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:

  Math

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

  Ming Ho

- What division does your Program/Area reside in?

  ___ Academic Pathways and Student Success
  ___ Applied Technology and Business
  ___ Arts, Media, and Communication
  ___ Counseling
  ___ Health, Kinesiology and Athletics
  ___ Language Arts
  x 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. Monitor BSTEM students who start the math sequence at the MTH 104 and 53 level to reduce the impact that MTH 53 for ALL students at the elementary algebra level have on them. We will monitor success rates and reflect on curriculum and pedagogy.	___ Achieved ___ In Progress __x__ Not achieved but still relevant ___ Not achieved and no longer relevant	Because of AB 705, we now need to monitor success rates for BSTEM students starting at MTH 37/31 vs those who choose to go back to MTH 55.
2. Continue to pilot and improve corequisite courses for statistics and college algebra.	__x__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	AB 705 forced this goal to be achieved. However, due to lack of student demand, corequisite support has discontinued due to low enrollment. On the other hand, MTH 31 has now an additional no unit lab added to the course.
3. Continue to work on improving the math placement process to reduce remediation for students. • Expand high school transcript sharing agreement with other unified districts. • Test the reliability of student self-reporting of high school transcript information. • Explore guided self-placement in math.	__x__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	• High school transcript sharing is now with all high schools in the service area. • Self report has been verified by CCCCO. • Guided self-placement has been implemented.
4. Hire more full-time math faculty to meet student needs.	___ Achieved ___ In Progress __x__ Not achieved but still relevant	Without new hire, Math will be down to 15 FT faculty at the end of Sp22,

	___ Not achieved and no longer relevant	below the 16 FT in Fa17 and way below the 21 FT in Fa94.
5. Create noncredit courses (Math Jam, MTH 104) and also certificate programs that enables CDCP-level funding of those noncredit courses.	_x_ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	MTH 204ABCD replaces MTH 104 MTH 210 and 220 are noncredit Math Jam for BSTEM and for SLAM, respectively. All are part of certificates for CDCP funding.
6. For data science, we'll need to research curriculum offering, hopefully creating one that feeds into UC Berkeley's Data Science program.	___ Achieved ___ In Progress _x_ Not achieved but still relevant ___ Not achieved and no longer relevant	Ming and Lara have attended workshops related to data science and Berkeley's Data 8 course. With Ming being coordinator and Lara in the tenure process during the pandemic, there hasn't been much bandwidth to work on this.

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?
  - ___ All courses
  - **x** 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.
Only courses that haven't been offered do not have assessment developed.

- 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.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - **x** Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

PLOs:

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

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

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

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

Institutional Supports and Barriers

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

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

  Keep up STEM Center Tutoring and LAs. MESA has been funding the VAST majority of LAs for STEM, and with this cycle possibly being the last for the MESA grant it is vital that the school institutionalize the funding to continue supporting out STEM 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?

  The Office of Academic Services needs to institutionalize noncredit programming at the college with a formal position under the Office of AS.

- 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?)

  Keep up STEM Center Tutoring and LAs. MESA has been funding the VAST majority of LAs for STEM, and with this cycle possibly being the last for the MESA grant it is vital that the school institutionalize the funding to continue supporting out STEM students

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

More convenient ways for faculty to forward notifications and flyers to students. Instead of all the information in the e-mail sent out college-wide, first design the announcement or page in Canvas. If image is provided, fill in the ALT-text. Then all we have to do is download from the Commons to send to students, rather than having to do the information transfer ourselves.
Canvas Student Hub to record these resource availability

Lack of reassigned time for faculty who coordinate tutoring, like WRAC and discipline specific tutor training and interviewing.

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

FTES	MTH	College	MTH as % of College
Fa18	515.45	4742.74	10.9%
Sp19	448.19	4426.06	10.1%
Sum19	129.19	1349.94	9.6%
Fa19	443.88	4624.06	9.6%
Sp20	348.68	4302.85	8.1%
Sum20	150.33	1568.73	9.6%
Fa20	355.99	4238.53	8.4%
Sp21	308.01	4078.45	7.6%

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

AB 705 reduced the number of developmental math classes. Pandemic online learning may have caused students to put off taking math. Psychology and Business now also offer statistics courses that meet the math requirement.

- 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?

Fast Track courses 36-20 or 20-1 tend to be under-enrolled because not as many students are willing to commit to 8-10 units of math in one semester. However, those who do and succeed shave off a semester of waiting to begin STEM courses.

- Is there anything faculty in your area would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format—in-person, hybrid, online—of low fill-rate classes, etc.)
  productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member

Our faculty have always been taking additional students beyond our class size. We offer our courses over a variety of days/times already.

- 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.

The answer to this question should be institutionalized in an enrollment report that automatically identifies sections that have been filled to capacity and with a waitlist. It is inefficient for each area to do the same work separately. Also, the waitlist data in CLASS-Web gets zeroed out, so we can't get that information now by looking at previous terms.

Our upper level MTH 3, 4, 6, 8 courses are often in the worst-of-both-worlds situation. They are major courses for transfer in Math and many STEM fields. MTH 3, 4, and 6 are also corequisites to Physics courses for STEM majors, so enough sections must be offered each semester so students can progress. The enrollment easily fills one section but may look bad split among two sections. People who don't know the program think we have a problem

filling sections, but those sections are the solution to ensure that students get the classes they need to progress in course sequence, resulting in our STEM students being able to transfer or graduate

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).

MTH 3 4, 6, 8 combined by race: https://public.tableau.com/app/profile/na.liu/viz/shared/MC4YKBTRG What exactly is our discipline/field/industry? The population of US college students majoring in math? The population of people with advanced degrees in math?

- 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.

Contingency table of all math students in Sp21:

Rows: Race
Columns: None

Cell format
Count
(Column percent)
(Standardized Chi-Square residuals)

	MTH 53/55	MTH 41/43/47	MTH 31/36/37	MTH 20/1/15	Rest	Total
Af	19	63	21	20	21	144
	(8.44%)	(10.02%)	(7.05%)	(4.39%)	(5.26%)	(7.17%)
	(0.71)	(2.66)	(-0.08)	(-2.22)	(-1.43)	
As	29	91	53	124	163	460
	(12.89%)	(14.47%)	(17.79%)	(27.19%)	(40.85%)	(22.92%)
	(-3.14)	(-4.43)	(-1.85)	(1.91)	(7.48)	
Fi	21	59	32	61	36	209
	(9.33%)	(9.38%)	(10.74%)	(13.38%)	(9.02%)	(10.41%)
	(-0.5)	(-0.8)	(0.17)	(1.96)	(-0.86)	

	MTH 53/55	MTH 41/43/47	MTH 31/36/37	MTH 20/1/15	Rest	Total
La	113 (50.22%) (2.56)	270 (42.93%) (1.36)	135 (45.3%) (1.59)	164 (35.96%) (-1.2)	111 (27.82%) (-3.72)	793 (39.51%)
Multi	19 (8.44%) (-0.06)	64 (10.17%) (1.37)	23 (7.72%) (-0.5)	44 (9.65%) (0.79)	22 (5.51%) (-2.09)	172 (8.57%)
Na/PI	3 (1.33%) (-0.36)	13 (2.07%) (0.83)	6 (2.01%) (0.5)	5 (1.1%) (-0.91)	6 (1.5%) (-0.22)	33 (1.64%)
Wh	21 (9.33%) (-0.21)	69 (10.97%) (0.97)	28 (9.4%) (-0.2)	38 (8.33%) (-0.98)	40 (10.03%) (0.17)	196 (9.77%)
Total	225 (100%)	629 (100%)	298 (100%)	456 (100%)	399 (100%)	2007 (100%)

Chi-Square test:

Statistic	DF	Value	P-value
Chi-square	24	149.83857	<0.0001

- 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.
    - _ x _ are **overrepresented** in comparison to their representation in the student body, but that doesn't tell the whole story. African Americans and Latinx are overrepresented in GE SLAM courses because Asians are overrepresented in courses beyond first-level transfer. For Math, a better way to answer this question about DI Groups is to look only at those taking their first math class at Chabot in a particular semester, not all math students. Then compare distribution of math classes taken by each race/ethnicity.
    - ___ Not applicable, our discipline does not have high enrollments in general education classes.

In developmental courses, Latinx are well overrepresented while Asians are well underrepresented. Latinx are much more likely to place themselves below transfer than any other group.
In SLAM courses, overrepresentation of African American's and Latinx may be more of a result of Asians being more likely to enroll in upper math courses than anything else.
In first-level transfer BSTEM courses, well-underrepresentation of Asians is offset by overrepresentation of Latinx. Latinx are more likely than African Americans to choose BSTEM over SLAM in first-level transfer courses.
In courses beyond first-level transfer, Asians are well overrepresented while African Americans and Latinx are well underrepresented. Filipinx are overrepresented in the MTH 20/1/15 group, but they are slightly underrepresented in higher math; the contrast is surprising.

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).
The pattern among Asians, Latinx, and African Americans is well known, as an extension of the achievement gap observed in high school. Given a relatively high proportion of Filipinx students in MTH 20/1/15, it would be good to encourage them to pursue fields that require more advanced math courses.

Non-Credit

- Does your program/area offer non-credit classes?
  - ___ Yes
  - **x** No, but we have noncredit courses ready to be offered.

- 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.

While Tableau is great, the answer to questions about course success rates should be further automated in better report data than provided.

College vs MTH: https://public.tableau.com/shared/C3QSX4GJW?:toolbar=n&:display_count=n&:origin=viz_share_link

- 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

However, the upper level classes (MTH 3, 4, 6, 8) have an overall success rate over 80% in all pandemic terms. It's difficult to know it is because having longer exam time provides opportunity to for student to demonstrate their knowledge or apps that solve math problems are inappropriately used.

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)?

Math disaggregated by Race-Ethnicity:
https://public.tableau.com/shared/5JNRKS9FR?:toolbar=n&:display_count=n&:origin=viz_share_link

- Check all groups that are ***disproportionately impacted*** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
  - **x** African American/ Black
  - ___ Asian American/ Asian
  - ___ Filipino/x
  - **x** Latinx/ Chicanx
  - ___ Native American/ Alaska Native
  - **x** Pacific Islander/ Hawaiian
  - ___ White/ European American
  - ___ Female
  - ___ Male

There is a huge jump in PI group!

(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:

More women in GE courses (MTH 41 and 47) but more men in precalc/calc1 (MTH 20/31/1/15). Even fewer women in upper level courses (MTH 2, 3, 4, 6, 8), outnumbered almost 2 to 1.

There is a huge jump in PI group success rate from Fa20 to Sp21!

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

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

Take a look at the IR report on Degrees by Discipline.

- 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
    ___ 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).

- 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)

- 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.)

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	16	**x** Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty	16	**x** Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees		___ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts		___ Decreased ___ Stayed roughly the same ___ Increased

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

They both have decreased; however, our Part-time colleagues have felt the largest impact

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?

It would have been nice to be provided race-ethnicity data to help answer this question. I can't easily tell what that data is, and I really shouldn't be expected to collect the data. So I am eyeballing the FT Math faculty to make observations. We have one of 16 FT faculty who is Latinx, which is low for a college with about 40% Latinx student population. We have 6 women and 10 men in math, the ratio of which roughly mirrors students' gender in upper level math classes. We have no Filipinx or African American faculty, although both groups together make up 17% of the student body. If you have suggestions about what my program can do to address the gap, we are open to hear it. More generally, however, what does the District HR do to address DI gaps in hiring? Are they

advertising in places that would reach qualified candidates?

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
  - _x_ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

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

Computer labs often have computers down.
Office computers are outdated. Some faculty have gotten new computers when requested, but we are not certain how widely available it is.
Need control over laptop issued to us so we can update it. Or IT should get a management software to track device updating.

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

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

More quiet spaces for students to meet/study near our offices. Maybe furniture in the courtyard in Building 2000. Offices in BIO Phase II—when is it?

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
  - ___ Strongly agree

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

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

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

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  I don't think I am prepared to answer questions about PD short of polling the faculty, which I don't have time to do. If PAR really need accurate data on this, maybe a campus wide survey during a flex day is a better way to get the data.

  Some faculty are discouraged from applying for PD opportunities because they have experienced a long time before getting their reimbursement.

Program Maps and Equity in Scheduling

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

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

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

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

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

- 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.

- 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.)

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	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.			
1. Redesign BSTEM Sequence	Improve student success by redistributing topics in the sequence to reduce overlap, thereby making each course less of a rat race. Update GSP to reflect new sequence.	___ Equity ___ Access _x_ Pedagogy and Praxis _x_ 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 ___ DI Gender ___ Other _____	___ Enrollment/FTES _x_ Transfer level English, math or ESL achievement _x_ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
2. Offer noncredit Math Jam and other support.	Converting Math Jam to noncredit reduces cost. Comingled support during the semester or during winter session help improve success rate. Expand sections with LA.	___ 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 _x_ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES _x_ Transfer level English, math or ESL achievement _x_ Degree or certificate completion _x_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
3. Direct support for BSTEM students who did not complete Algebra 2 but wish to begin at transfer-level in the sequence toward calculus.	Research which colleges have direct placement of students into transfer level BSTEM. Learn about their curriculum and support services.	_x_ Equity _x_ Access ___ Pedagogy and Praxis _x_ 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 ___ DI Gender ___ Other _____	___ Enrollment/FTES _x_ Transfer level English, math or ESL achievement _x_ Degree or certificate completion _x_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____

| 4. Consider OER text/material | Reduce student cost | __x__ Equity
__x__ Access
_____ Pedagogy and Praxis
__x__ 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
_____ DI Gender
_____ Other
_____ | _____ Enrollment/FTES
__x__ Transfer level English, math or ESL achievement
_____ Degree or certificate completion
_____ Transfer
_____ CTE Units
_____ Attainment of a Living Wage
_____ Supplemental Metric (Financial aid or AB 540)
_____ Other_____ |

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 4									

Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1		__x__ New __ Updated __ Repeat	EMeet (through Amazon)	Camera with built-in microphone for web conferencing.	To be able to conduct office hours virtually with students who are away from campus.	1	__ Annual __x__ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Facilities Requests

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

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of

projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

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

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

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

	(been entered)	'individual request'					President's Planning Initiatives (2-3 sentences).		
Position 1	3		__ New _x_ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT _x_ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	Math Faculty	40	Need faculty to fill attrition over the years so that we can staff sufficient math classes to meet student needs. Specifically, Jose Alegre retired at the end of Spring 20, Erin is resigning at the end of Sp22, and Dave Fouquet is FA president, so we will be down at least 2.5 FTE from recent history. Further, full-time faculty are better able to connect with students outside of class because they are more accessible, in order to support students.	__ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	
Position 2	1		__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT _x_ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly	Physics Faculty	40	Physics is down to bare bones, and most STEM have physics requirement. These are students that will take math for their program. Losing students in STEM	__ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	

			___ Other _____				will affect math enrollment.		
Position 3	2		___ New ___ Updated ___ Repeat	___ Admin FT **x** Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Lab Tech for Physics & Engine ering	40	Physics and Engineering have no lab tech support at all. They need support to sustain a good program to supply us with upper level math students.	___ Annual **x** 2022-23 ___ 2023-24 ___ 2024-25	
Position 4	4		___ New **x** Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT **x** Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Math Faculty	40	Need faculty to fill attrition over the years so that we can staff sufficient math classes to meet student needs. Specifically, Jose Alegre retired at the end of Spring 20, Erin is resigning at the end of Sp22, and Dave Fouquet is FA president, so we will be down at least 2.5 FTE from recent history. Further, full-time faculty are better able to connect with students outside of class because they are	___ Annual **x** 2022-23 ___ 2023-24 ___ 2024-25	

							more accessible, in order to support students.	
Position 5	5		___ New __x_ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT _x_ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Math Faculty	40	Need faculty to fill attrition over the years so that we can staff sufficient math classes to meet student needs. Specifically, Jose Alegre retired at the end of Spring 20, Erin is resigning at the end of Sp22, and Dave Fouquet is FA president, so we will be down at least 2.5 FTE from recent history. Further, full-time faculty are better able to connect with students outside of class because they are more accessible, in order to support students.	___ Annual _x_ 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**.

<mark>**Professional Development, Travel, and Conferences**</mark>

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1		___ New ___ Updated _x_ Repeat	CMC^3 Fall Conference	_x_ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____ _____	We need to learn about AB 705 acceleration efforts to support BSTEM students who have not completed high school Algebra 2 if we want to place them directly in transfer course sequence leading toward calculus.	3	___ Annual _x_ 2022-23 ___ 2023-24 ___ 2024-25	1200
Request 2	2		___ New ___ Updated ___ Repeat	Unknown future PD opportunity for: * Curricular development to	_x_ In-person conference with travel _x_ Online conference/webinar	In Strengthening Student Success Conference 2021, the RP Group is pushing data showing that, even for BSTEM students who did not complete Algebra 2 in		___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

				incorporate active learning * How to design instruction to best capitalize on embedded tutors * Funding for faculty time.	**x** On-Campus Training **x** On-Campus Speaker ___ Other _____ _____	high school, direct placement into transfer-level math with corequisite support (where classes involve active learning and embedded tutors) is more successful than starting in Intermediate Algebra.			
Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____ _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Supplies Requests

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

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

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

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

<mark>Technology Requests</mark>

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Individual Request**	**x** New ___ Updated ___ Repeat ___	**x** Yes ___ No ___	**MathType**	Tool needed to create and edit equation in documents for class material.	10	**x** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 ___	400

Item 2	2	**Individual Request**	__ New __ Updated **x** Repeat	**x** Yes __ No	**Padlet**	Online tool to promote collaboration for students in class.	1	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	100
Item 3	3	**Individual Request**	**x** New __ Updated __ Repeat	**x** Yes __ No	**Screencasto matic**	Provides some functionalities that is easier to use than Canvas Studio	1	__ Annual __ 2022-23 __ 2023-24 __ 2024-25	50
Item 4	4	**Individual Request**	__ New __ Updated **x** Repeat	**x** Yes __ No	**Kuta Software**	Easily create worksheets and answer sheets for both formative and summative assessments by drawing from test banks from across the math curriculum. https://www.kutasoftware.com/renewals.html This renewal is for 3 years.	1	__ Annual **x** 2022-23 __ 2023-24 __ 2024-25	1211

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 submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.

- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu.

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