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:

  Photography

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

  Aaron Deetz

- 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. Continue to refine our programs in compliance with NASAD standards so that we can apply for full membership in 2021. We plan on working with the Art and Graphic Design programs with the goal of creating a common core curricula with a capstone portfolio class share by all three disciplines. Ensure that operational funding is provided to keep the Gallery open and functioning.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	The accreditation was delayed due to the COVID-19 pandemic. Self-study for all NASAD programs will be submitted by Fall 2022. Followed by an on-site visit from the NASAD accreditation team April 2023.

2. Find a permanent solution for a digital photography lab and lighting studio in collaboration with Digital Media and Architecture Disciplines that will facilitate growth and success for all three programs.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
3. Forward our goal of redesigning and rebuilding 1000 and 1100 as one project, creating more space for art, art gallery and digital facilities as one of the priorities of the Measure A bond projects.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	The new Arts & Humanities building was ranked third on the Measure A Large Project Prioritization. The project is currently in progress.
4. More photography majors reaching completion through revision of the curriculum, focusing on the needs of part-time and students farthest from opportunity, and working with colleagues to provide contextualized math and English courses.	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	New courses submitted to Curriculum Fall 2021: PHOT 1A, PHOT 1B, PHOT 2A, PHOT 2B, PHOT 2C, PHOT 2D, PHOT 3A, PHOT 3B, PHOT 3C, PHOT 4A, PHOT 4B, PHOT 5A, PHOT 5B, PHOT 6A, PHOT 6B, PHOT 20. New programs submitted to Curriculum Fall 2021: AA Fine Art Photography, AA Photography, CA Photography, CA Black & White Darkroom, CA Digital Imaging.

5. Funding more staff support to expand classroom access and learning assistance.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

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.
n/a

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

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

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

If any courses were not assessed in the five-year cycle, please explain why.
n/a

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

n/a

- Assessing PLOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - **X** 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?
  Institutional Research is helpful is assessing student success and outcomes.

- 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?
  There were no institutional-level barriers or challenges that prevented the program from achieving PAR goals.

- 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?)
  Programs such as 'First Year Experience' (FYE) and Pathways provide students with guidance to help navigate their first year at Chabot which is critical to student success.

- 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?)
  The college needs to facilitate student achievement by awarding degrees as soon as they are earned, instead of waiting for the students to apply. At the very least students should be notified they are eligible to apply.

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).

Photography program enrollments show a moderate decline that mirror the overall college trends.

- 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?

Intermediate level courses have trouble filling to capacity. With the new curriculum submitted Fall 2021, all prerequisites for imtermediate courses have been removed.

- 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

We would be willing to teach a highly enrolled large lecture PHOT 50/PHOT 1A online course to increase program 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.

PHOT 50/ PHOT 1A

PHOT 66/ PHOT 6A   xlisted w/DIGM 6A

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.
  X 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).
>   **Enrollments by race-ethnicity for the photography program mirror the enrollment rates**
>   **college wide. Both the college and photography program can improve DI enrollment rates.**

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
  ___ 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
  X Asian American/ Asian
  X Filipino/x
  ___ Latinx/ Chicanx
  ___ Native American/ Alaska Native
  ___ Pacific Islander/ Hawaiian
  ___ White/ European American
  ___ Female
  ___ Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Asian American and Filipino students are succeeding at lower rates than the college average.
African American, Latinx, and White students have success rates above the college average.

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.)

Disabed students. To determine if the college is appropriately serving students that are impacted by a disability to be ADA compliant.

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
  _X_ Stayed roughly the same
  ___ 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).
  To increase the amount of degrees and certificates awarded the Photography Program has submitted two AA degrees and three Certificate of Achievement to Curriculum for approval.

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

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  The new degrees and certificates provide students the flexibility to take the courses they are interested in and earn a degree with an emphasis that reflects their academic interests.

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	0 (Sabbatical)	**X** Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty	2	___ Decreased **X** Stayed roughly the same ___ Increased
Full-time Classified Professionals	3	___ Decreased **X** Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	0	___ Decreased **X** Stayed roughly the same ___ Increased
Student Employees	0	___ Decreased **X** Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased **X** 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?

> **Without a full-time faculty member FTES/enrollment has gone down. It is anticipated that when the faculty member returns from sabbatical enrollment numbers will go up.**

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?

> **There is a gap exspecially in terms of African-American representation among Chabot professionals. The gap can only be closed by hiring representative faculty and staff members.**

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)

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)

The Photography Program is in need of a digital printing lab and lighting studio to be shared with the Architecture, Digital Media and Film Programs.

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
  - **X** Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

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

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

The professional development opportunities around online student success benefited the program throughout the COVID-19 pandemic.

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?
  ___ Yes (or we will do so by the deadline).
  X No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
  X 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.
The Photography Program has submitted all new courses and programs that haven't been approved by Curriculum or State. Once the new courses and programs are approved they will be mapped.

- 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?
  No, only #1 is applicable. Lower cap numbers would be necessary to run courses in the evening or weekend. And some courses such as 'Darkroom Photography' don't work online.

- 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.
  Art, Architecture, Digital Media, Film & Photography Programs all collaborate to maximize. the computer lab, studio space and Art Gallery in the 900 and 1000 buildings.

- 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. In order to facilitate offering intermediate and advanced courses more often they have been written using a tiered structure so the courses may be offered simultaneously.

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. Complete Curriculum Process for all new courses and programs. Earn BACCC approval as a Regional CTE Program.	Will benefit all students in the program by providing multiple opportunities for success through new degrees and certificates. While allowing students to master methods and techniques within their chosen field of study through	**X** Equity **X** Access **X** Pedagogy and Praxis **X** Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaskan ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender **X** Other: Equity for all students.	**X** 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_____

	advanced coursework.			
2. Complete the Digital Printing Lab in 908. Will be used by Architecture, Art, Digital Media, Film and Photography programs.	Provides students with a digital work space to complete projects and assignments outside of class time. Will also allow students to produce physical copies of work that provides a deeper understanding for how the fundamentals of design are used in their work.	**X** Equity **X** Access **X** 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 **X** Other: Equity for all students.	**X** Enrollment/FTES ___ Transfer level English, math or ESL achievement **X** Degree or certificate completion ___ Transfer ___ CTE Units **X** Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
3. Identify and develop a studio space that will be suitable for using as a lighting studio, accommodating a minimum of 24 students. Will be used by Architecture, Art, Digital Media, Film and Photography programs.	Essential for many of the intermediate and advanced level courses. A dedicated studio space for lighting will provide essential experience for photographers entering the industry. As well as proper storage for high dollar equipment.	**X** Equity **X** Access **X** 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 **X** Other: Equity for all students.	**X** 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_____

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Individual Request: Darkroom Enlarger Maintenance & Repair**	__ New __ Updated **X** Repeat	n/a	Maintain and repair 21 enlargers in the 904 darkroom.	The 21 enlargers in the 904 darkroom are all in need of adjustment and general maintenance. 2 of them are in need of major reapir or replacement. Preventative maintenance will extend the life of the darkroom equipment we have.		**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$2,500.00
Item 2			__ New					__ Annual	

			__ Updated __ Repeat					__ 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.

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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	**Individual Request: Lighting Equipment**	__ New **X** Updated __ Repeat	B&H Photo Video	ProPhoto Location Lighting Kits.	Will help close equity gaps by providing students with industry standard lighting equipment to use in the studio. Gives the program flexibility to	4	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$5,200/ea $20,800 total

					teach lighting in both indoor and outdoor environments which is crucial without a dedicated lighting studio. Associated with Goal #3.			
Item 2	2	**Individual Request: Mirrorless Digital Cameras**	**X** New ___ Updated ___ Repeat	B&H Photo Video	Nikon Z 7II Mirrorless Digtal Camera Kit	Will help close student equity gaps by providing access to industry standard photography equipment.	4	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$3,900/ea

$15.600 total |
| **Item 3** | 3 | **Individual Request: Darkroom Film Enlargers** | ___ New ___ Updated **X** Repeat | B&H Photo Video | Omega LPL 4550XLG 4x5 Variable Contrast Enlarger | The current enlargers in the 904 darkroom are more than 2 decades old. Many are in need of maintenance and repair. Bringing in 2 new enlargers a year will begin the process of updating the lab to current standards. | 2 | **X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | $5,900/ea

$11,800 total |

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.

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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	**Individual Request: 908 Printing Lab.**	__ New __ Updated **X** Repeat	Wire and install new computers, printers, and scanners to create a printing lab in 906. Supports goal #2.	Helps close the equity gap and promote student success by providing a work space to be used by students outside of class time. Will support Art, Architecture, Digital Media, Film and Photography programs. Associated with Goal #2.	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$60,000
Item 2	2	**Individual Request: Lighting Studio.**	__ New __ Updated **X** Repeat	Identify and develop a space to be used as a lighting studio.	A dedicated lighting studio is essential for teaching specific studio lighting techniques that are used in the industry. The lighting studio will be used by the Art, Architecture, Digital Media, Film and Photography programs. Associated with Goal #3.	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$40,000
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.

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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	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	**Individual Request: Full NASAD Accreditation**	**X** New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour **X** Faculty Reassign ___ Student Hourly ___ Other _____	NASAD Expert	5	Chabot College was the first Community College in California to achieve NASAD accreditation. 2022/2023 we are applying for Full Accreditation that is a once in a decade process. Chabot College will be the first fully accredited NASAD Community College in California. This will provide a direct link for our students to transfer into a Bachelor of Fine Arts program at one of 16 California State Universities and 31 colleges in California.	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	2 CAH

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.

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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	**NASAD Annual Meeting**	__ New __ Updated **X** Repeat		**X** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Attending the NASAD Annual Meeting is essential to the process of applying for Full Accreditation in the 2022/2023 year. Will be held in Jacksonville, Florida.	1	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$5,000.00
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	

		Rank	Project Name	New, Updated, or Repeat Request	Brief Item Description	Justification	Quantity	Year(s) Needed	Estimated Cost Per Year
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	**Individual Request: Digital Photography Lab Supplies**	___ New ___ Updated **X** Repeat	Provides essential computer lab and digital photography supplies to run demonstrations and lab activities.	Essential supplies that are required to run digital photography courses; PHOT 1A, PHOT 1B, PHOT 3A, PHOT 3B, PHOT 3C, PHOT 4A, PHOT 4B, PHOT 5A, PHOT 5B, PHOT 6A, PHOT 6B.	Multiple items	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000
Item 2	2	**Individual Request: Printer Inks and Paper**	___ New ___ Updated **X** Repeat	Epson Ink and Paper for two large format	Essential for printing out student work. The Epson 7900 printers will be the	Multiple items	**X** Annual ___ 2022-23 ___ 2023-24	$15,000

					Epson 7900 printers.	primary large format printers used in the 906 Printing Lab that supports Art, Architecture, Digital Imaging, Film and Photography.		___ 2024-25	
Item 3	3	**Individual Request: Darkroom Lab Supplies**	___ New ___ Updated **X** Repeat		Canon and Epson inks and paper to support the Digital Printing Lab in 908.	Essential chemicals and supplies for running darkroom photography course; PHOT 2A, PHOT 2B, PHOT 2C, PHOT 2D.	Multiple items	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000

Technology Requests

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

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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	**Individual Request: Apple Macbook Pro 16"**	**X** New ___ Updated ___ Repeat	___ Yes **X** No	Apple Macbook Pro 16", 1.3 GHz 8-Core Processor, 1 TB Storage,	To replace the Photography Program's Macbook Pro that had a damaged screen. Old Macbook Pro was	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$2,800

					AMD Radeon Pro 5500M	returned to IT Spring 2021.		
Item 2	2	**Individual Request: Apple iMac Desktop**	**X** New ___ Updated ___ Repeat	___ Yes **X** No	Apple iMac 27" Desktop, 3.8 GHz 8-Core Processor with Turbo Boost up to 5.0 GHz, 512GB Storage, Retina 5K Display	To replace Apple iMac desktop computer that was stolen from 1114.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$2,300
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.