GEOGRAPHY and ENVIRONMENT

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:

    Geography and Environment Department

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

    Suzanne Maher

- 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. Increase enrollment	___ Achieved **x** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Enrollment is on an upward trend. This will always be a program goal. • Announced upcoming GEO classes • Created and posted advertisements • Made GIS pamphlet • Met with academic counselors • Added GEO 2 to Chabot's high school class offerings
2. Increase student support in and outside the classroom	___ Achieved **x** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This will always be a program goal. • Set up tutors • Organized and led group study sessions in the Learning Connections Lab before Covid • Increased student access to computers on campus and off with GIS software • Involvement with the BCRC and UMOJA

3. Increase practical, hands-on application of Geography concepts to engage students that are active learners	___ Achieved _x_ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This will always be a program goal. • Purchased supplies, software, and equipment • Organized and managed computer labs, software licensing, and student software licensing • Encouraging Micro-Grid Project for students • Involvement with SIC, Earth Week, and Climate Action Working Group
4.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

Learning Outcomes Assessment Results

SLO:

Student Learning Outcomes (SLOs): SLOs are the outcomes that instructors aim for students to successfully reach by the end of a course. SLOs should be established for each course, listed in CurricUNET, displayed on all course syllabi, and assessed in CurricUNET on a 5-Year cycle. The following questions are about SLO assessment.

- How many courses in your discipline have SLOs developed and listed in CurricUNET?
  - **x** All courses
  - ___ Almost all or most courses
  - ___ About half of the courses
  - ___ A few courses
  - ___ No courses

If any courses do not have SLOs, please explain why.
  N/A

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

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

- 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.
We are waiting on the SLO to be completed for Environmental Studies 1. The rest are up to date, except for a few that are exempt as they have not been offered.

- 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?
  Chabot has many programs on campus that have helped me to reach my PAR goals as they have great support systems for our students. The Learning Connections program has been fantastic for my students. In particular, the tutoring program has been super helpful for my classes, the Learning Connections lab where we have GIS installed for students, and the study spaces for groups of students. The DSRC is amazing, and I work very closely with them every semester with setting up notetakers, getting help creating learning material for unsighted students, and having specialized testing circumstances for those that need it as I always have a lot of students who have accommodations. I am super proud of Chabot for the targeted outreach through the work of the 10x10 model, El Centro, CIN, UMOJA, Puente, RISE etc which all support students in Geography/Environment 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?
  One of our biggest challenges is that we only have one full time faculty member. It is challenging to grow the program and support all aspects with most energy focused on classes and students first, then on administrative duties with little time left to grow the program. Having another person to collaborate with who had different ideas and skill sets would be a huge benefit to our program. We also have a very challenging time getting

adjunct to stay as they can make much more in the local job market for Geography. We hired 5 adjunct in the past 4 years and have not held on to a single one.

- 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?)
    Our special programs are wonderful for students, but also the positive work environment for staff makes employees happy, which in turn means that we are better at serving our students because we love our job and are happy doing what we do.

    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?)
    I think it would be a huge benefit to students to make sure that each department has 2 full time faculty or give the one full-time faculty member re-assign time to do the administrative duties that can make our departments thrive so that students are more supported. For example, faculty could do more outreach to majors, targeted outreach to demographics of students that need more support, make sure there are tutors set up for each class, work more to do outreach at local high schools, and make sure adjunct were more supported so that their classes run more smoothly.   I am still doing all of this in my department, but not as well as I would like to.

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
    ___ Stayed roughly the same in comparison to overall college trends
    _x_ 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).
From 2018 to 2020, the FTES of the college declined (11% for Fall semesters and 8% for Spring semesters). Over the same period, FTES have increased in the Geography and Environment Department (21% for the Fall semesters and 15% for the Spring semesters). Here is the data:
College FTES=Fall: 4,742.74 (F18), 4, 238.53 (F20) = 11% decline
              Spring: 4,426.06 (S19) to 4,078.45 (S21) =   8% decline
GEO FTES=Fall: 1.90+38.6+5.4=45.2 (F18) to 3.3+46.7+4.7=54.7(F20) = 21 % increase
         Spring: 0.2+37.53+5.97=45.7 (S19) to 2.9+42.46+7.0=52.36(S21)=15% increase
When looking at the overall college enrollment data, Geography classes increased enrollment during the past 3 years (All Geography enrollments= 447 (F18) to 524(S21) =77 increase.) During the same period, enrollments have declined campus wide.

*GEO FTES includes PACE GEO classes GEO classes and ENST classes as they are all staffed by geo faculty and using geo resources.

- 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 productivity is low in our classes for majors (GEO 2, 5, 8, 10, 12, 20, 21, and 22) as the High productivity in our department is carried by GEO 1 lecture due to GE requirements. The reason for low enrollment are; (1) there are very few majors (though this number has slowly increased over the past 5 years), (2) frequent cancellation of majors classes which make students less inclined to sign up (3) changes to the AA-T due to CSU level changes, which mean we have to offer 2 additional upper level classes so that it is harder to fill a larger number of upper division courses, (4) the launch of a new certificate which will take time to grow.

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

   *productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member

   We are over enrolling up to classroom capacity at student request and put a Friday and Saturday class and online sections for working students on the schedule, offered GEO 2 for High School students, and are working with Earth week, climate action committees and faculty in the sciences to increase awareness of our program and our classes. We also changed the GIS certificate to be easier to get through.

- 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.

GEO 1

Enrollment Disaggregations:
Enrollments* can be disaggregated by race and ethnicity, gender, etc.
*Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of persons filling them.

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the [Chabot College Course Enrollments and Success Rates Dashboard](#). Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry (and/or for disciplines with large percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
    - ___ could be improved.
    - ___ is just right.
    - __x__ is outstanding - we are increasing the diversity of the field.

For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your **general education** classes to the overall student body population.
- DI Groups in our **general education** classes:
    - ___ are **underrepresented** in comparison to their representation in the student body.
    - ___ have **similar representation** in comparison to their representation in the student body.

  x 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).
   We had more Black/African American students until Covid. We lost a lot of our black students with covid (a trend seen campus wide) so that now we have similar representation as the rest of the college.

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

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

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

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
  _____Decreased
  x Stayed roughly the same
  _____ Increased

Use the [Chabot College Course Enrollments and Success Rates Dashboard](#) to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?
- Check all groups that are *disproportionately impacted* (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
  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:
The success rates for Geography classes were at 78% Fall 18, they declined slightly for S19, F19, S20, F20 (72, 74, 71, 74 respectively) and then have increased back to 78% success for Spring 21. However, it is important to note that the success rates for Geography classes are consistently higher than those for the overall college rates of 70, 73, 69, 71, 71, and 73 for F18, S19, F19, S20, F20, S21, respectively.

In terms of success rates by race and ethnicity, the success of black students in Geography classes significantly declined in S20, falling from 68% to 48%. They have since recovered back to 69% by S21. Almost all ethnic groups success declined that semester (S2020) due to the shift to online. Though Black students are

==disproportionately lower than other ethnic groups, their success in Geography classes is higher than the overall college success.==

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

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

Take a look at the IR report on [Degrees by Discipline](#).

- Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?
  ___ Decreased
  ___ Stayed roughly the same
  _x_ Increased

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

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.
- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
  ___ Decreased
  _x_ Stayed roughly the same
  ___ Increased

- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
  Geography AA and AA-T degrees increased from 2011 to 2021 though the data is statistically insignificant due to small sample size. There are no chancellor approved certificates in our program.

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

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  We are not able to offer all majors classes that are necessary to degree as they are often cancelled due to low enrollment. We are unable to offer majors classes during evenings to support students working 9-5pm and parents as we can offer these classes very infrequently. It may make sense to offer more majors classes online to draw in more students from other schools.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty		___ Decreased _x_ Stayed roughly the same ___ Increased
Part-time Faculty		___ Decreased _x_ Stayed roughly the same ___ Increased
Full-time Classified Professionals		___ Decreased ___ 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?
FTES increased and staffing stayed the same showing the need for another full-time faculty member.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?
There is a gap in representation of DI populations in our area's staffing. We currently do not have any faculty who are black, Asian, or latinx. We hired one adjunct who fit this profile a few years back, but were unable to retain her due to the comparatively low pay as an adjunct in comparison to other Geography positions in the area. She left after only one semester. Other than her, we have not had any applicants from these ethnic backgrounds to my knowledge.

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

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

We receive GIS software every year through ESRI and our labs are run in 507 so that they have access to computers to process data.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
We do not have access to a wet lab, which makes it difficult to do many of the traditional labs and experiments for GEO 1 lab, GEO 8, and GEO 12 for curriculum that includes soils, oceanography, and geology. Examples include; soil texture analysis, phytoplankton/zooplankton microscope slides, clay samples, water sample assessments (turbidity etc.)

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
  - ___ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  - ___ Strongly disagree
  - **x** 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 attend many professional development opportunities on campus, but I marked "somewhat disagree" because our adjunct are not able to attend many of these opportunities due to having to work at multiple schools / lost time driving /having to take a higher teaching load etc. This means that only 1 of 6 instructors in our degree are able to attend professional development opportunities on campus. Professional Development opportunities off campus have higher attendance with adjunct as these events are specialized in Geography and information learned at the conference is more easily used at multiple schools. However, these are only attended if we get funding (AAG, AGU, ESRI Conference). These conferences have been very inspiring as they offer some of the latest research to keep our courses relevant and make instructors excited about new material to bring to class. Also, equity training as been very helpful and informative.

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?
  1.)Yes 2.) No 3.) No   We would need to offer majors classes 2x/yr with half online. We are currently only offering most of them 1x or less so we opt for in-person.

- 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 are currently not collaborating as there are no other Earth Sciences classes being taught at Chabot with the exception of a couple of botany classes that are rarely offered. We will be collaborating in the future with the geology/environmental science hire.

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an *ideal* world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)
Yes, there are classes that we do not offer every semester that are required for degrees; GEO 5, 8, 10, 12, and 20. I would communicate with 1) counselors, by requesting to make an announcement at one of their meetings and send out an email to all counselors 2) other faculty by contacting the dean of sciences and asking her to make an announcement at their division meeting in addition to making an announcement at my division meeting and emailing all faculty who use my classes in their degrees. 3) students by going into all in person classes at the end of the year and making an announcement about upcoming classes, by emailing all majors, and creating a post to send out to all Geography online instructors.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the College's Planning Priorities (PRAC will post when complete), President's College Planning Initiatives, and Strategic Plan, all of which lead into the long-range planning document, the Educational Master Plan). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the Educational Master Plan (EMP)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?
*outputs: direct short-term results like # of students served, workshops held, etc.
**outcomes: longer-term results like course success rates or degrees earned
***The Student Centered Funding Formula is the way all CA CC districts will be funded once the "hold harmless" period of funding expires.
Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

1. *This is a spot to show how my program can contribute to college goals	Outputs-Increase the number of students in our classes and the number of classes offered. Continue with major's outreach events.	**x** Equity **x** Access ___ Pedagogy and Praxis **x** Academic and Career Success **x** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**x** Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion **x** Transfer ___ CTE Units **x** Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
2.	Outcomes-Increase or hold steady the success rates.	**x** Equity ___ Access ___ Pedagogy and Praxis **x** Academic and Career Success **x** Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	**x** Enrollment/FTES ___ 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_____
3.	Outcomes-Increase the number of degrees and certificates awarded and success rates.	___ Equity ___ Access ___ Pedagogy and Praxis **x** Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement **x** Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Individual Request**	_x_ New ___ Updated ___ Repeat	Food Vendor	Food for Mentoring Majors event held 1x/semester	These events help students stay on track for graduation and is an opportunity to create community. This is especially important in our department as we are not able to offer majors courses every semester, so we need to help student plan out their classes based on our offerings. *EMP-Academic and Career Success,	1	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	1,000.00$

						and Community and Partnerships. Mission Critical Priority #4: "Academic and Career Success: Providing holistic and integrated support and services to ensure students reach their educational and career goals"			
Item 2	2	**Earth Week**	**x** New ___ Updated ___ Repeat	Earth Week Speaker	Give talk at Earth Week Event	Earth Week makes meaningful connections between academic programs and complex social and environmental problems (EMP Strategic Planning Cluster #1) by having multiple events that link social justice, environmental and Earth science, current events, indigenous wisdom, climate action, career pathways, art, and health among others while building community. *EMP-Mission Critical Priority #5: Community and Partnership.	1	**x** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	10,000.00 $

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

Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Individual Request**	___ New ___ Updated _x_ Repeat	Weather Station/Environmental Monitor	Weather stations include barometer, ambient air temperature, relative humidity, incoming shortwave radiation, ultra violet radiation, wind speed and direction, out	Students collect current scientific data, learn how to process data in excel or matlab, and learn how to create graphs to visualize and display data. This is job training for	1	___ Annual _x_ 2022-23 ___ 2023-24 ___ 2024-25	$3,000.00

					going long wave radiation, soil temperature and soil moisture probes, and precipitation collection. https://www.davisnet.com/solution	physical geography jobs. Addresses Presidents Planning Initiatives focused on environmental concerns and technology training and EMP Mission Critical Priority #4: "Academic and Career Success: Providing holistic and integrated support and services to ensure students reach their educational and career goals"		
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	**Wet Lab**	__ New __ Updated _x_ Repeat	Access to a lab with sinks, running water, and electrical hook ups at tables for computers and microscopes	A wet lab would allow for practical application of course concepts to increase student learning outcomes in addition to job training for Geography careers. Price range from 10-50k depending on the size of lab and if the room will need to be built. See example at link below http://www.nipissingu.ca/academics/faculties/arts-science/geography/facilities/Pages/North-Bay-Rotary-Club-Wet-Lab.aspx Or https://www.aber.ac.uk/en/media/departmental/estates/images/Lab-5.jpg EMP Mission Critical Priority #4: "Academic and Career Success:	__ Annual _x_ 2022-23 __ 2023-24 __ 2024-25	$10,000.00
Item 2			__ New __ Updated			__ Annual __ 2022-23	

			Repeat				__ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Position 1	1	**Individual Request**	__ New __ Updated **_x_** Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT **_x_** Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	**Full time faculty**	40	We directly address the President's Planning initiative #3 "Planning should also address contemporary issues such as environmental sustainability and workforce development." Our department is the only department on campus that is in the	**_x_** Annual __ 2022-23 __ 2023-24 __ 2024-25	80k

					Earth Sciences as we teach physical earth science, environmental studies, and GIS (a technology used to process large data and make data driven images used heavily in Earth Science.) We are the only department that directly focuses on the climate change in all of our courses, we teach the science and strategies for mitigation.				
Position 2			__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Position 3			__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

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

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)	
Request 1	1	Individual request	__ New __ Updated **x** Repeat	AGU American Geophysical Union	**x** In-person conference with travel **x** Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Conferences provide opportunity to see the latest research which is developing particularly rapidly in the fields of climate change, ocean dynamics, environmental issues, GIS, global economy, disease evolution,	1	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$2,000.00 With travel, $585.00 without travel.	

						and population dynamics. The presentations provide specific examples of processes addressed in class, practical application of theories and technology, and examples of career opportunities. Contact with local geographers may provide job or internship opportunities for students.				
Request 2	2	Individual request	___ New ___ Updated _x_ Repeat	AAG American Association of Geographers	_x_ In-person conference with travel _x_ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	Same as above	1	_x_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25		$505 for meeting, $2,000. With travel.
Request 3	3	Individual Request	_x_ New ___ Updated ___ Repeat	ESRI annual Conference	___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other	Same as above	1	___ Annual _x_ 2022-23 ___ 2023-24 ___ 2024-25		$500 for travel (we already have tickets)

				———				

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			__ 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	

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	Individual Request	__ New __ Updated **x** Repeat	**x** Yes __ No	Renew GIS (ESRI) Instructional Software	Need License to use GIS software which is required for classes in GIS certificate program and provides training in information technology using software that is used in a variety of fields with high pay for proficiency of use. *EMP #3 Pedagogy and Praxis, & #4 Academic and Career Success	1	**x** Annual __ 2022-23 __ 2023-24 __ 2024-25	$2,500.00
Item 2			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** "develops, leads, and supports campus initiatives that strengthen student access, success, and equity." SASE "provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide." If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

https://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

Please contact the faculty chair of the CE Committee Connie Telles ctelles@chabotcollege.edu or the Career Pathways Project Manager Christina Read cread@chabotcollege.edu with any questions.