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__X__ Year 1

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YEAR ONE

1. Where We've Been
The EMS Program is within the Health, Kinesiology and Athletics Department, and has historically worked most closely with the nursing program in the sharing of facilities, some resources, and some faculty members.

There are four main classes that are offered with the goal of training students to become Emergency Medical Technicians.

EMS 1 is a First Responder course. In this class students are giving an introduction into emergency care and basic treatment of injuries. This class provides students with the basic knowledge and skills to manage many medical and trauma related emergencies; includes cardiopulmonary resuscitation and prevention of disease transmission. Students receive a Basic Life Support Healthcare Provider certification from the EMS 1 class as well as an Emergency Medical Responder Certification. Both the CPR and Emergency Medical Responder Certification are prerequisites to enroll in the EMT course.

EMS 2 is an Emergency Medical Technician course. This class provides training in foundation skills and the EMT-1 certification is the minimum requirement for ambulance attendants and most entry level firefighter positions. EMT-1 certification is also required for entry into a paramedic program. In this class students expand upon their knowledge of Emergency Medical Response and apply a developed understanding of medical conditions, disease processes, causes of injury and illness, trauma, and other areas of emergency medicine. Students are taught basic life support skills as mandated by county, state, and national registry standards. The Chabot College EMS Program has a robust clinical program designed to meet state mandated clinical requirements and provide EMT students with a diverse and dynamic real world experience. Our goal is to ensure that each student gets a clinical observation experience on a basic life support ambulance, an advanced life support ambulance (20-24 hours), and in an emergency department at a local hospital (8-16 hours).

The goal for students taking the EMT course is to be able to earn a course completion certificate and in conjunction with passing the National Registry EMT Exam, will be able to become a county and state certified EMT.

EMS 2W is a Patient Stabilization, Extrication and Triage Course. This course is a co-requisite course to EMS 2. Students are required to attend this one day course along with EMS 2 to earn an EMT course completion certificate. In this class, students are taught how to effectively and safely extricate patients from various types of vehicles, as well as stabilize trauma patients and package patients for safe transportation to a hospital.

EMS 4 is an EMT Refresher Course. The EMT Refresher Course is a multi week course designed to provide current EMTs with the 24 hours of ongoing education, training, and skill testing required to continue to be certified EMTs. This course is a
requirement for all EMT training providers. Students who take the EMS 4 may also recertify their CPR certification.

The EMS classes are all face to face classes
There are no full time faculty the program is conducted by part time faculty who work full time in the industry

Career pathway:
The EMS pathway meets the minimum requirement for ambulance attendants and most entry level firefighter positions. This EMS sequence of classes is required for entry into a paramedic program. Career pathway options

2. Where We Are Now
It should be noted that the EMS course meets student learning outcomes and program learning outcome through the program’s county accreditation.

County Accreditation Renewal:
Chabot College EMT Program (EMS 2, 2W, 3 & 4) was renewed in 2012, with the Alameda County Emergency Medical Services Agency. Re-accreditation will be due in January of 2016.

Success and persistence rates from IR data

1. EMS 1 (previously Health 61) Prerequisite to EMS 2
   This is a rigorous course with didactic and skills component. Each student has to maintain attendance successfully pass the objective exams and all skills competencies.
   From fall 2011- Spring 2014 the overall success rate was 62%, this number reflects the attrition and non success based on the student completing the rigors of the course.

2. EMS 2 (previously Health 81)
   This course is even more rigorous that EMS 1, Students are taught basic life support skills as mandated by county, state, and national registry standards. This class provides training in foundation skills and the EMT-1 certification is the minimum requirement for ambulance attendants and most entry level firefighter positions. There are Objective tests, skills competencies, and clinical experience.
From fall 2011- Spring 2014 the overall success rate was 58%, this number reflects the attrition and non success based on the student completing the rigors of the course.

3. EMS 2W (Previously Health 83)
The students in this required course are concurrently enrolled in EMS 2. This is a one day hands on class held later in the semester after the “W” date.
From fall 2011- Spring 2014 the overall success rate was 89%.

4. EMS 4 Previously Health 85 this course is the EMT refresher course.
All State of California certified EMT's must re-certify every 2 years to maintain their certification.
To re-certify, an EMT in the state of California must complete 24 hours of continuing education and pass a skills competency verification examination.
From fall 2011- Spring 2014 the overall success rate was 97%, this success is based on the fact the that the EMTs have already certified and working but need this course to maintain certification therefore employment

The EMS program falls under the career technical education umbrella.
Over the next three years, the improvements in the program(s) to improve student learning would be:
a. Obtain appropriate funding and coordinator for the EMS director who is also the designated clinical coordinator. The role of the EMS director has historically been a combined position that accomplishes the dual role of Program Coordinator and Clinical Coordinator. In recent years, the role of Clinical Coordinator has become increasingly more complex and requires significantly more time than ever before. The hourly need for the Clinical Coordinator is roughly 1 instructor hour per student which includes the collection, documentation and distribution of required immunizations and training documents, and the required site training and site specific waivers and releases required prior to each observation. In addition, each clinical site requires several hours for ongoing site-specific requirements. The hourly need for each clinical site is 8 hours per site per year.
While the EMT Program currently utilizes three main clinical providers, this should be expanded to five clinical providers to meet the increasing demands of the students. With an average class size of 40 students per semester, and the need to expand the number of clinical providers from three to five, the hourly need for the Clinical Coordinator Position is 120 hours per year.

The current allocation for the Clinical Coordinator is less than 20 hours per year. This time allotment has resulted in instructors being required to volunteer a high level of hours to meet minimum requirements, several areas of deficiency and potential exposure for the CLPCCD.

For example, clinical site contracts are required and need to be updated and maintained periodically to ensure that each student is insured from liability for the duration of their experience. Hospital sites are requiring students to complete new employee site-specific training, as well as requiring scanned
documentation of releases of liability, immunizations, flu shots, and CPR certifications. Ambulance companies are requiring documentation of releases of liability, a pre-clinical class specific to ambulance company operations, immunizations, CPR certifications and fit testing of P-100 masks.

Additionally, due to the severe discrepancy in the hours allotted for the Clinical Coordinator and the necessary time to complete the tasks involved, students are not allowed any flexibility in scheduling options for their clinical experiences. This has had a highly negative impact for students who use public transportation, those who do not drive, those who have work or child care obligations outside of class, and other students who cannot make 12 hour time commitments on short notice and at destinations outside of the college.

Currently $1500 is paid to the director this should be $3000 and actually this should be increased to $4000 as it was before budget cuts. Remember the EMS director is a part time faculty member. Currently this position is funded out of 2380, Professional Specialist, it should be funded of 1480, which is Adjunct Release, which is more appropriate more appropriate

b. If the position was fully funded the EMS Director could work to improve involvement with program Review, curriculum development, integrating technology in the classroom, supporting students with special needs or documented accommodations, recruitment, retention, updating textbooks and other academic resources to meet the developing needs of the students, and basic instructor access. These are all areas that have not been addressed in several years.

The inability to address these several important areas of program management has resulted in a lack of recruitment, enrollment, and retention in the EMT Program. Initial enrollment in the program has seen a decline in recent years and has not rebounded despite a significant increased demand in the regional job market for EMTs. Additionally, student retention has been an area of significant concern. While the EMT program is challenging, and some students may not be well suited to complete the course, there is an ever present need for some students to get additional instructor support beyond what is currently available.

c. There is a need to increase the instructional assistant pool for weekly skills labs and the required skills testing mandated by the County. The required ratio of instructional assistant to students is 1:10
Currently the budget is $10,500 for IA's in EMS 2. This should be upped to $12,000.

d. Increase the EMS coordinator Office Hours:
A need exists to increase the EMT Program Coordinator weekly office hours from 1 hour per week to 2 hours per week.
e. Continuous Minimum Standard Equipment Need:

Students are required to have 1 P-100 mask with him or her to complete their clinical observation on an ALS Ambulance. P-100 masks cost about $15 each and the costs vary depending on market factors. The amount needed vary based on the class size. This continuous cost needs to be addressed in the future, as it is a basic minimum safety requirement for students to complete the course.

f. EMS 1 does not utilize instructional assistants at present the instructor of record has to run each student through the required competencies

B. What’s Next?

What goals do you have for future program improvement?

There are several goals for future program improvement including:

- continuing to update the course curriculum with the most up to date student and instructor academic resources, equipment, and technology.
- the EMT program aims to improve passing rates on the National Registry EMT Exam; incorporate greater access to post-program employment;
- develop pathways for continued education and employment for students inside and outside of EMS;
- take advantage of existing Chabot College resources currently not utilized.
- the EMT program also seeks to improve the support of each of our classes through increased skill instructor hours.

What ideas do you have to achieve these goals?

To update the course curriculum with the most up to date student and instructor resources we will continue to work closely with our publisher to take advantage of the most recent text book edition available, the most recent instructor resources available, and investigate new products and academic delivery systems.

To update the course with the most up to date equipment we will take advantage of every avenue possible to procure the latest in industry standard equipment. This may include grants, one-time funding mechanisms through Chabot College or CLPCCD, requests through unit plans or program review, private donations, or partnerships with other Chabot programs like the Nursing Program.

To update the course with the most up to date technology we will continue to look for new ways to make our educational delivery more interactive, incorporating more multimedia resources, relying on Internet based mediums for delivery and completion of
homework and auxiliary assignments, and redevelopment of web-based testing that is similar in nature to the required NREMT exam.

The Chabot EMT program has always had a National Registry EMT passing rate far greater than the national average. We would like to continue that historic trend, as well as improve recent scores by providing far greater student support in taking the exam. We would like to provide students with one of several well-developed web-based NREMT exam preparation services. We would like to ensure that each student is registered for the exam prior to completing the course, and encourage each student to take the exam shortly following completion of the course. With targeted instructor support, students will have a far greater opportunity to pass the required exam on their first attempt.

The EMT program would like to continue to provide greater access to post-program employment by improving our relationships with employers within the region who have an ever-present need for highly trained medical professionals. This need has shown a sharp increase in demand recently and recruiters are reaching out to us monthly requesting access to our developing candidate pool. One of the greatest contributors to improving this pathway is through developing clinical opportunities for our students with potential employers. These opportunities showcase our students to the employers and provide a recruitment opportunity for employers who are striving to fill employment gaps.

The EMT program would like to develop pathways for continued education and employment for students inside and outside of EMS. This would be accomplished through developing clear educational avenues for students to take what they have learned in our program and be able to apply it to more advanced programs in paramedicine, fire science, nursing, other areas of medicine, medical technology, law enforcement, and health care. Additionally, exposing students to career development opportunities as an EMT in non-traditional roles ensures that more students have a clear pathway for successful employment following completion of our program.

The EMT program would like to take advantage of existing Chabot College resources currently not utilized, resources such as:

- the cadaver lab where students can get hands on experience seeing and feeling anatomy of the human body,
- the computer lab, where we could ensure students can get the academic support to register for National Registry EMT exams, certification, and county EMS certification,
- the simulation lab that is currently utilized by the nursing program to aide in patient assessment and treatment.

The EMT program also seeks to improve the support of each of our classes through increased skill instructor hours.

- Currently EMS 1 does not have any skill instructor hours available for skill instruction and relies heavily on volunteer instructors to achieve foundation level objectives.
Currently EMS 4 does not have any skill instructor hours available for skill review and testing. This course relies heavily on volunteer instructors and skills proctors to achieve foundation level objectives. To achieve the goal of meeting foundation level objectives and enhancing the delivery on education each of these classes needs to be reviewed and enhanced to meet the specific objectives of the course.

What must change about the institution to enable you to make greater progress in improving student learning and overall student success?

There are two challenges in achieving each of the stated goals. First, for equipment needs, the program needs budget support through varying funding mechanisms.

The second challenge to achieving any of the stated goals is time. The EMT program currently relies on volunteerism to complete many foundation-level objectives. Simply stated, just keeping students in the seats requires more instructor hours than are currently provided. By increasing the number of instructor hours, program coordinator hours, and clinical coordinator hours, the EMT program could achieve each of the stated goals.

What are your longer-term vision(s) and goals for your program?

Long-term the EMT program seeks to fulfill the needs of the community, students, and employers through continuing to develop, train, educate, and support past, present, and future EMTs. Recently there has been an unprecedented commitment to vocational education at the high school level. Regional occupation programs, and “pathway” development is happening throughout our region and is well funded. The long-term impact of that commitment will be a higher demand for medical training and education from future students. We expect our enrollment and demand for each of the classes in our program to sharply increase in the coming years as high school students are being exposed to medical occupations more than ever before.

Additionally, employment in this sector remains an area of continued growth. Throughout the health care industry, and especially in emergency medicine, employers are having a difficult time filling vacancies, as there are not enough well qualified candidates in the job market. Filling this void requires that Chabot and other community colleges meet this demand by having the flexibility to increase the footprint of their existing programs.

As current foundation level needs are addressed and required support for current needs are met, we will continue to evaluate long-term needs.
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>2013-14 Budget Requested</th>
<th>2013-14 Budget Received</th>
<th>2014-15 Budget Requested</th>
<th>2014-15 Budget Received</th>
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</thead>
<tbody>
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<td>Classified Staffing (# of positions)</td>
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<td>12000</td>
<td>14000</td>
<td>12000</td>
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<td>Other</td>
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There is a need to set up a specific supply budget for the EMS Courses. Past practice is that supplies are purchased within the supply budget of nursing and medical assisting.

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.

Some of the monies the programs has received have helped to program in terms of improved student learning. However the budget fell short with more monies in the area of Program director coordination, Instructional assistants and instructional equipment there would be further positive impacts in improved student learning, and retention

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?

Looking at the success date it is clear that with more funding for Instructional assistants and instructional equipment would assist the student meet the didactic and skills competencies.
Appendix B1: Student Learning Outcomes Assessment Reporting Schedule

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

*Please note that EMS 2, 2W and 4 are accredited courses meeting the learning outcomes of county accreditation*

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.

- □ 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><em>CTL forms must be included with this PR.</em></td>
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<td><em>Note: These courses must be assessed in the next PR year.</em></td>
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Appendix B2: “Closing the Loop” Course-Level Assessment Reflections.

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Semester assessment data gathered</td>
</tr>
<tr>
<td>Number of sections offered in the semester</td>
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<tr>
<td>Number of sections assessed</td>
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<tr>
<td>Percentage of sections assessed</td>
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<tr>
<td>Semester held “Closing the Loop” discussion</td>
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<tr>
<td>Faculty members involved in “Closing the Loop” discussion</td>
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</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>
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<td>*(CLO) 2:</td>
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<td>*(CLO) 3:</td>
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<td>*(CLO) 4:</td>
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</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?
PART II: COURSE-LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:
1. How do your current scores match with your above target for student success in this course level outcome?

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

B. COURSE-LEVEL OUTCOME (CLO) 2:
1. How do your current scores match with your above target for student success in this course level outcome?

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?
C. COURSE-LEVEL OUTCOME (CLO) 3:
1. How do your current scores match with your above target for student success in this course level outcome?

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

D. COURSE-LEVEL OUTCOME (CLO) 4:
1. How do your current scores match with your above target for student success in this course level outcome?

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

E. COURSE-LEVEL OUTCOME (CLO) 5: ADD IF NEEDED.
PART III: COURSE REFLECTIONS AND FUTURE PLANS

1. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

2. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

3. What is the nature of the planned actions (please check all that apply)?
   - Curricular
   - Pedagogical
   - Resource based
   - Change to CLO or rubric
   - Change to assessment methods
   - Other: ____________________________________________________________
Appendix C: Program Learning 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: ______

- PLO #1:

- PLO #2:

- PLO #3:

- PLO #4:

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

What program-level strengths have the assessment reflections revealed?

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

Program: ______

- PLO #1:

- PLO #2:

- PLO #3:

- PLO #4:

What questions or investigations arose as a result of these reflections or discussions?
What program-level strengths have the assessment reflections revealed?

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

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

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) 
   No

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

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 
   No see note regarding county accreditation

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. 
   No

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. 
   No

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

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. 
   There is no English or math requirement for the EMS course sequence
Appendix E: Proposal for New Initiatives (Complete for each new initiative)

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

**Purpose:** A “New Initiative” is a new project or expansion of a current project that supports our Strategic Plan. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding both internal and external funding.

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

What is your specific goal and measurable outcome?

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>
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How will you manage the personnel needs?

- [ ] New Hires: Faculty # of positions  Classified staff # of positions
- [ ] Reassigning existing employee(s) to the project; employee(s) current workload will be:
  - [ ] 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)
☐ Require additional funding to continue and/or institutionalize the project (obtained by/from): ______

Will the proposed project require facility modifications, additional space, or program relocation?
☐ No ☐ Yes, explain: ______

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
☐ 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:
Appendix F1: Full-Time Faculty/Adjunct Staffing 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 and adjuncts

**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/Data2013.cfm](http://www.chabotcollege.edu/ProgramReview/Data2013.cfm).

1. Number of new faculty requested in this discipline: ___

**STAFFING REQUESTS (1000) FACULTY**

<table>
<thead>
<tr>
<th>Faculty (1000)</th>
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<tbody>
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<td>Position</td>
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Rationale for your proposal. Please use the enrollment management data. Data that will strengthen your rationale include FTES trends over the last 5 years, FT/PT faculty ratios, recent retirements in your division, total number of full time and part-time faculty in the division, total number of students served by your division, FTEF in your division, CLO and PLO assessment results and external accreditation demands.

2. Statements about the alignment with the strategic plan and your student learning goals are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.
Appendix F2: Classified Staffing Request(s) including Student Assistants [Acct. Category 2000]

**Audience:** Administrators, PRBC

**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 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 this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

1. Number of positions requested: _____

### STAFFING REQUESTS (2000) CLASSIFIED PROFESSIONALS

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<th>Position</th>
<th>Description</th>
<th>Program/Unit</th>
<th>Division/Area</th>
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### STAFFING REQUESTS (2000) STUDENT ASSISTANTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
<th>Program/Unit</th>
<th>Division/Area</th>
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</tbody>
</table>
2. Rationale for your proposal.

3. Statements about the alignment with the strategic plan and program review are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.
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/Data2013.cfm](http://www.chabotcollege.edu/ProgramReview/Data2013.cfm).

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CURRENT FTEF (2014-15)</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>
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<tbody>
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</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.

1. Number of positions requested:

2. If you are requesting more than one position, please rank order the positions.

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EMS program director/clinical coordinator</td>
<td>There are currently minimum paid hours for the director which also included clinical coordinator These hours must be funded to the pre budget cut level of compensation</td>
</tr>
<tr>
<td>2. learning assistants</td>
<td>To assist with skills lab and mandatory skills competency testing,</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</tbody>
</table>

3. 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.

The mandated instructor student ratio in EMS is 1:10. The class size is 44 therefore a minimum of 3-4 instructional assistants are required each class session
Appendix F5: Supplies & Services Requests [Acct. Category 4000 and 5000]

**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 current and requested budgets for categories 4000 and 5000 in priority order. Do NOT include conferences and travel, which are submitted on Appendix M6. Justify your request and explain in detail any requested funds beyond those you received this year. Please also look for opportunities to reduce spending, as funds are very limited.

**Supplies Requests [Acct. Category 4000]**

**Instructions:**
1. There should be a separate line item for supplies needed and an amount.
   - For items purchased in bulk, list the unit cost and provide the total in the “Amount” column.
2. Make sure you include the cost of tax and shipping for items purchased.

**Priority 1:** Are critical requests required to sustain a program (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

**Priority 2:** Are needed requests that will enhance a program but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

**Priority 3:** Are requests that are enhancements, non-critical resource requests that would be nice to have and would bring additional benefit to the program.

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15 Request</th>
<th>2015-16 Request</th>
<th>Vendor</th>
<th>Division/Unit</th>
<th>Priority #1</th>
<th>Priority #2</th>
<th>Priority #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requested</td>
<td>Received</td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airway manikins</td>
<td>4</td>
<td></td>
<td>$1795 each</td>
<td>Laerdal</td>
<td>Health</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Kinesiology &amp; Athletics</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military MAST II Medical Anti-Shock Trousers</td>
<td>1</td>
<td></td>
<td>$120</td>
<td>e-bay</td>
<td>Health</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Kinesiology &amp; Athletics</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Supplier</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED trainers</td>
<td>4</td>
<td>$403 each</td>
<td>AHA Channing&amp;Bete</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Suction units</td>
<td>2</td>
<td>$599 each</td>
<td>Life-Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>KED Extrication Device</td>
<td>3</td>
<td>$108 each</td>
<td>Life-Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>CPR manikin pack</td>
<td>1</td>
<td>$745</td>
<td>Life-Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Stair Chair</td>
<td>1</td>
<td>$3285</td>
<td>Moore medical</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>BP cuffs</td>
<td>2 cases</td>
<td>$109.50 each</td>
<td>Life-Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Pulse Oximeters with carrying case</td>
<td>2</td>
<td>$665</td>
<td>Life-Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Spider straps</td>
<td>4</td>
<td>$328</td>
<td>Life Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Mechanical CPR Devices</td>
<td>2</td>
<td>$15,000</td>
<td>Physio Control</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>AED pads - extra adult</td>
<td>4</td>
<td>$124</td>
<td>Channing and Bete</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>AED pads - pediatric</td>
<td>4</td>
<td>$204</td>
<td>Channing and Bete</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Splints - all different sizes of splints</td>
<td>10 packs</td>
<td>$125</td>
<td>Life Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Stethoscopes</td>
<td>20</td>
<td>$150</td>
<td>Life Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
<tr>
<td>Teaching Stethoscope</td>
<td>3</td>
<td>$150</td>
<td>Life Assist</td>
<td>Health Kinesiology &amp; Athletics</td>
</tr>
</tbody>
</table>
Contracts and Services Requests [Acct. Category 5000]

Instructions:
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.)

Priority 1: Are critical requests required to sustain a program (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

Priority 2: Are needed requests that will enhance a program but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

Priority 3: Are requests that are enhancements, non-critical resource requests that would be nice to have and would bring additional benefit to the program.

```
Description               Amount  Vendor          Division/Unit            Priority #1  Priority #2  Priority #3
Accreditation fee through Alameda County EMS for January 2016 $3000.00  Alco EMS    Health Kinesiology & Athletics
```

augmentations only
Appendix F6: Conference and Travel Requests [Acct. Category 5000]

**Audience:** Staff Development Committee, Administrators, Budget Committee, PRBC  
**Purpose:** To request funding for 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. Note that the Staff Development Committee currently has no budget, so this data is primarily intended to identify areas of need that could perhaps be fulfilled on campus, and to establish a historical record of need. Your rationale should discuss student learning goals and/or connection to the Strategic Plan goal.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Vendor</th>
<th>Division/Dept</th>
<th>Priority #1</th>
<th>Priority #2</th>
<th>Priority #3</th>
<th>Notes</th>
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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.

Instructions:
1. For each piece of equipment, there should be a separate line item for each piece and an amount. Please note: Equipment requests are for equipment whose unit cost exceeds $200. Items which are less expensive should be requested as supplies. Software licenses should also be requested as supplies.

   For bulk items, list the unit cost and provide the total in the "Amount" column.

2. Make sure you include the cost of tax and shipping for items purchased.

**Priority 1:** Are critical requests required to sustain a program (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

**Priority 2:** Are needed requests that will enhance a program but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

**Priority 3:** Are requests that are enhancements, non-critical resource requests that would be nice to have and would bring additional benefit to the program.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Vendor</th>
<th>Division/Unit</th>
<th>Priority #1</th>
<th>Priority #2</th>
<th>Priority #3</th>
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</thead>
<tbody>
<tr>
<td>printer/copier Needed to print CPR cards and program documents</td>
<td>$399</td>
<td>Approval required through IT</td>
<td>Health , kinesiology and Athletics</td>
<td>x</td>
<td></td>
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<tr>
<td>Color and Black toner cartridges</td>
<td>$373</td>
<td></td>
<td>Health , kinesiology and Athletics</td>
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<td>x</td>
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Appendix F8: Facilities Requests

**Audience:** Facilities Committee, Administrators

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

**Background:** Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college’s greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, and equipping of classrooms, labs, sites and facilities." 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:

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

What educational programs or institutional purposes does this equipment support?

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?