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 ProgramsFall 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?

  <mark>Academic Services</mark>
  Administrative Services
  Student Services
  Office of the President

- Name of your Program, Discipline, Area or Service: Paralegal Studies Certificate Program

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

- What division does your Program/Area reside in?

  Academic Pathways and Student Success
  <mark>Applied Technology and Business</mark>
  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. Successful development and implementation of the Paralegal Studies Certificate Program.	<mark>Achieved</mark> In Progress Not achieved but still relevant Not achieved and no longer relevant	The Paralegal Certificate was approved and we began course offerings in Spring 2020. We anticipate our first graduating students at the end of Fall Semester, 2021.
2. Continue to improve upon and update assessments for all PLGL courses.	Achieved <mark>In Progress</mark> Not achieved but still relevant Not achieved and no longer relevant	We do not have a full-time faculty member in PLGL, which makes this challenging.
3. Ensure that we are serving the needs of both part-time and full-time students by continuing to reflect on and modify our schedule of PLGL courses offered, including considerations for evening courses, online courses, course access, and new potential course offerings. We will also work on meeting the online class demand of our students, as well as training our adjuncts to help teach them.	Achieved <mark>In Progress</mark> Not achieved but still relevant Not achieved and no longer relevant	Covid 19 required all courses to move online, which PLGL successfully did. All PLGL adjuncts were also trained to teach online. As we move back to in-person Spring semester, we are working to find a balance of hybrid, in-person, and fully online courses to meet student needs.
4. Continue exposure and exploration of the field with industry speakers, events and field-trips, which are essential for educational and professional development, enhancing student exposure and understanding of the field and providing students with important and poignant insights into the justice system. This will also increase the likelihood of the number of students who complete their certificates and degrees.	Achieved <mark>In Progress</mark> Not achieved but still relevant Not achieved and no longer relevant	Covid 19 severely limited our ability to continue exposing students with work development related trips. However, we have offered numerous zoom related presentations to students (around 5 each semester) and ramped up our social media presence, offering exposure to various career opportunities.
5. Successful implementation of an AA-T	Achieved	We needed to pivot our resources due

-- an associate degree for transfer -- in Law, Public Policy and Society. As noted above, research from Chabot's Office of Institutional Research indicates that full-time students with a clear educational goal of transfer or an AA/AS-T/AA-T stay on track and move quickly to complete their work. We plan to continue to work within our discipline, our division, as well as college-wide, to support the new pathway (AA-T).	In Progress <mark>Not achieved but still relevant</mark> Not achieved and no longer relevant	to the arrival of the Sheriff's Academy and are proud to say we now offer a certificate of achievement in law enforcement, serving hundreds of students. We plan to continue pursuing the Associate degree for transfer in Law, Public Policy and Society, as well as an AA degree in law enforcement.

Learning Outcomes Assessment Results

SLO:

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

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

If any courses do not have SLOs, please explain why.
Some courses are IP and will be completed shortly.

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

If any courses do not have rubrics to measure SLOs, please explain why.
Some courses are IP and will be completed shortly.

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

If any courses were not assessed in the five-year cycle, please explain why.
Some courses are IP and will be completed shortly.

- Assessing SLOs has led to improvements in my area.
  Strongly disagree
  Somewhat disagree
  <mark>Neither agree nor disagree</mark>
  Somewhat agree
  Strongly agree

PLOs:

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

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

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

- Assessing PLOs has led to improvements in my area.
  Strongly disagree
  Somewhat disagree
  Neither agree nor disagree
  <mark>Somewhat agree</mark>
  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?
  The focus of the College on guided exploration and navigation to educational goal (degree, certificate, career, or skills has been particularly helpful, and we are proud of what our discipline has achieved in this area - including a new state approved Paralegal Certificate and a dramatic increase in enrollment - it has quadrupled since the program began.

- 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?
  The PLGL program is experiencing massive challenges - there is no full-time faculty member to coordinate the program and there is not enough FTEF to offer the required courses so that students can complete the certificate in one year.

- 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?)
  The amount of resources available on campus is extremely helpful in helping our students success - we regularly refer students to counseling, CalWorks, EOPS, etc.

- 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?)
  WE NEED A FULL-TIME FACULTY MEMBER. This is repetitious, but these are also desperate times.

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
  <mark>Increased in comparison to overall college trends</mark>

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
The Paralegal Studies program is quickly gaining traction and growing. It is a high growth field, anticipated growth is 8% over the next 5 years, and available jobs in the field as soon as the 8 course certificate is completed. PLGL enrollment has increased dramatically each semester since the Program began. Spring 2020 enrollment census was 27 – Fall 2021 enrollment census is 129. The Department frequently advertises and holds workforce development events, and our instructors regularly accept students over enrollment caps.

- 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?
Some of our courses have prerequisites (which are not currently offered every semester i.e. PLGL 31 Legal, Writing and Research and PLGL 35 Advanced Legal, Writing and Research). We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).

- 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
Our Department faculty regularly admit additional students and adjusts times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).

- 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.
PLGL 30 - Introduction to Paralegal Studies; PLGL 33 - Computer Application E-Discovery; PLGL 34 - Legal Ethics; ADMJ 60 - Criminal Law

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.
  is just right.
  <mark>is outstanding - we are increasing the diversity of the field.</mark>

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.
  <mark>are **overrepresented** in comparison to their representation in the student body.</mark>
  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).
We have seen spikes of high numbers of Latinx students at times compared to the College at large (Summer 2020 PLGL - 60% versus the College – 38%, as well as a higher number of African American/Black students than the College (Spring 2021 PLGL - 15% versus the College - 9%).

Non-Credit
- Does your program/area offer non-credit classes?
  Yes
  <mark>No</mark>

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

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

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

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
  <mark>Asian American/ Asian</mark>
  Filipino/x
  Latinx/ Chicanx

Native American/ Alaska Native
Pacific Islander/ Hawaiian
White/ European American
Female
<mark>Male</mark>

(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:
Asian-American student ernollmenthas significantly decreased from Spring 2020 (26%) to Fall 2021 (8%).Our male student enrollment rate has also dropped from Spring 2020 (37%) to Fall 2021 (16%) and is well below the College average (45%).

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

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

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

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

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

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.
- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
  Decreased
  <mark>Stayed roughly the same</mark>
  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).
  N/A - this Fall Semester we have finally been able to offer the last course required to achieve the certificate. We anticipate the first certificates will be awarded at the end of this semester.

- 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.)

We do not have a dedicated full-time faculty member to support our students and we are unable to regularly offer students the requisite courses. 8 courses are required to complete the certificate and we do not have enough FTEF. To date we only offer four courses a semester (and need to offer the Intro course every semester), so students are unable to complete the certificate quickly.

Staffing Analysis

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

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

Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
We notice that our adjunct have really stepped up in order to ensure that students are serviced and their needs met.

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?
We have a somewhat diverse staff, but need to increase our gender representation - we currently have only female instructors.

Technology

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

If you strongly disagree or somewhat disagree, please explain. (optional)
PLGL is highly technical and we do not have access to all of the software programs necessary to properly prepare students for the workforce. We have received some funding from Strong Workforce, but have not received enough to adequately prepare students for the workforce.

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
  <mark>Somewhat disagree</mark>
  Neither agree nor disagree
  Somewhat agree
  Strongly agree

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

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

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

- In general, **Facultymembers** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  Strongly disagree
  Somewhat disagree
  Neither agree nor disagree
  <mark>Somewhat agree</mark>
  Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**

Strongly disagree
Somewhat disagree
<mark>Neither agree nor disagree</mark>
Somewhat agree
Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
- There are no full-time faculty members in PLGL, so it is difficult to take advantage of College professional development opportunities. The PLGL field is continuously changing and professional development is central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible.

Program Maps and Equity in Scheduling

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

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

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

If you checked off "No" above, please explain.
There are no full-time faculty in PLGL to work on this.

- 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?
Due to Covid restrictions, the answer is yes as of Spring 2020. We intend to continue developing creative solutions to ensure student access, including hybrid and online offerings. If we had enough FTEF a student could complete the entire certificate in ONE year.

- 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 collaborate regularly with the Administration of Justice Department, holding joint events and workshops and cross-listing courses. We also coordinate classes so they do not overlap. We would like to coordinate more with the Business Department.

- 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.) **We do have courses that are required that, unfortunately, are not offered every semester. If we had enough FTEF a student could complete the entire certificate in ONE year. We attempt to communicate course offerings via the department website, social media and flyers as to which classes will be offered and when. We would love to have access to a publicly available online database in order to share the above information.**

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
***TheStudent 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.	Increase number of students earning the Paralegal Studies Certificate.	Equity Access Pedagogy and Praxis	<mark>African American/Black Latinx Native</mark>	Enrollment/FTES Transfer level English, math or ESL achievement <mark>Degree or certificate</mark>

#	Activity	Framework	DI Group	Metric
		Academic and Career Success Community and Partnerships	American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____
2.	Crosslist courses with the Business department.	Equity Access Pedagogy and Praxis Academic and Career Success Community and Partnerships	African American/Black Latinx Native American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	Enrollment/FTES Transfer level English, math or ESL achievement Degree or certificate completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____
3.	Increase success rate of DI students in courses.	Equity Access Pedagogy and Praxis Academic and Career Success Community and Partnerships	African American/Black Latinx Native American/Alaska Native Pacific Islander/Hawaiian Disabled Foster Youth LGBT DI Gender Other _____	Enrollment/FTES Transfer level English, math or ESL achievement Degree or certificate completion Transfer CTE Units Attainment of a Living Wage Supplemental Metric (Financial aid or AB 540) Other _____

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the Resource Allocation Rubricsavailable 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	**Workforce Preparation**	New Updated <mark>Repeat</mark>	Westlaw Paralegal Core	Provides critical career readiness training in order to be adequately prepared to enter the workforce.		12 months	<mark>Annual</mark> 2022-23 2023-24 2024-25	$10,000 (plan up to 80 students, $870 /month - 12 months)
Item 2	2		<mark>New</mark> Updated Repeat	Core Grammar for Lawyers	Provides critical career readiness training in order to be adequately prepared to enter the workforce.			<mark>Annual</mark> 2022-23 2023-24 2024-25	$3000 ($38/student for a one-year subscription - 80 students
Item 3	3		<mark>New</mark> Updated Repeat	National Legal Society for Technology	Provides critical career readiness training in order			<mark>Annual</mark> 2022-23 2023-24	$12,000 ($150/student for

					to be adequately prepared to enter the workforce.			2024-25	one-year - 80 students

Equipment Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubricsavailable 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				2	Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat					Annual 2022-23 2023-24 2024-25	

Facilities Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubricsavailable 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	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			New Updated Repeat			Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat			Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat			Annual 2022-23 2023-24 2024-25	

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

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubricsavailable 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. Use the same	Project Name Use the same	New, Updated, or	Classification	Position Title	Avg. hours per	Justification BRIEFLY justify how	Year(s) Needed	Estimated Cost Per

	after all requests have been entered)	project name for all requests related to a large project or put 'individual request'	**Repeat Request**			**week** (5, 20, 40, etc.)	this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences)**.**		**Year** (Total $)
Position 1	1		New Updated ==Repeat==	Admin FT Classified FT Classified Hourly Classified PT ==Faculty FT== Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other _____	Instructor	40	THERE IS NO FULL-TIME FACULTY MEMBER IN PLGL. The Paralegal Studies certificate could be earned in ONE year and a full-time faculty member is desperately needed to help coordinate, teach many of the new courses, advise students, engage in workforce development, marketing and advertisement, as well the facilitation of internships/career opportunities. The Paralegal Program leads directly to jobs, which directly aligns with all priorities and initiatives, and the SCFF. Every other Paralegal Studies program in the Bay Area has at least a full-time faculty member AND a	==Annual== 2022-23 2023-24 2024-25	

Position 2	2		New Updated <mark>Repeat</mark>	Admin FT Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour <mark>Faculty Reassign</mark> Student Hourly Other ————	Coordi nator	6 CAH	program coordinator. We have none of the above.		
							There are NO FULL-TIME faculty in PLGL. We desperately need a someone to coordinate the paralegal certification program; administrative support to help facilitate regional partnerships, community building, and engagement with outside workforce stakeholders to respond to regional economic needs. The position is designed to build infrastructure to support paralegal CTE students in and out-of class to progress successfully into the workforce. Interventions from this position should map to improvement in success, persistence, completion through direct support/referral to appropriate resources and programs, as well as coordinate	<mark>Annual</mark> 2022-23 2023-24 2024-25	

Position									
							student/employer engagement in the workforce development system, including partnering in apprenticeship programs, earn-and-learn programs, on-the-job training, and subsidized employment opportunities		
Position 3		**Student Assistant**	New Updated Repeat	Admin FT Classified FT Classified Hourly Classified PT Faculty FT Faculty PT Faculty F-hour Faculty Reassign Student Hourly Other	Student Assistant	20 hours wk	A student assistant would be instrumental in supporting students, education and career development plans, supporting existing pathways as well as the creation of new pathways, and coordinating workforce development opportunities. Will enhance outreach efforts to other programs on campus, helping our students access services and resources that are available; they could help us increase enrollment in our programs (and Chabot) by extending our off-campus outreach to feeder	Annual 2022-23 2023-24 2024-25	

	high schools and existing partners.		

- 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 Rubricsavailable 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 requestsrelated 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	**Annual Paralegal Conference**	New Updated Repeat	Professional Development	In-person conference with travel Online conference/webinar On-Campus Training On-Campus Speaker Other	Professional development. Attendance at conferences is central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase	2	Annual 2022-23 2023-24 2024-25	$1000

						student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible. Conferences, events, and webinars can also help illustrate for students the real world work of law and Paralegal Studies.			
Request 2	2	**Webinar - Paralegal Case Law Update**	New Updated <mark>Repeat</mark>	Professional Development	In-person conference with travel <mark>Online conference/webinar</mark> On-Campus Training On-Campus Speaker Other _____	Professional development. The field is continuously changing and webinars are central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible. Webinars also help illustrate for students the real world work of administration of justice.	3	<mark>Annual</mark> 2022-23 2023-24 2024-25	$300

| | 3 | **Webinar - Law Ethics and Integrity** | New Updated <mark>Repeat</mark> | Professional Development | In-person conference with travel <mark>Online conference/webinar</mark> On-Campus Training On-Campus Speaker Other _____ | Professional development. The legal field is continuously changing and webinars are central to faculty's ability to both stay abreast of academic trends in the discipline and to help faculty highlight curricular content in the classroom to increase student engagement. Additionally, we strive to keep the instruction, both lectures and assignments, as up-to-date and relatable as possible. Webinars also help illustrate for students the real world work of administration of justice. | 2 | <mark>Annual</mark> 2022-23 2023-24 2024-25 | $300 |
|**Request 3**| | | | | | | | | |

Supplies Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubricsavailable 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**	**Brief ItemDescription** (1-2 sentences)	**Justification** **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	**Quantity** (1, 2, 10, 12, etc.)	**Year(s) Needed**	**Estimated Cost Per Year** (Total $)

			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 1			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat					Annual 2022-23 2023-24 2024-25	

Technology Requests

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

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

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

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

Categorical Funding Applications:

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

https://forms.gle/ZXC65S6NscLMCz8G7

Please note that SASE may request additional information after you submit the application.Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Educationfunds are available for projects that: 1)support a program with a CTE TOP code or2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here: https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

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

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