Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

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

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

Background Information:

- What organizational unit does your program/area belong to?

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

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

  Business

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

  Dmitriy Kalyagin, Catherine Pinkas, Jas Bhangal, Norberto Ruiz, Lynn Klein, Melissa Patterson, Wanda Wong, Miguel Colon

- What division does your Program/Area reside in?

  ___ Academic Pathways and Student Success
  X Applied Technology and Business
  ___ Arts, Media, and Communication
  ___ Counseling
  ___ Health, Kinesiology and Athletics
  ___ Language Arts
  ___ Science and Mathematics
  ___ Social Sciences
  ___ Special Programs

Status of Program Goals from Prior Comprehensive PAR Cycle

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

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

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. To continue our improvements of student educational goals' completion (by graduating with certificates, AS degrees, and/or transferring to four-year schools) and marketing our programs to Chabot and the community in large, we will further focus on improving student access, student completion, educating Chabot and the larger community about our programs by: • hosting annual Business Education seminars (every fall), • hosting Business student awards (every spring), • marketing the programs electronically and in print, • continuously updating our degrees and certificates.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We hosted Business Education seminars and Business student awards pre-pandemic. Currently, business education seminars are held by individual instructors in their class sections on zoom. We did not host Business Awards Spring 202o or Spring 2021 due to the pandemic, We are planning to return to the event in Spring 2022. We have marketed our programs as follows: updated our brochures, created MAPS for most programs, recorded YouTube videos for most popular programs (AS-T, certificate in business, taxation programs) and placed them on our website. Updates to the programs: we updated our AS-T and certificate in Business Administration, certificates and AS in Accounting, certificates in Project Management, HR Assistant, Marketing, Health Care Management. We created two new certificates in Taxation (Tax Preparer

		and Enrolled Agent Exam Preparation), which include two new classes offered in 2021-22.
2. To improve student completion of the AS-T degree in Business Administration, the Business department wants to develop a Business Statistics course. The course will need to be articulated with transfer schools. It will also need to be offered in various modalities, including hybrid and online. This will improve student access and completion. It will also facilitate the College in resolving the bottleneck problem with this type of a Math course.	X Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This goal is fully realized. We created and approved BUS-19 Business Statistics. It was fully articulated with appropriate CSU and UC schools, added to the AS-T in Business Administration. BUS-19 was approved to be taught as a hybrid and fully online. The department has been offering three sections of class every semester + one section in the summer of 2021.
3. To continue our Equity work, which has shown strong results to date. African-American success rates have improved from 38.5% in the 2014-15 academic year to 47% in the 2016-17 academic year, while Latino/a success rates have improved from 57% to 63.5% in that same time frame.	___ Achieved X In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We continued Equity work including OER (free textbooks) for core courses of BUS-10 Business Law and BUS-12 Introduction to Business. Faculty trained in Equity practices, participated in an online training for Success for Men of Color, continued our free textbooks efforts for economically disadvantaged students, continued using tutors and Learning Assistants, and participated in the Business FYE. Current data for African-American AA) success and Latinix (L) success rates: F20 (AA 46%, L 62%) Sp21 (AA 63%, L 66%)
4. To continue DECA programs and expand project based internship initiatives to provide hands-on experience and job opportunities for our students.	___ Achieved X In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	DECA club stopped its activities during the pandemic. Currently, the club advisor, Dr. Pinkas, has re-launched the club fully online for Fall 2021.
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

Learning Outcomes Assessment Results

<u>**SLO:**</u>

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

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

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

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

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

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

If any courses were not assessed in the five-year cycle, please explain why.
N/A
- Assessing SLOs has led to improvements in my area.
  ___ Strongly disagree
  ___ Somewhat disagree
  X Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

<u>**PLOs:**</u>

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

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

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

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

Institutional Supports and Barriers

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

A continual offering of Canvas training to make our online courses the best that they can be during the pandemic. Student assistants help encourage students in their studies. Club activities and Entrepreneurship activities provide opportunities to engage students._____

- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

  Economic Challenges: The economic impact of attending college for our students is twofold – First, the actual cost of a 4-year degree, relative to future earnings. Second, is the cost of the student not being able to help their family whether it be by having a job and contributing financially or staying home and helping with younger siblings.

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)

Certificate programs help students demonstrate their ability to pursue specific business objectives. The careful weaving of courses in both Certificate Programs and college transfer requirements adds great value to our students. _____

- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)

  Better access to good jobs. Chabot has Career Central but does not have resources to o Identify employers, internships, and apprenticeships with work experience as part of their programs. . Help students engage with these employers to support them both through current and future jobs.

  Low completion rates: Use Pathway Model but make enrollments available weekends or in evening as well as day classes. Complete work in cohorts by providing flexibility in the order of required coursework.

Hold school wide orientation and" "start college" course plans for each student. Complete assessments before students start so that they know what they need to improve to be successful in college.

Academic Programs/Disciplines Data

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

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

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

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Overall the college enrollment has decreased by 11% while enrollment in the BUS discipline has decreased by 7% from 2018. The Business discipline converted quickly and with great success to online teaching for those classes that had been on campus prior to the pandemic. Enrollments within the BUS rubric are currently very healthy.

- As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
  No. Why might this be? N/A

- Is there anything faculty in your area would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format—in-person, hybrid, online—of low fill-rate classes, etc.)
  productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member
  The BUS discipline faculty meet every month to discuss course enrollments and ways to improve the program as a whole. We look at which classes are offered, when they are offered (regular start, late start, and accelerated options), how they are offered (on campus, hybrid, fully online, and/or a Zoom component), and who teaches a particular class. The current schedule is a reflection of that activity oriented towards continuous improvement. Pre-semester enrollment numbers are monitored closely, and large lecture capacities are instituted as necessary. Many of our full and part-time instructors increase capacity and/or add additional students, especially those on waitlists, every semester.

- Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.

BUS 12 Introduction to Business is a course that always fills up. There is the potential to add more sections. The demand for this class as an online offering seems boundless. Bus 1A (Financial Accounting), 1B (Managerial Accounting), 7 (Accounting for Small Businesses), Bus 3A (Taxation of Individuals), Bus 10 (Business Law), Bus 14 (Business Communications), Bus 19 (Business Statistics) and Bus 21 (Human Resource Management) consistently fill and generate waitlists, especially the online sections. Summer 2020 (with all courses offered exclusively online) had a fill rate of 93%. Summer fill rates are reliably strong._____

Enrollment Disaggregations:
Enrollments* can be disaggregated by race and ethnicity, gender, etc.
*Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of persons filling them.

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the Chabot College Course Enrollments and Success Rates Dashboard. Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry (and/or for disciplines with large percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

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

For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your **general education** classes to the overall student body population.
- DI Groups in our **general education** classes:
  ____ are **underrepresented** in comparison to their representation in the student body.
  ____ have **similar representation** in comparison to their representation in the student body.
  ____ are **overrepresented** in comparison to their representation in the student body.
  __X__ Not applicable, our discipline does not have high enrollments in general education classes.

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

Non-Credit
- Does your program/area offer non-credit classes?
  ____ Yes
  __X__ No

- Over the next 3 years, non-credit course offerings in our program/area are planned to:
  ____ Decrease
  ____ Stay the same as they are now
  __X__ Increase

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

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

Use the Chabot College Course Enrollments and Success Rates Dashboard to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?
- Check all groups that are ***disproportionately impacted*** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
  ___ African American/ Black
  ___ Asian American/ Asian
  ___ Filipino/x
  ___ Latinx/ Chicanx
  ___ Native American/ Alaska Native
  ___ Pacific Islander/ Hawaiian
  ___ White/ European American
  ___ Female
  ___ Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
The Business discipline students are succeeding at rates comparable to the college at large.

The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a dashboard on course enrollments and success rates, which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)

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

Take a look at the IR report on Degrees by Discipline.
Note: Updated degrees and certificates data will be ready **mid-September.
- Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?
  ___ Decreased
  ___ Stayed roughly the same
  _X_ Increased

Take a look at the IR report on **Chancellor-Approved** Certificates by Discipline.
Note: Updated degrees and certificates data will be ready **mid-September.
OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.
- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
  ___ Decreased
  ___ Stayed roughly the same
  _X_ Increased

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

Through the annual Business Education Seminar and in-class presentations the Business discipline makes a concerted effort to inform students about the programs certificates and degrees. In addition, the discipline has created outreach materials including online videos and degree/certificate maps. Courses are offered in on-campus, hybrid, and fully online formats. Business students are encouraged to apply for the available certificates and degrees.

- If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)
  N/A

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  The high cost of textbooks remains a concern. We have addressed this issue by using equity funds and OER textbooks and materials for selected courses as appropriate.

Staffing Analysis

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

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	8	**X** Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty	15	___ Decreased ___ Stayed roughly the same **X** Increased
Full-time Classified Professionals	0	___ Decreased ___ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	0	___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	0	___ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased ___ Stayed roughly the same ___ Increased

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

Our FTES/enrollments are consistently high. We have had to hire more PT faculty throughout this period. We lost a FT faculty to retirement + one of our FT faculty is the Academic Senate President. We need to hire at least 1 more FT faculty. Due to multiple retirements and separations throughout the college + the recent hiring freeze, the department decided not to request a FT position in 2021-22.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

N/A

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

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

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

If you strongly disagree or somewhat disagree, please explain. (optional)
We lost two large classrooms due to the conversion of Building 300. There was no decision made by the management how it will impact our on campus classes, especially during pick times, such as MW and TTh 10:30-11:45 am. We do not have enough classroom space to offer our on campus and hybrid classes.

Professional Development
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - **_X_** Somewhat agree
  - ___ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
  - ___ Strongly disagree

___ Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
___ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  _X_ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  Our attending conferences in the areas of DECA, online teaching, accounting have positively impacted our teaching, changing class content, updating course outlines, and making changes to our degrees and certificates. For example, accounting instructors added the Tableau component to their teaching of BUS-1A and BUS-1B. Two new programs in taxation were created. The Project Management certificate was updated with creation of new courses.

Program Maps and Equity in Scheduling

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

- **Turning in Program Maps**: A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to this template in Google Docs,* 2) click on "file," 3) choose "make a copy", 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.
  *There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1JoK5E39lR86cXCJp7iyAFWXIVtCVFw8p/edit

- Have you completed all program maps for your discipline?
  _X_ Yes (or we will do so by the deadline).
  ___ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
  ___ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).

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

If you checked off "No" above, please explain.

| |
| |

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
  It depends on the program as we offer 3 degrees and 18 certificates. All programs can be completed online. Not all programs can be completed in the day or in the late afternoon/evening. Many of our specialized and professional programs (certificates in Enrolled Agent Exam Preparation, CPA Prep, Health Care Administrator, HR Assistant, Project Management) are offered exclusively online. That works for our student population. Our more "traditional" AS-T and certificate on business Administration can be completed in all three scenarios listed above. We do need to be careful to preserve our very limited evening offering.

  Project Management is offered as a hybrid in the evenings because of a need for a lab that the students can use for creating projects using software tools. Losing Building 300 has impacted our offering of Project Management classes as we lost our lab.

- How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with specific educational goals can take the courses they need to finish in a timely fashion? Please discuss the discipline(s) with whom you already collaborate, as well as any discipline(s) with whom you would like to start collaborating.
  We are working with CAS to ensure such coordination for their classes in Microsoft Excel, Word, and Access. We also communicated with the Math department (in regards to MTH 15 and MTH 16 required for our transfer degree) and with Las Positas Business department. We alternatively offer a course in Human Relations: LPC offers it every Fall and we teach it every spring.

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an *ideal* world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)
  All of our courses are offered at least once a year with the exception with BUS-70, 71, and 72 (Health Care administration courses). The 70s series classes are offered once in 3 semesters.

  Our specialized and "higher" level courses are offered every other semester. These include BUS-2A, 2B, 3B, 3C, 3D, 4, 5, 6, 11, , 26, 28, 34, 40, 43. The pattern of our offering is very consistent and clear. We communicate these once a year offering to counselors and students via MAPs we developed last semester. The MAPs clearly specify which semester those classes are offered.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the College's Planning Priorities (PRAC will post when complete), President's College Planning Initiatives, and Strategic Plan, all of which lead into the long-range planning document, the Educational Master Plan). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the Educational Master Plan (EMP)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?
*outputs: direct short-term results like # of students served, workshops held, etc.
**outcomes: longer-term results like course success rates or degrees earned
***The Student Centered Funding Formula is the way all CA CC districts will be funded once the "hold harmless" period of funding expires.
Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. To continue DECA programs and expand project based internship initiatives to provide hands-on experience and job opportunities for our students.	Add 15 Chabot students and add students from other California community colleges to expand our national participation in. DECA Planned activities include participation in business case simulations, competitions, internships, as well as job opportunities.	**X** Equity **X** Access ___ Pedagogy and Praxis **X** Academic and Career Success **X** Community and Partnerships	**X** African American/Black **X** American Indian/Alaska Native **X** Latinx **X** Pacific Islander/Hawaiian **X** Disabled **X** Foster Youth **X** LGBT **X** DI Gender ___ Other	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer ___ CTE Units **X** Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____

	The club will meet 15 times per semester.			
2. To re-launch annual Business Education Seminars to educate students and Community of various business programs, their pathways, and requirements.	Host 2-3-day Business Education seminars every fall. To involve about 400-current and potential students total.	__X__ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	__X__ African American/Black __X__ American Indian/Alaska Native __X__ Latinx __X__ Pacific Islander/Hawaiian __X__ Disabled __X__ Foster Youth __X__ LGBT __X__ DI Gender ___ Other	__X__ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion __X__ Transfer __X__ CTE Units __X__ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
3. To update all of our Business programs' brochures to align them with curricular changes. To provide easy access to those brochures on campus and online.	Updating 12 existing brochures + creating 2 new brochures (Taxation programs and Administrative Assistant programs). To re-format all 12+2 brochures. To maintain access to the brochures in 4 locations on campus (Buildings 400, 700, 1600, 1500).	__X__ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	__X__ African American/Black __X__ American Indian/Alaska Native __X__ Latinx __X__ Pacific Islander/Hawaiian __X__ Disabled __X__ Foster Youth __X__ LGBT __X__ DI Gender ___ Other	__X__ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion __X__ Transfer __X__ CTE Units __X__ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
4. To re-launch the annual Business Awards ceremony.	Host the Business awards every Spring semester. To award in 20+ different categories. To invite campus and wider community to celebrate our students' achievements.	__X__ Equity ___ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	__X__ African American/Black __X__ American Indian/Alaska Native __X__ Latinx __X__ Pacific Islander/Hawaiian __X__ Disabled __X__ Foster Youth __X__ LGBT __X__ DI Gender ___ Other	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion __X__ Transfer __X__ CTE Units __X__ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	Tutors (8 tutors for 80 hours per week)	__ New __ Updated **X** Repeat		Our focus is on improving success rates in our lower level Accounting courses. We know that tutors help in these challenging classes.	Improves student success and completion.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$25,000
Item 2	2	Learning Assistants (8 assistants for 80 hours per week)	__ New __ Updated **X** Repeat		The Business department uses learning assistants primarily in accounting and general business courses every term. Courses include Business	Improves student success and completion.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$25,000

Item 3	3				1A, 1B, 2, 3, 4, 7, 8, 10, 12, 14, 16, 19, 22, 92, and 93. The survey on Student Engagement indicated that students who enrolled in courses with Learning Assistants performed consistently better (about 20% above) than those in courses without Learning Assistants in every area of the survey.				
	3	DECA Club and Membership Advisor	___ New ___ Updated __X__ Repeat		Expand relationships with Business Advisory Board, local Chambers and business community. Participate in local, regional and national conferences and competitions to expand student learning. Conduct campus wide nonprofit initiatives in partnership with local non-profit organizations.	Improves connections with the community. Encourages student participation. Motivates students to complete classes/programs.		__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$4,000

Equipment Requests

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

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

Facilities Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	New Business, Manufacturing and Technology Building to	__ New	Building 1600: ADA non-compliance, inadequate and outdated external wiring is a	__ Annual	$40,000,000

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)

First (top) row (continued from previous page):

| | | replace B1500 and B1600 | ___ Updated
_X_ Repeat | fire hazard.
Building 1500 holds faculty offices that are not up to the current office standard. Many issues include poor air circulation, antiquated equipment & furniture. | | | | ___ 2022-23
___ 2023-24
_X_ 2024-25 | |

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

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

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

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

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

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

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

	Rank	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1	DECA National Competition for Students cost for instructor or mentor to accompany students.	__ New __ Updated _X_ Repeat	Support students in national and international business skills competition. Also, advisor attends advisor educational seminars	_X_ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other	Promotes student participation in DECA club, which leads to increased success and completion rate among students involved. Builds the sense of community and links Chabot with local businesses.	5	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$1,500
Request 2	2	Online Teaching Conference. Intense conference	__ New __ Updated _X_ Repeat	Since Business discipline has hybrid or online sections for every courses it offers,	_X_ In-person conference with travel _X_ Online	Improves pedagogy and practice of teaching online classes: better student access, equity, and	4	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$9,000

		reviewing and exploring new online modalities, technology, and instruction process to improve student successes.		faculty will benefit greatly from this conference: learn effective online tools, best practices for online courses, video/audio for online contents, and much more.	conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other	completion.			
Request 3	3	Teachers of Accounting at Two Year Colleges (TACTYC) conference.	___ New ___ Updated **X** Repeat	Conference offers over 50 concurrent sessions including topics such as learning communities, financial accounting, managerial accounting, intermediate accounting, IFRS vs. GAAP, fraud, IRS, online teaching tips, and engaging classroom activities. Attending the conference will keep accounting instructors current with the new IFRS accounting curriculum changes and help align the accounting curriculum with the changes from GAAP to IFRS in	**X** In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other	Allows accounting faculty to stay current in the field and collaborate with colleagues nation-wide. Let's to a more current and industry-aligned accounting curriculum, class offerings, course assessment. Improves student completion, transfer, and graduation rates and employability.	4	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$9,500

		the next 3-5 years.						

Supplies Requests

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

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

	Rank	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	Business Education Ceremony supplies including brochures, transfer sheets, and event marketing materials.	___ New ___ Updated _X_ Repeat	Explain business pathways. This seminar is offered on two consecutive days during the Fall term. It helps students to identify educational goals and provides information on a variety of career paths. We emphasize Math as the key to degree completion and explain the Math pathway. We provide brochures for all Business programs and transfer sheets for our four major transfer schools. The objective is to increase the number of students working	Improves CTE enrollments, a number of Business majors, transfers in Business, completion, and success rates. Connects students to faculty, fellow Business majors, and counselors.	400-500 participants	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1,000

	Rank	Project Name	New, Updated, Repeat	Brief Item Description	Justification	Quantity	Year(s)	Estimate
				towards and achieving certificates and degrees.				
Item 2	2	**Business Awards ceremony, including awards, diplomas, decorations, food, music.**	__ New __ Updated **X** Repeat	Faculty pick students awards in 30+ categories. Awardees, their families, Business faculty, and Chabot management join together to celebrate high achievement.	Increases student completion, career opportunities and transfer rates. The awards improve their resumes and chances of being accepted to universities. A sense of community is built with a direct connection to the surrounding community and Chabot student families.	60 participants	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$1,000
Item 3	3	**Annual Business Advisory**	__ New __ Updated **X** Repeat	Faculty meet with local businesspeople to get their input on our course offerings, changes in curriculum, programs, and skills needed in the current workforce.	Improved curriculum, community and local business connection, updated pedagogy. Increase employability of students.	25 participants	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$1,000
Item 4	4	**DECA Conference at Chabot**	__ New __ Updated **X** Repeat	Bring high school and college students together to develop answers to real world business problems providing hands-on experience and networking/mentorship opportunities.	Connection to local high school students and DECA clubs. Connection to local businesses and community.	30 participants	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$2,000

Technology Requests

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

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

	Rank	Project Name	New,	Was the	Brief Item	Justification	Quantity	Year(s)	Estimate

(1, 2, 3, etc. after all requests have been entered)	Use the same project name for all requests related to a large project or put 'individual request'	Updated, or Repeat Request	feasibility of the request discussed with IT?	Description (1-2 sentences)	BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	(1, 2, 10, 12, etc)	Needed	d Cost Per Year (Total $)
Item 1	1	**Microsoft Project software for the Lab**	__ New __ Updated **_X_** Repeat	**_X_** Yes __ No	Professional tool for planning and executing projects. Required by most companies for managing projects.	The software is a must to run five of our Project Management classes, as well as for the students to graduate with the PM certificate.	44 computer stations	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	Usually bought with college Microsoft subscription Retail cost $5280 per year

Categorical Funding Applications:

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

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

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

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

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