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:

  _____**Early Childhood Development**

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

  Alice Hale, Hilal Ozdemir, Ana Gutierrez, Terra Lee

- 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
  ___ Science and Mathematics
  __X__ 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.Develop an Education Pathway	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Educational Aide certificate created and now active; TK certificate now active; non-credit Certificate of Completion course sequence created and in curriculum approval process. Participate in cross campus work group, clarifying pathways, developing recruitment strategies.
2. Increasing number of students who complete their certificates and degrees in a sequential and streamlined pathway in the least amount of time, and ensure equitable outcomes	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We have seen our numbers of certificates and degrees granted increase slightly; given that two of the years were in the pandemic we feel that any increase shows a positive trend. Our Sr. IA/Career Navigator has continued to see students
3. Survey students each semester to identify needs to be able to connect students with resources to ensure their success	___ Achieved ___ In Progress __X__ Not achieved but still relevant ___ Not achieved and no longer relevant	With the Social Science Majors outreach project we are taking another approach to achieve similar goals, by targeting students in our introductory courses, ECD 50 and ECD 62.
4. Creating a stronger support system for the Spanish Cohort-Learning Community.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Enrollment in our Spanish-speaking cohort has gone down during the pandemic, but we continue to have good success rates (above 90%) in our capstone course for these students, ECD 63.. We are continuing to look at ways to help these students continue past the initial 4 core classes.

5. Collaborate with PACE and Math program to strategize how to improve the success rate of ECD students in Math	___ Achieved ___ In Progress _X_ Not achieved but still relevant ___ Not achieved and no longer relevant	We have been waiting to get a sense of how the changes in enrollment related to AB 705 have impacted our students' success rate.
6. Develop strategies to help students go through basic skill assessments early in their enrollment.	___ Achieved ___ In Progress ___ Not achieved but still relevant _X_ Not achieved and no longer relevant	With the AB 705 changes in math and English enrollment this is 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?
  - ___ All courses
  - __X__ 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.

ECD 59, 92, 93, 94 weren't offered in the last 5 years.

- 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?
  - ___ Yes, all PLOs were assessed in the 5-year cycle.
  - ___ Almost all PLOs were assessed in the 5-year cycle.
  - **X** No, many PLOs were not assessed in the 5-year cycle.

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

In the 18-19 assessment cycle we were asked to assess only AA and AS-T degrees, not the certificates. Therefore the certificates were not assessed until this assessment cycle.

- 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?
  - **The availability of Perkins and Strong Workforce funding to support our programs has been very helpful in helping us have student assistants and materials for our practicum classes.**
  - **The office of Institutional Advancement has been helpful in assisting with grant writing, as well as exploring new funding opportunities for programs such as the teacher pathways and apprenticeships.**
  - **Library resources have been critical, especially when we moved to all-online teaching during the pandemic as it allowed access to a wide variety of print and video resources, and even provided an online story hour for the Lab School children that our ECD 63 students could observe.**
  - **The Lab School, of course, is a critical and integral part of our program, even during remote learning, as it provides for extensive observation opportunities for our students as well as experiential learning.**
  - **The Office of Institutional Research provides critical data support as we examine our outcomes and plan future steps. The classified professional in curriculum has provided welcome support and advice as we have developed new programs and our non-credit courses, and refine our existing courses and programs to better fit our students and workforce needs.**
  - **Learning Connection and the WRAC provide essential academic support for students to help them persist and succeed in classes.**

- 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?
  - **Institutional research is overburdened and needs more staff;**
  - **Lack of administrative and staff support for work-based learning; right now faculty have to identify the work-based learning opportunities, facilitate the creation of an MOU; make sure all**

paperwork is in compliance with state regulations as well as see to all pedagogical requirements. We also need MOUs beyond HUSD, for San Leandro, San Lorenzo, Fremont, etc.

- o **Without some kind of automatic award system, we risk missing students who have earned certificates not receiving them because they don't know about the certificate application process.**
- o **With DSPS and Learning Connection services not available on weekends or in the evenings, our working students who need these services cannot access them. (75% of ECD students are part-time; most are working during the day with children.)**
- o **Some college processes, like purchasing, seem cumbersome and need tremendous lead time, which can make it challenging to spend grant funds in a timely manner.**

- 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?)
    - o **Support of the Lab School for hands-on learning with children;**
    - o **Learning Connection and WRAC;**
    - o **The Laptop Loan program;**
    - o **The expansion of student services to online availability, especially counseling;**
    - o **Expansion of mental health services;**
    - o **The expansion of courses available on Saturday and evening;**
    - o **New offerings in Math; co-requisite workshops and support mechanisms.**

- 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?)
    - o **With DSPS and Learning Connection services not available on weekends or in the evenings, our working students who need these services cannot access them. (75% of ECD students are part-time; most are working during the day at preschools.)**
    - o **We have many part-time students who never see a counselor. We need more counselors, and expanded access in the evening and on weekends.**
    - o **Math continues to be an obstacle to degree completion and transfer for our students.**

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).

We expected a drop due to the move to all online teaching. Many of our students prefer face-to-face teaching, whether because of their particular learning styles, or lack of the appropriate technology, or a lack of familiarity with online learning. We also expected a drop in enrollment in our practicum classes. However, we did not see as big a drop as expected, because we saw students enroll who found the online offerings more convenient and therefore more appealing. We still feel we have lost students from before the pandemic and we feel it will be a challenge getting those students back.

- 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?
  - **Our 30's series courses do not always fill; until last year they were not part of any certificate or degree and are considered professional development courses for those already working in the field or for credentialed teachers who need ECE units to teach Transitional Kindergarten. They are now part of a TK COA.**
  - **ECD 60 and ECD 95/96 are required for our AA degree but not for our AS-T. As more students opt for the transfer degree, fewer of them need to take these classes.**
  - **ECD 91 is a capstone class for our Intervention degrees and certificates. Few students declare for these programs as they are high in units. There are many prerequisites for this class as well, and often when we offer it there are few students who have taken the necessary prerequisites and are therefore ready to take the class.**
  - **ECD 83, 65 and 68 are our administration series. They have a smaller pool of potential students in that they are specifically for those who want to be site supervisors, program directors and mentor teachers. It is important for workforce development that we offer these courses. Until two years ago, they were not part of any certificate or degree, now they are part of the Administration COA.**

- 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

Faculty consistently take additional students in sections with higher fill rates; we have already moved our administration classes online, and offer ECD 91 every third semester. We are contemplating taking other classes that have filled well during the pandemic to an online format at least once a year such as ECD 69.

We are changing the description of the Work Experience courses to make them more appealing to students working in non-early childhood settings (after school programs, paraprofessional roles in school districts, etc.) who might be interested in getting field work hours to apply to a credential.

- 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.
  - ECD 63
  - ECD 90
  - Online sections of ECD 52
  - Online sections of ECD 54
  - Online sections of ECD 56
  - Online sections of ECD 62

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).
The early childhood field is dominated by women of color so the demographics of our classes corresponds to the demographics of the Chabot student body population. The only exception to this is that only 6% of our students are male, which aligns with the field but not with the Chabot student body.

Non-Credit
- Does your program/area offer non-credit classes?
  _____ Yes
  __X__ No

- Over the next 3 years, non-credit course offerings in our program/area are planned to:
  _____ Decrease

      ___ Stay the same as they are now
    X Increase

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

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
    ___ Decreased
    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):
    X African American/ Black
    ___ Asian American/ Asian
    ___ 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:
    It is difficult to see any trends that emerge that vary greatly from the college-wide success rates, especially in light of the pandemic when many students and instructors were working in a new modality.

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
    ___ Stayed roughly the same
    X Increased

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

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
  ___ Decreased
  ___ Stayed roughly the same
  __X__ Increased

- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
  The ECD program has increased the number of certificates we offer to reflect the combinations of coursework our students often take. This has resulted in an increase in overall Chancellor-Approved certificates. We have also tried to be proactive about encouraging students to apply for the certificates once they have fulfilled the requirements -- by having our Sr. IA/Career Navigator visit classes and talk to faculty in the capstone classes to encourage students to fill out the degree/certificate application. Also, as our Sr. IA/Career Navigator increased the availability of online/Zoom appointments it became more convenient for students to meet with her and get an ECD course plan outlining how to earn degrees and certificates.

- 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)
  ECD students qualify for California Child Development Permits which are needed to work in state-subsidized preschool programs. In the last year, our Sr. IA/Career Navigator assisted 76 Chabot students in applying for Child Development Permits, which they qualified for by taking ECD classes at Chabot that they passed with a C or better. In the past 5 years, an average of about 60 students complete permit applications and are granted new permits or upgrades every year.

- 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.)
  Most of our students are part-time, many are older and have returned to school after a time away. We have a high proportion of students for whom English is a second language. They struggle with completing the math and English requirements to get a degree. They struggle with academic requirements of their ECD classes. Many of the special programs and learning communities that offer targeted help, dedicated counselors and other supports are not available to our students. Support programs such as tutoring are not available in evenings or on weekends, when many of our students take classes. Our students need help connecting to supports that can help them build academic skills and stay on track to complete their degrees or certificates. They also need help connecting to the Chabot community when they are only here part-time or on evenings/weekends.

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	3	___ Decreased

		__X__ Stayed roughly the same ___ Increased
Part-time Faculty	16	___ Decreased __X__ Stayed roughly the same ___ Increased
Full-time Classified Professionals	1	___ Decreased __X__ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		__X__ Decreased ___ Stayed roughly the same ___ Increased
Student Employees		__X__ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts		__X__ 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?

Our enrollment has remained somewhat consistent, but we have less support staff available. That makes it more difficult to offer services like the textbook loan program. We are contemplating cutting back greatly on that program. It is also more difficult to recruit students, to do outreach to dual enrollment students and to plan extracurricular events. While the pandemic shelter-in-place reduced the need for much of this, we anticipate it will be difficult to ramp up to previous levels of outreach when we return to campus, and that outreach to students who have left the program in the last two years will be even more difficult.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

We very much need a junior IA who is a fluent Spanish speaker, because of our population of students both in the Spanish-speaking cohort and out of it who need support. This person could also serve an important outreach role. We have tried to get funding for this position and are asking for it to be prioritized in this Program Review cycle.

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
  __X__ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

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

We need a system of microphones and speakers in the Lab School so that students can do observations from the observation room and hear the interactions going on in the preschool classrooms. We also need robust Wi-Fi in the Lab School building to facilitate using the Swivl system for observations and to allow students to research curriculum projects on the internet. Laptops and tablets would also allow for online work in ECD classes and recording of observation notes, photos and videos.

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

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

We have had ongoing concerns about the security in Lab School Building (3500); about the proximity of the outdoor play area to the parking lot, and about the design of the yard allowing for optimum outdoor learning for both children and Chabot students.

Professional Development

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

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

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

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

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

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
There is a direct correlation between continuous professional training and the quality of services provided to Chabot students. Some of the examples that I can mention are the following; since the pandemic started, ECD faculty from all California and other states have created a community of practices where OER textbook information was shared, creation of a video library, additional resources, guess speakers, and alternative distant learning tool called swivl has been used in ECd courses that required practicum experience, and many other. Second, more adjunct faculty have the opportunity to attend virtual college events such as division, town hall, flex day, orientation, cc- on-line teaching workshops, and more. All of the mentioned activities have a direct impact on the ECD students.

Program Maps and Equity in Scheduling

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

- **Turning in Program Maps**: A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to this template in Google Docs,* 2) click on "file," 3) choose "make a copy", 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.
*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1JoK5E39lR86cXCJp7iyAFWXIVtCVFw8p/edit

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

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

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
The ECD department has modified the courses based on students needs. We have similar courses taught in different modalities such as in-person, distance learning (fully online and/or hybrid). We also offer courses during the day, evening and Saturday. There are some accommodations done for some ECD courses that require

practicum experience. For example, ECD 63 and ECD 90 courses have a synchronous lecture and in-person lab that can be completed with a mentor teacher, in a licensed ECD program, and/or at Chabot laboratory school.

    A student can take most of their required courses in the evenings/weekends. We offer a few introductory courses during the day; many of our students, once they complete those courses, begin teaching in a preschool and therefore are only able to take courses in the evening, on weekends or online. Therefore, offering all of our core courses during the day would be impractical. We also do not have the available faculty, as our part-time instructors themselves are working during the day and unavailable for daytime classes.

While our lab courses (ECD 63 and ECD 91) have been successfully taught online during the pandemic, best practice for these courses demands hands-on experience under the supervision of faculty in a Lab School setting or under the supervision of a mentor. They will only be taught completely online in the future in emergency situations. We have created a format that allows for the lecture portions of this course to be taught in a synchronous Zoom lecture.

ECD 79, Teaching in a Diverse Society, optimally should be taught face to face as the subject matter can be quite sensitive and requires a good deal of scaffolding. We might design a hybrid/synchronous version of this course going forward.

- How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with specific educational goals can take the courses they need to finish in a timely fashion? Please discuss the discipline(s) with whom you already collaborate, as well as any discipline(s) with whom you would like to start collaborating.

      We would like to start collaborating with the Math program to see if they could increase the frequency of offering Math 41 Number Systems; this is a course designed for those who will one day teach math. It is required as a part of the Elementary Ed AA-T and is also an excellent choice for ECD majors to take to fulfill their math requirement. Currently it is only offered face to face in the spring semester in the middle of the day, making it impossible for students who are working to enroll.

- 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.)

      In an ideal world we would like all ECD majors to see our ECD Sr. IA/Career Navigator to get an ECD course plan that outlines the courses required for their major so that they get the prerequisites they need in the most efficient way possible, with knowledge of when to take the classes that are not offered every semester. We would also like to make sure all ECD majors see a counselor to get a comprehensive Ed plan that maps their major and GE courses. We have tried to simplify our schedule so that two-course sequences (Admin 1 and 2, the two Infant/Toddler courses) run Fall/Spring; you can also take them out of order if necessary. Ideally, when we get program maps up and running on the website, then everyone who accesses them will be able to see when we offer our courses on the program maps.

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
Increase the numbers of ECD degrees and certificates awarded.	Hold at least 2 certificate/permit information workshops each semester; visit/contact instructor in each capstone class and assist students in filling out degree/certificate applications; increase numbers of ECD tutors in Learning Connection to offer academic support; increase success rates of students in gateway courses.	**x** Equity **x** Access **x** Pedagogy and Praxis **x** Academic and Career Success ___ Community and Partnerships	**x** African American/Black ___ American Indian/Alaska Native **x** Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**x** Enrollment/FTES ___ Transfer level English, math or ESL achievement **x** Degree or certificate completion ___ Transfer **x** CTE Units **x** Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other _____
Map clear transfer pathways for ECD majors, Elementary ed majors and those interested in single subject credential from	Have clear pathways maps for students from Chabot to credential program; develop single-subject certificate; hold at least one information session per semester for students interested in	**x** Equity **x** Access ___ Pedagogy and Praxis **x** Academic and Career Success **x** Community and Partnerships	**x** African American/Black **x** American Indian/Alaska Native **x** Latinx **x** Pacific Islander/Hawaiian ___ Disabled	**x** Enrollment/FTES **x** Transfer level English, math or ESL achievement **x** Degree or certificate completion **x** Transfer **x** CTE Units **x** Attainment of a Living Wage

Chabot to 4-year to credential program.	TK-12 teaching; hold high school recruiting event each spring; expand access to Math 41; expand opportunities for fieldwork; create lists of Chabot courses that will fulfill Basic Skills and Subject matter requirements for Credentials.		___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___Supplemental Metric (Financial aid or AB 540) ___Other_____
Explore and work towards establishing apprenticeships program for ECD students	Establish working relationships with local employers to set up apprenticeship track; hold recruiting events at high schools, adult school, ROP; work towards state approval of apprenticeship standards; get curriculum approval for apprenticeship coursework.	__x__ Equity __x__ Access ___ Pedagogy and Praxis __x__ Academic and Career Success __x__ 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 _____	__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		**Individual request**	___ New ___ Updated ___ Repeat	NAEYC	Accreditation fees	Being accredited enhances ECD programs reputation.	12	___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$2000
Item 2		**Education Pathway**	_X_ New ___ Updated ___ Repeat	ACCCTEP	Membership dues for organization of community college teacher training programs	Being a part of this group allows for networking and exchange of information about building effective transfer pathways.	12	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$150
Item 3		**Education Pathway**	___ New ___ Updated ___ Repeat	Amal Issa	Coordinate cross campus/multi-disciplinary team to build teacher pathway.	Large workgroup working to build pipeline of teacher candidates from	12	___ Annual _X_ 2022-23 ___ 2023-24 ___ 2024-25	$5000

					Chabot to 4-years prepared for credential programs.			

Equipment Requests

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

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

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

Facilities Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Practicum support**	**_X_** New ___ Updated ___ Repeat	8 chairs	**chairs for observation room at Chabot Lab Center.**	___ Annual **_X_** 2022-23 ___ 2023-24 ___ 2024-25	$450.00
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	Project Name Use the same project name for	New, Updated, or	Classification	Position Title	Avg. hours per week	Justification BRIEFLY justify how this spending relates to	Year(s) Needed	Estimated Cost Per Year

	requests have been entered)	all requests related to a large project or put 'individual request'	**Repeat Request**			(5, 20, 40, etc.)	the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).		(Total $)
Position 1	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 _____	Tenured track full time	40	Between 2014-2018, three full-time ECD faculty retired. The position we request is for replacement of a position that was lost due to retirement. ECD is the second largest CTE program on the campus. Currently we only have 3 full time faculty and approximately 640 students who declared ECD as their major. To further Chabot College's mission to help students achieve their educational goals, full time faculty are more able to guide students' as they access and use support services.	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$ 83,940 & + benefits
Position 2	1		__ New _X_ Updated __ Repeat	__ Admin FT _X_ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign		40	By aiding students in planning their courses, doing student outreach and applying to degrees/certificates this supports Strategic Plan	__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

				__ Student Hourly __ Other _____			Objective #1, and in creating events for the ECD community this supports Strategic Plan Objective #5. This position also helps the ECD program work towards the EMP Priorities #1, 2 & 4. This position will support any potential apprenticeship programs which will help us work towards all 5 of the EMP priorities.		
Position 3	8		__ New _X_ Updated __ Repeat	__ Admin FT __ Classified FT _X_ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____		20	A Spanish-Speaking Instructional Assistant can improve and increase our outreach efforts to our Spanish-Speaking students, increasing the enrollment in the Spanish-speaking learning community, and assisting them with strategies to continue their education past the end of the 4-course program. Having an additional staff person will also increase our ability to offer services on evenings and	__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

							weekends. This individual can help administer our textbook loan program and can also facilitate the use of Open Education Resources. This work all relates to Priorities 1, 2, 4 & 5 of the Educational Master Plan.		
Position 4	10		__ New _X_ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign _X_ Student Hourly __ Other _____	3 student assistants	40 (between the 3 of them)	Under the lead of the practicum ECD instructor, student assistant support faculty. In both the weekly and saturday lab, there are more than one preschool classroom that the instructor should monitor. Student assistants are placed in one of those classrooms to give continuous support to ECD completing their practicum experience while instructors oversee other preschool classrooms.	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$5600.00
Position 5	6		__ New _X_ Updated __ Repeat	__ Admin FT __ Classified FT _X_ Classified Hourly __ Classified PT __ Faculty FT	2- Early childhood specialists	4 hours each	Saturday Laboratory Center needs two early childhood specialists. One per each of the two PS classrooms.	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$7,800.00

			___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____						
Position 6	7		___ New _X_ Updated ___ Repeat	___ Admin FT _X_ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	2 Early Childhood assistant	4 hours each	Saturday Laboratory Center needs two early childhood assistants to cover the ratios. One per each of the two PS classrooms.	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5500.00
Position 6	5		___ New _X_ Updated ___ Repeat	___ Admin FT ___ Classified FT _X_ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	site supervisor	6	Saturday Laboratory Center needs a site supervisor to comply with licensing requirements and oversee the Saturday program, outreach and enroll families in the program.	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$7,290.00
	2	**Individual request**	___ New ___ Updated _X_ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT	ECD Program Coordinator	4 hours	We request 3 CAH reassigned time for the ECD Program Coordinating duties. Faculty coordination allows better	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

			__ Faculty F-hour __X__ Faculty Reassign __ Student Hourly __ Other _____			planning to increase program success.		
3	**Individual request**	__ New __ Updated __X__ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __X__ Faculty Reassign __ Student Hourly __ Other _____	ECD Lab Coordinator	4 hours	Lab instructor 3 CAH reassigned time. This allows coordinator of lab time with Lab School, and supervision of all student lab experiences, improving their preparation for the ECE workforce.	__X__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
9	**Education Pathway**	__X__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __X__ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	1 ECD faculty and 1 counselor	40 hours (20/semester) each	Faculty and counselor collaborate on clarifying transfer pathways, exam waiver courses, recruitment strategies to increase enrollment and completion of transfer degrees.	__ Annual __X__ 2022-23 __ 2023-24 __ 2024-25	$4000
8	**Individual request**	__ New __X__ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __X__ Faculty F-hour __ Faculty Reassign	Spanish-speaking cohort coordinator	40 hours/semester	This cohort, in its 21st year, requires coordination to recruit, enroll and support students so they complete the program and continue	__ Annual __X__ 2022-23 __ 2023-24 __ 2024-25	$4000

								on to take more classes		
				__ Student Hourly __ Other						

- The Faculty Prioritization Committee requires a completed **Faculty Prioritization Form** if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	1	Individual request	**X** New __ Updated __ Repeat	NAEYC Professional Learning Institute-Cleveland, Ohio-June 12-15 (2022) Child development and early education	**X** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Attending the NAEYC Professional Learning Institute will allow participants to keep abreast of current ECE related trends/topic, and support our continued NAEYC accreditation. This will ensure our course content and	3	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$3000

				faculty throughout the states work together to inform and shape professional preparation in early care and education.		pedagogy adheres to the EMP Priority #3 Critical Pedagogy and Praxis "Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community."			
Request 2	2	CLASS training	**X** New ___ Updated ___ Repeat	Classroom Assessment Scoring System (CLASS) allows faculty to keep the credential to be a trainer/observer/ coach	___ In-person conference with travel **X** Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	Faculty needs to renew the credential to teach/ present this tool to ECD students. This tool is introduced to students taking practicum courses. ECD students use the tool as a reflective practice and to set up professional goals. This relates to EMP Priority #3 Critical Pedagogy and Praxis "Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community."		**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$150.00

Request 3		**ECEPTS Annual Conference**	_X_ New __ Updated __ Repeat	National conference on apprenticeships in ECE	_X_ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Allowing faculty/staff to attend this conference will support the creation of an ECD apprenticeship program, which will reduce barriers to college enrollment by allowing student to attend college while they work, and move up the ECE career ladder. This will help fulfill Strategic Plan goals 1 & 2 and EMP Priorities 1, 2 & 3.	2	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$4000
Request 4		**Education Pathway**	_X_ New __ Updated __ Repeat	**ACCCTEP Annual Convening** Meeting of statewide organization of Community College Teacher Preparation Programs	_X_ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Allowing faculty/staff to attend this conference will support the creation of a Teacher Pathway at Chabot, which will allow us to increase the numbers of students who transfer with the ultimate goal of getting a teaching credential. This will help fulfill Strategic Plan goals 1 & 2 and EMP Priorities 1, 2, 3, 4 & 5.	2	_X_ Annual __ 2022-23 __ 2023-24 __ 2024-25	$2000

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 $)
Item 1	1	**Individual request**	**_x_** New ___ Updated ___ Repeat	New edition of Curriculum text for students to use	Having copies of the text available for students reduces one barrier to being successful in lab classes.	12	___ Annual **_X_** 2022-23 ___ 2023-24 ___ 2024-25	$840
Item 2	2	**Practicum support/workforce development**	___ New ___ Updated **_X_** Repeat	Various learning materials used during curriculum activities	Consumable materials used by ECD students during their practicum lab hours.		**_X_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$2,000.00
Item 3	3	**Individual request**	**_x_** New ___ Updated ___ Repeat	New edition of text for ECD 79 Teaching in a Diverse Society	Having copies of this text available to loan to students reduces a barrier to success in this class that is required for AA and AS-T degrees.	12	___ Annual **_X_** 2022-23 ___ 2023-24 ___ 2024-25	$600

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Practicum support/workforce development**	__ New __ Updated **X** Repeat	**X** Yes __ No	System of microphones for Lab School classrooms so interactions can be heard by students in observation rooms.	This system will allow us to utilize the observation rooms more effectively, allowing students to get high quality observation experiences even while Covid restrictions continue. This will improve their observation skills and aid in better understanding child development. (EMP Priority #3 and Strategic Plan objective #2)		__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	TBD
Item 2	2	**ipads**	**X** New __ Updated __ Repeat	__ Yes **X** No	ipads	Practicum students taking the ECD 63 and ECD 90 courses use this tool to record or to collect data (take notes, photos, other) during their practicum lab hours. This will improve their ability to complete assignments and enhance their lab experience. (EMP Priority #3 and Strategic Plan objective #2)	4	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$1,400.00
Item 3			__ New __ Updated	__ Yes __ No				__ Annual __ 2022-23	

			Repeat					— 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.