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:

   Film

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

   Mumtaj Ismail

- 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.
Goal 1 - Revise the Graphic Design Associate of Arts and create the Certificate of Achievement to reflect programs, and courses that will articulate students into 4 year institutions, or provide students with a comprehensive skill set in the practice and art of Graphic Design.	**x** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	I have revised both the courses and programs to include the following programs: Graphic Design AA Graphic Design COA Digital Media COA
Goal 2 - Revise the Film courses and create a Certificate of Achievement in Film.	**x** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	I have revised both the courses and programs to include the following programs: Film & Animation AA Film Television & Electronic Media AST Filmmaking COA Animation COA
Goal 3 - Create a new Certificate of Achievement in Animation.	**x** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	I created a new Certificate of Achievement in Animation.
Goal 4 - Create an Advisory Board that will review my	**x** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	I regularly meet with an Advisory Board Review.

programs and help me secure Perkins and CTE funding.		
Goal 5- Schedule, plan and execute a 3 day Film Festival for Spring of 2019.	__x__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	Continuing to plant and coordinate a Film Festival with Dov in the Theatre department

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?
  - ___ Yes, all PLOs were assessed in the 5-year cycle.
  - ___ Almost all PLOs were assessed in the 5-year cycle.
  - __x__ 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.
         These are newer programs that were just approved last year.

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?

CE funding and resources supported my program and students.

- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  Chabot's increased focus on productivity of courses is hindering faculty's ability to provide equity and community in their classes. We are lacking the appropriate space to hold lighting and camera demonstrations in well ventilated, larger classroom space to accommodate the class sizes requested by the administration.

- 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?)
  Chabot does a great job getting student feedback and responding to that student feedback.

- 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 increasing classroom size for courses that involve digital lab requirements. Computer labs involve technical issues outside the software being taught and many students are registering for these classes without fundamental computer skills. These classes at full capacity do not allow the faculty to sufficiently provide feedback and support to students. Classroom size over the designated 24 cap as dictated by our NASAD

accreditation also hinders students' ability to iteratively revise projects because faculty do not have the time to provide critical comprehensive feedback.

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:
  __x__ Decreased in comparison to the overall college trends
  _____ 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).
The film program's WSCH/FTEF was higher than the Chabot(486.11) average Film Fall of 2018 (528) and 2019 (592) and took a dip from Spring 2020 (364.86) Fall 2020 (443.38) and Spring 2021(283.30) due in part to classes being difficult to convert online. Students were feeling energized by the new program in Fall 2019 but with COVID affecting in person class offerings students were hard to retain. Additionally providing in person demonstrations on equipment in limited space was difficulty.

- 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?
Many of the courses that did not fill were canceled, including FILM16, which is a documentary filmmaking course. Part of the reason we have difficulty filling these courses is because they rely on suggested prerequisites, but we don't have enough lab space in our area to offer more than one section of the introductory filmmaking course that would then help to fill this course. Secondly students do not want to take production courses online and the recent COVID issue made these courses hard to fill. Appropriate lab space is also an issue that prevents us from offering these classes. Lastly this class and the programs are all new and we are just now getting some momentum with students enrolling.

- 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
I would like to start offering more of the Digital Media and Graphic Design courses online so that I have more lab access for the Filmmaking courses. I would be interested in seeing data of success rates in different online modalities. It would be helpful to make these decisions with specific data of what courses students have been most successful doing in an online environment. This would then allow me to schedule the courses accordingly. I may also need to stack courses, so we are able to offer the upper-level courses while maintaining productivity. I don't

believe that is necessarily in the best interest of the student, or that it serves our mission to student equity, but it may be the only way to increase productivity.

- 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.

Yes the lecture based courses such as FILM 14 and FILM 12 tend to fill and have a waiting list, and I am considering making FILM 14 a large lecture course that is primarily offered online asynchronously. FILM 15 also fills but usually without a large waitlist.

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:
  - __x__ could be improved.
  - ____ is just right.
  - ____ is outstanding - we are increasing the diversity of the field.

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

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

_____

_____

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

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

Course success rates

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

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
  __ Decreased
  __ Stayed roughly the same
  __x__ 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
  __x__ Latinx/ Chicanx
  __ Native American/ Alaska Native
  __ Pacific Islander/ Hawaiian
  __ White/ European American
  __ Female
  __ Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
I believe in lecture courses like FILM14 students struggle with writing and I should work to help them use the tutoring and WRAC center to receive additional support.

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.)
I would like to see the South Asian American populations represented in the disaggregation.

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

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
  __x__ 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).

The Film and Animation AA is a new program and thus far has had one student earn the degree. Students have not yet earned the certificate in Filmmaking and the certificate in Animation, but I'm hopeful that students will earn these degrees this and next semester once students know about these degrees.

- If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)
  No there is not an associated industry test for preparing student.

- 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.)
  I believe students are just finding out about the certificates and degrees, and I am hopeful that they will apply for the certificates and degrees this year. I have been doing a workshop once in the Fall and once in the Spring two weeks prior to the certificate and program application deadline to help students apply for their certificates or degree.

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	1	___ Decreased _x_ Stayed roughly the same ___ Increased
Part-time Faculty	0	___ Decreased _x_ Stayed roughly the same ___ Increased
Full-time Classified Professionals	2	___ Decreased _x_ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	1	___ Decreased _x_ Stayed roughly the same ___ Increased
Student Employees	2	___ Decreased _x_ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased ___ Stayed roughly the same ___ Increased

Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
There is a tendency for FTES numbers to be higher with the Full Time Faculty and I believe an additional Full Time Faculty would help with productivity.

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?
The representation of DI populations among our faculty in the film program is not as representative of the students we serve. We are trying to increase this through hiring of new faculty and speaker series that includes women of color in the Filmmaking Industry.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
We have slowly built out the equipment that we need.
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)
We need a lighting studio teaching area so that we can teach cinematography and lighting. We do not currently have the space to meet the pedagogical needs of the program and certificates.

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 <u>**outside of Chabot.**</u>
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - **x** Somewhat agree
  - ___ Strongly agree

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

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  There were some trainings including those related to CANVAS, and equity that were helpful. There needs to be better onboarding onto Governance Committees, and for Faculty and Staff in general. One off professional development isn't as helpful as ongoing training to help scaffold and retain talented faculty and staff.

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.

- <u>**Turning in Program Maps**</u>: 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?
  - ___ 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).
  - **x** No, for another reason… (please fill in the reason below).

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

I am still revising the program because of changes in other programs at Chabot and because of NASAD accreditation.

- 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?

  We can't offer enough evening courses to support a primarily evening student. We have never had enough enrollment to meet productivity at Chabot College while offering classes for both traditional students, and evening and weekend students. Currently traditional day and afternoon students are primarily the students we are able to serve.

- 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.
  I have been coordinating with the PHOT department, ART department and THTR department to coordinate classes, crosslist classes and listing classes from these programs in my program to bolster their enrollment. I have also listed courses from the MCOM, THRT, HUM programs in the new Film TV and Electronic Media program.

- 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.)
  Yes, there are classes that are only offered in the Fall or in the Spring. I do use the program workshops each semester to help students plan how they will earn their degrees. COVID has made this more difficult but I'm working to make sure students get the information needed to earn their certificates or degrees. I would like to work more closely with Counseling.

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.	Students from diverse backgrounds will be supported to successfully complete courses and earn certificates and degrees.	**x** Equity **x** Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	**x** African American/Black **x** American Indian/Alaska Native **x** Latinx **x** Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT **x** DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement **x** Degree or certificate completion ___ Transfer **x** CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
2.	Students will be provided video tutorials and free learning materials and instructional sheets in Filmmaking, and video editing to increase pedagogical effectiveness and increase success rates in CE courses.	**x** Equity ___ Access **x** Pedagogy and Praxis ___ 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 _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement **x** Degree or certificate completion ___ Transfer **x** CTE Units **x** Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
3.	Provide a Program, Certificate workshops each semester where faculty work with students to fill out the appropriate paperwork so students have better clarity on program pathways.	**x** Equity **x** Access **x** Pedagogy and Praxis **x** Academic and Career Success ___ Community and Partnerships	**x** African American/Black **x** American Indian/Alaska Native **x** Latinx ___ Pacific Islander/Hawaiian ___ Disabled	____ Enrollment/FTES ___ Transfer level English, math or ESL achievement **x** Degree or certificate completion **x** Transfer ___ CTE Units **x** Attainment of a Living Wage

			Foster Youth	Supplemental Metric
			___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ 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	2	**Net support Software**	__ New __ Updated **x** Repeat					**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2	1	**Asset Tiger**	__ New __ Updated **x** Repeat					**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$150
Item 3	3	**Vimeo License**	__ New __ Updated **x** Repeat					**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$240
Item 4	4	**Canon Printer Maintenance**	__ New __ Updated **x** Repeat					**x** Annual __ 2022-23 __ 2023-24	$300

								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.

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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	1	**Asset Management Ipads for Faculty, Sr IA and IA**	**X** New ___ Updated ___ Repeat	Apple	Ipad Mini	These ipads would be used in classrooms, or in the lighting studio to record equipment that is checked out by students. Because there is equipment in several different areas of campus it's important to have a portable tablet to use.	3	___ Annual **x** 2022-23 ___ 2023-24 ___ 2024-25	$650x3= $1950
Item 2		**Camera & Tripod Lost accessories and Equipment**		Canon & Other	**Lens Caps, SD Cards, cables, batteries, and chargers**	Every year as equipment is checked out and checked back in there are items that students lose, break or never return. We average a loss of about 5K every year with number of items we have in our inventory.		**x** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000

				Eldekrone	**Dolly Plus**	These are compact Dollys that students can use for their final films.	3	__ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	$1500 $4500
Item 3		**Dolly for Camera movements**							

Facilities Requests

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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	1	**Film & Photo Lighting Studio / Classroom**	_x_ New __ Updated __ Repeat		We do not have the appropriate physical space to teach cinematography and lighting in our current labs. We need a dedicated space where we can fit more students in the classroom (to support productivity) and still teach the requisite technical skills in cinematography and lighting. **Photo is also asking for this in their Program Review.** We propose to convert a classroom in bld 800, 300, or 500—one we have typically used for Phil/Rels/Hum courses that are now online)	__ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	?

Item 2	2	**Film and Photo Equipment Cage**	**x** New __ Updated __ Repeat		We do not currently have an Equipment Cage that is dedicated to Film and Photo where we can store, inventory and organize equipment for students to check out and use for their course assignments. We are located in room 122 that the Television Station area used for storage, but we would like a dedicated space that is not borrowed. **Photo is also asking for this in their Program Review**	__ Annual **x** 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 been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Position 1	1	**Strong Workforce Instructional**	__ New __ Updated **x** Repeat	__ Admin FT **x** Classified FT __ Classified Hourly	**SR Instructio**	40	This is a position that is shared by several departments across Arts	**x** Annual __ 2022-23 __ 2023-24	70K

		Assistant Support		___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	**nal Assistant**		Media and Communication.	___ 2024-25	
Position 2	2	**Strong Workforce Instructional Assistant Support**	___ New ___ Updated _x_ Repeat	___ Admin FT _x_ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	**Instructional Assistant**	40	This is a position that is shared by several departments across Arts Media and Communication.	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	54K
Position 3		**Strong Workforce Student Assistant Support**	___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign _x_ Student Hourly ___ Other _____	**Student Assistants**	2 Assistants		_x_ 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.

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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 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	**Adobe Max**	__ New __ Updated **x** Repeat	Adobe Max is the industry standard conference for individuals in Graphic Design, Filmmaking and Animation	__ In-person conference with travel **x** Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	This is an industry standard conference where professionals in Graphic Design, Filmmaking and Animation attend workshops to learn the latest and greatest Adobe Tools.	1	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	Online this conference is Free.
Request 2			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

					__ On-Campus Speaker __ Other _____			
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.

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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** (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	1	**Camera and Audio Supplies**	__ New __ Updated __ Repeat	**SD Cards & Batteries**	SD cards sometimes get broken or no longer properly read or write and need to be replaces. Students also need batteries for audio equipment.	20	__x__ Annual __ 2022-23 __ 2023-24 __ 2024-25	$750

		Project Name	New, Updated, or Repeat Request		Brief Item Description	Justification		Year(s) Needed	Estimated Cost Per Year
Item 2	2	**Equipment checkout cleaning supplies**	__ New __ Updated __ Repeat	Cleaning Supplies	As equipment is checked out cleaning supplies are necessary to ensure equipment is properly cleaned and maintained.			**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$500
Item 3	3	**Storyboard Presentation Materials**	__ New __ Updated __ Repeat	Notecards, Black Foam Board	Storyboard Presentation Boards to present film and animation previsualizations			**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$ 500

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.

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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**	**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	1	**Instructional Equipment for Room 122**	**X** New __ Updated __ Repeat	Apple	**Teaching Computer in Room 122**	This computer would be used for teaching in 122 during lab set ups for lighting and cinematography demonstrations.	1	__ Annual **x** 2022-23 __ 2023-24 __ 2024-25	$1000
Item 3	2	**Instructional Equipment for Room 122**	__ New __ Updated __ Repeat	Samsung	**TV Screen and mobile TV Cart for teaching in 122**	This screen would be used for teaching and screening materials and student films for critique.	1	__ Annual **x** 2022-23 __ 2023-24 __ 2024-25	$1500

			New Updated Repeat	Yes No				Annual 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://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.