesting multiple pieces of equipment, please rank order those requests. Include shipping cost and taxes in your request.

**Spreadsheet:** To be considered, requests must be added to the Resource Request Spreadsheet. Follow the link below and check the box below once they've been added.

☐ EQUIPMENT tab (6000) completed in Program Review Resource Request Spreadsheet (please check box to left)

Please follow the link here to make your request and summarize below [http://intranet.clpccd.cc.ca.us/technologyrequest/default.htm](http://intranet.clpccd.cc.ca.us/technologyrequest/default.htm)
Appendix F8: Facilities Requests

**Audience:** Facilities Committee, Administrators

**Purpose:** To be read and responded to by Facilities Committee.

**Background:** Although some of the college's greatest needs involving new facilities cannot be met with the limited amount of funding left from Measure B, smaller pressing needs can be addressed. Projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, and equipping of classrooms, labs, sites and facilities." In addition to approving the funding of projects, the FC participates in addressing space needs on campus, catalogs repair concerns, and documents larger facilities needs that might be included in future bond measures. Do NOT use this form for equipment or supply requests.

**Instructions:** Please fill in the following as needed to justify your requests. If requesting more than one facilities project, please rank order your requests.

Brief Title of Request (Project Name):

Building/Location:

Type of Request

| ____ |  ____ |
| Space Need | Building Concern |
| Small Repair | Larger Facility Need |
| Large Repair | Other (grounds, signage...) |

Description of the facility or grounds project. Please be as specific as possible.

What educational programs or institutional purposes does this request support and with whom are you collaborating?

Briefly describe how your request supports the Strategic Plan Goal?