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:

   Art History

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

   Diane Zuliani

- What division does your Program/Area reside in?

   ___ Academic Pathways and Student Success
   ___ Applied Technology and Business
   x 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. Free art museum tickets for students	**_X_** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Noticeably improves success and completion rates for ARTH 1 students (see IR data). Tickets were secured for Spring 2020 but could not be used due to museum closure.
2. Expand curriculum to include study of more art genres	**_X_** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Curriculum now includes ARTH 3, History and Appreciation of Film.
3. Expand curriculum to include hybrid ARTH 1	**_X_ Achieved in different way than expected; course is now offered face-to-face and fully online** ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Currently all ARTH courses are online and asynchronous. All ARTH courses offered online in Spring 2022 have been submitted to the COOL approval process.
4. High quality and "Humanized" online instruction	**_X_ Achieved and ongoing** ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	The Discipline Lead competed 180 hours of training over summer 2020 for @One Certification in online learning, and all Art History instructors have completed extensive training through @One and have advanced skills in humanized online teaching learning and high impact teaching strategies.

5. Update all CORs for quinquennial review	**_X_** Achieved **___** In Progress **___** Not achieved but still relevant **___** Not achieved and no longer relevant	Mandatory for accreditation.
5. Rewrite COR course descriptions to align with *Guide for Equitable Curriculum*	**_X_** Achieved **___** In Progress **___** Not achieved but still relevant **___** Not achieved and no longer relevant	Use of student-centered language to meet students where they are.
6. Rewrite COR course content to emphasize existing DEIA content	**_X_** Achieved **___** In Progress **___** Not achieved but still relevant **___** Not achieved and no longer relevant	ARTH is a culture-based Humanities discipline that investigates and celebrates visual expression around the world and at all points on the timeline. As such it is relevant to all students and eminently aligned with DEIA goals (Diversity, Equity, Inclusion, and Access). But before this rewrite, COR content was presented as dryly and failed to emphasize the ways in which our diverse student body could see itself reflected in art history courses.
7. Submit revised CORs for possible approval of expansion of transfer options	**_X_** Achieved **_X_** In Progress *[waiting on approvals]* **___** Not achieved but still relevant **___** Not achieved and no longer relevant	ARTH 3, ARTH 5, ARTH 6 and ARHT 8 were prepared and submitted for possible approval of expanded transferability in the CSU C2 and IGETC 3B areas, in an effort to increase enrollments, degrees, and transfers in ARTH.

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?
  - **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.

_____

- 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.

_____

- 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.

_____

- Assessing SLOs has led to improvements in my area.
  - **X** Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

PLOs:

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

- Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?
  - __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.

| |
| |

- Assessing PLOs has led to improvements in my area.
  - __X__ Strongly disagree
  - _____ Somewhat disagree
  - _____ 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?
  1. A hardworking, devoted, and ethical Dean (Dr. Deonne Kunkel-Wu).
  2. A hardworking, incredibly well-organized and devoted Administrative Assistant (Kathleen Stanley).
  3. Hardworking, professional, knowledgeable discipline faculty (Dr. Amy Raymond, Cheyanne Cortes, Ashley Gardini).

- 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?
  Too many new initiatives. They take away from the core mission of teaching and learning. I have initiative fatigue. Guided Pathways requirements were particularly onerous and unwelcome.

- 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?)
  Outside the classroom, Student Services work in the areas of DSPS, financial aid, and counseling make a great difference.

- 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?)
  Stop the new initiative train.

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
  - **X** Stayed roughly the same in comparison to overall college trends
  - ___ Increased in comparison to overall college trends

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
In general, enrollments are lower not just college wide but system wide for reasons having to do with the pandemic.

- 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?

The two undeniable factors affecting class caps are scheduling and delivery format. Across the board, face-to-face ARTH courses scheduled for mornings fill to between 83% and 107% capacity (with most in the 95% to 100% range), while face-to-face ARTH courses scheduled for afternoons fill to between 48% and 70%. Online ARTH courses fill to between 86% and 107% capacity (with most at 93% to 100%), which is comparable to morning offerings face-to-face. Online ARTH courses are more productive than their face-to-face counterparts if scheduled in the afternoon. Examples are as follows:

ARTH 5 afternoon face-to-face = 66% to 70% cap; ARTH 5 online (same period) = 86% - 105% cap.
ARTH 6 afternoon face-to-face = 70% to 82% cap; ARTH 6 online, (same period) = 89% cap.
ARTH 7 afternoon face-to-face = 52% to 55% cap; ARTH 7 online (same period) = 95% cap.
ARTH 8 afternoon face-to-face = 48% cap; ARTH 8 online (same period) = 93% cap.
ARTH 20 evening face-to-face = 57 % cap; no comparative online data 'til Spring 2022

- 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 overall productivity average in ARTH is 668, significantly higher than the college productivity rate of 486. To increase our productivity further, faculty are willing to schedule face-to-face classes at times of day that yield higher enrollments, and to teach online or hybrid sections in place of lower-enrolled afternoon sections.

- 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.
Morning sections of ARTH 1, ARTH 4, and ARTH 5 fill to capacity or near capacity most semesters.

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.
  _X_ 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.
  ___ 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
  _X_ Stay the same as they are now
  ___ Increase

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

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
  ___ Decreased
  _X_ Stayed roughly the same *[Hovering around 80%]*
  ___ 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
  - **_X_** 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:
In the 3-year data period, a total of 20 Pacific Islander/Hawaiian students took ARTH courses. 9 succeeded, 4 did not succeed, 7 dropped.

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.)
Disaggregation by student home zip codes could illuminate class-based structural biases affecting students' ability to succeed. This data could be used by the college and larger CCC system to advocate for more equitable legislation at the state level and beyond.

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
  - ___ Stayed roughly the same
  - **_X_** Increased *[From 0 to 4. Super happy about this!]*

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
  - ___ Stayed roughly the same
  - ___ Increased

- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
  Do not have certificates in ARTH.

- 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)

We prepare students for transfer.

- 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.)
Currently there is no major advising, and that needs to be fixed.

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 _X_ Stayed roughly the same ___ Increased
Part-time Faculty		___ Decreased _X_ Stayed roughly the same ___ Increased
Full-time Classified Professionals		___ Decreased _X_ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased N/A
Student Employees		___ Decreased ___ Stayed roughly the same ___ Increased N/A
Independent Contractors/Professional Experts		___ Decreased ___ Stayed roughly the same _X_ Increased *[One-time hiring of professional art conservators to assess storage conditions of non-western art collection]*

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?

Enrollments largely unchanged, staffing largely unchanged.

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?
During the data period, an African-American ARTH adjunct took a full-time job at another college, leaving ARTH with only one faculty member (out of 4) representing a DI population. So yes, there is a gap in representation between students and the Chabot professionals who serve them. My area addresses this gap by ensuring that our course content attends to, and celebrates, cultures and ideas held by the students who take our classes.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
For ARTH, the technology question is inextricably linked to the facilities question, so please my explanation in the answer immediately below.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
There is only one classroom at Chabot (804) that is suitable for art history classes. Art History is 100% image-based, and learning it requires every student have full access to high-quality images. For face-to-face classes, that translates to a high-definition digital projector, a large screen, dimmable lighting, and raked seating. 804 fulfills these requirements, but because it is one of the only large lecture halls on campus, it is booked (especially during popular morning slots) by disciplines needing its large seating capacity, not its projection capability. Art history courses with regular enrollment are then assigned to rooms that can accommodate the right number of seats, but can't provide students with a pedagogically sound learning environment for the discipline.

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

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  These experiences helped staff stay up-to-date in their relevant professional standards. And by seeking to improve, staff show a belief in education itself, and therefore an understanding of the educational mission. For me personally, professional development in the area of anti-racism resulted in fairly large changes to my professional practice, including shifting to the 'grading for equity' model, and rewriting ARTH CORs to reflect guidelines for equitable curriculum.

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?
  Yes

- 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.
  In the past, ARTH has collaborated with ART and PHOT to ensure compatibility of scheduling. No conflicts have been brought to my attention.

- 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.)
  ARTH Courses that are not offered every year are not specifically required for any ARTH degree or program.

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. Letter of introduction to ARTH majors	Outputs: direct communication with students; informational service to students. Outcomes: increase number of majors and degrees earned.	**X** Equity **X** Access ___ Pedagogy and Praxis **X** Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other **All majors**	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion **X** Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
2. Course-embedded presentations on ARTH transfer & career options for majors and potential majors	Output: direct communication with students about the discipline; informational service to majors covering degree, transfer, and career information. Outcomes: increase number of majors and degrees earned.	**X** Equity **X** Access ___ Pedagogy and Praxis **X** Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other **All majors**	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion **X** Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
3. Workshops for majors.	Output: direct communication with majors about practical topics associated with the major, including: steps to degree	**X** Equity **X** Access ___ Pedagogy and Praxis	___ African American/Black ___ American Indian/Alaska Native ___ Latinx	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion **X** Transfer

completion; pathways; education plans; scheduling options; transfer types and options; career planning; conversations with professionals in the field, etc. Outcomes: increase number of majors and degrees earned.	**X** Academic and Career Success ___ Community and Partnerships	___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other **All majors**	___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____	
4. Conservation and long-term preservation/storage non-western study collection	Output: appropriate stewardship of educationally important art objects in the college's possession. Outcomes: Up-close, unique and rich educational opportunities for all students. Clear evidence of Chabot's commitment, understanding, and appreciation of the non-western cultures represented in the collection, especially the Pacific Islander population.	**X** Equity **X** Access **X** Pedagogy and Praxis **X** Academic and Career Success ___ Community and Partnerships	___ African American/Black **X** American Indian/Alaska Native **X** Latinx **X** Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** 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 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			__ 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	

Equipment Requests

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

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

	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	
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 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			__ 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 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	Project Name Use the same project name for all requests related to a large project or put	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	Year(s) Needed	Estimated Cost Per Year (Total $)

	been entered)	'individual request'					President's Planning Initiatives (2-3 sentences).		
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	
Position 2			__ 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	
Position 3			__ 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 (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 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			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Request 2			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____		___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25
Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____		___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25

Supplies Requests

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

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

	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** (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									
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	

			New ___ Updated ___ Repeat ___	Yes ___ No ___				Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 ___	
Item 2									
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://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.