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?

  ___ Academic Services
  ___ Administrative Services
  __X__ Student Services
  ___ Office of the President

- Name of your Program, Discipline, Area or Service:

  Umoja Community Program

  Special Programs

  Student Services

  _____

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

Michael Thompson

Tommy Reed

Tom deWit

  _____

- 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
  ___ Social Sciences
  X 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.Chabot College Special Programs students will complete SSSP Components: Assessment, Orientation, and SEPs at a higher rate than Chabot students not in Special Programs.	___ Achieved _X_ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This is a constant goal for the program that is constantly monitored as a measure of program success. 90% of Umoja Students have completed their SSSP Components.
2. Chabot Umoja students complete the transfer level English course sequence at higher rates than African Americans students who are not in a learning community.	_X_ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This is a constant goal for the program that is constantly monitored as a measure of program success. In 2018-19, there was a 94% success rate for English 1A and 86% success rate for English 4.
3. Send more students to Umoja Conferences.	_X_ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	More than 20 Umoja students were sent to Umoja conferences last academic year.

4. Take 20+ students on an annual HBCU tour.	___ Achieved ___ In Progress __X_ Not achieved but still relevant ___ Not achieved and no longer relevant	The pandemic interrupted the program's ability to achieve this goal. It is still going as conditions allow.
5.Increase access to Mental Health Support for Umoja Students by 10%	___ Achieved __X_ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	5.Mental health is huge in our community and a continuing focus of the program. The last few years, more than half our students utilized the mental health resources provided by our partnership with the Association of Black Psychologists

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?
  - ___ All courses
  - ___ Almost all or most courses
  - ___ About half of the courses
  - ___ A few courses
  - ___ No courses

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

_____

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

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

_____

- Assessing SLOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ 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. (The Umoja program has SAOs that are not assessed in Curricunet.)

- 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.
  - ___ 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
  - ___ 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?

During the Shelter In Place the Umoja Program's Black student leaders were invited to speak on behalf of all black students at Chabot. They were invited to share some of the many challenges and struggles to stay engaged in school amidst the pandemic and protests on behalf of police violence towards black people. As a response, students penned a letter with a list Demands challenging the college to show support and solidarity to its African American students. The College responded to the letter by creating a Task Force of Administrators, Faculty members and Classified to form the Black Excellence Collective(BEC) 10x10.
The work of the BEC 10X10 helped to secure support and funding to create and launch the Black Cultural Resource Center(BCRC). The BCRC was the brainchild of Umoja students who wanted to provide a space for all Black students to access resources, tutoring services, and study spaces. The college has committed to supporting the funding and institutionalization of the BCRC as a way to centralize and continue the efforts of the BEC 10X10.

- 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?

From the time a student applies to Chabot until they register for classes there are a few areas that students can get tripped up on. While the college has improved tremendously there are still small areas where our Umoja students tend to get stuck, or lost.

- Financial Aid- Students are still struggling to follow the financial aid process to completion. Many of our students submit their application when they apply for school, but fail to check their classweb to complete the entire process. This happens to a large group of our students. Applying for financial aid is difficult even for the parents. The Director has worked to collaborate with Umoja to create systems and provide a liaison to capture

and assist students to completion of their application. Of course there is no overnight solution, but it's trending in the right direction.

- Umoja Promise(UP) has two accelerated English courses running consecutively. Students take English 1 for 8.5 weeks, then English 4a for the remainder of the semester. Umoja is in year 4 of UP and and students are still not able to sign up for a full schedule because there is a prerequisite block keeping them from registering for the 2nd english. This impacts their financial aid, Promise Grant status, and leaves them feeling anxiety about not having an adequate schedule. If there were a way for students who enrolled in the Umoja's Accelerated English to be automatically placed into English 4A that would alleviate this issue. It's a lot for the Umoja program because we want to provide access to college with ease, but this has been a hindrance in moving students through._____

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)

Chabot should definitely continue to…

- Provide the Chabot Promise grant to new full-time students. This grant has helped Umoja students to successfully complete their first year without the worry of paying for classes. This alleviates a lot of stress and anxiety. Not all students qualify to receive financial aid due to their parents income, or other discrepancies, but that doesn't mean they can pay for college. Over the years, one of the constant areas of worry for many Umoja students tends to be in the area of finances.
- Continue expanding and providing the option of virtual and F2F Counseling and Admissions Services: Before the pandemic, the college was in the beginning stages of offering online counseling. The shelter in place orders forced the college to move quicker and make the necessary adjustments to offer counseling financial aid and admissions services virtually. As a result, staff, faculty, and administrators have created programs and improved systems to become more fluid working remotely. Working virtually has made the college more accessible for students. It has helped them to resolve issues without having to come to campus and stand in a long line to get a short, quick answer. They can now complete student education plans, remove holds, complete services, and talk with someone during their lunch break or from the convenience of the home. Many Umoja students are working and unable to come to campus to meet with counselors, or complete financial aid and admissions tasks.
- Provide laptops and hot spots. This was something that was started through the pandemic, but should remain as a staple, as the school and programs adjust back to F2F. It evens the playing field for students, having a laptop and/or hotspot. It provides a level of access all students should have as they navigate their way through college.
- Fund Emergency Direct Aid for struggling students. Students need money. This comes up over and over again. It's in the data. It's in the surveys. Students are struggling while going to college. They work and many don't qualify for financial aid due to their parents income. Therefore, having access to emergency support/direct aid could save many students from leaving or dropping out when in a pinch. Again as mentioned in other points, this provides a level of access that all students should have access to.

- 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?)

Umoja students need to be **automatically** registered into the second set of eight week courses in our Umoja Promise program. EVERY semester this has been a major issue for our students--this disrupts their ability to receive financial aid, be eligible for athletics, and to be considered full-time status. The college praises the success of the Umoja Promise program but blocks our students from registering in it. We have tried to address this with Director of A&R, Vice-President of Student Services, Dean of Special Programs, and every semester it is deja vu, a major hassle and

puts our students into a serious bind. Our students have lost financial aid opportunities because of this for the last 3 years.

Not resolving financial solutions for students preventing them from registering each semester is also an issue. Students should be able to add classes in the following term/semester, even if they owe money. Being in a situation where students cannot add classes for the following semester plays a huge role in retention and persistence, especially in Umoja. Many of our students work, have families, and hold major responsibilities that take precedence over school fees.   There should be a system or agreement set up to ensure that students can register for the following semester even if fees are unpaid. They could allow students to sign a document agreeing to paying a monthly fee.

Umoja needs a space. Once we are F2F, our students will need a space that represents their wants and needs. It needs to be an open community space with smaller group meeting spaces, computers. supplies, and resources. The space should also provide students with computers, break out rooms for counseling, and tutoring. President Sperling acknowledged this need and promised to include a space in her response to the Umoja Student leaders demands.

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).
With the addition of Umoja Promise, the Umoja program now has two tracks. Both tracks --one accelerated and the other regularly paced -- offer the academic and counseling support that has been successful for Umoja in the past.

- 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?
-
Umoja classes typically are at or beyond capacity. One occasional exception to this pattern is the Math course that the program has sometimes offered. The program continues to work with Math faculty to increase participation, retention, and success in this course. 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

It would be difficult to increase the productivity of the Umoja Promise courses which are short-term courses. These courses require intense, fast-paced, hands-on interaction between students and faculty. Improving productivity beyond its current levels (in every course) would likely result in declining success rates. And the Promise courses are almost always above 100% cap.

● 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.

_____

_____

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).

Umoja is a learning community focused on the experiences and history of African Americans._____

_____

Non-Credit
● Does your program/area offer non-credit classes?

_X_ Yes
__ 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
  __ Stayed roughly the same
  _X_ Increased

Use the Chabot College Course Enrollments and Success Rates Dashboard to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?

- Check all groups that are ***disproportionately impacted*** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
  __ African American/ Black
  __ Asian American/ Asian
  __ Filipino/x
  __ 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:

Umoja students generally succeed at a higher rate than African American students not in the program. This rate has been a consistent trend over the program's history. In 2019, Umoja students (73%) succeeded in first-level transfer English at a rate 14 percent higher than non-Umoja African American students (59%) and 12 percent higher than all other students (61%). In addition, Umoja students (11%) withdrew at a rate significantly less than both non-Umoja African American students (19%) and all other students (20%) in this same course.

Overall, Umoja students had a success rate of 74% in all of their courses compared to a non-Umoja African American student overall success rate of 61% and a 71% success rate for all other students.

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.)

It would be helpful to see data, if possible, on returning students and student parents. Full-time/part-time doesn't entirely capture these groups. It would be useful to know if these students are succeeding in our classes, if they tend to be full-time or part-time and how we might target them for specialized support.

In addition, it would be very helpful to disaggregate by race/ethnicity and gender. Do African American men need more targeted support? The data doesn't not currently allow us to see this.

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

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

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

Take a look at the IR report on **Chancellor-Approved** Certificates by Discipline.

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

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

Over the last 3 years Umoja has had an average of 24 students graduate/transfer each year. The success is due to several factors.
  - Cohort style classes that create and promote community amongst students.
  - Academic support and guidance provided by the Umoja Counselors and instructors- Students often had no idea how to navigate through college to reach their academic goal. Having Umoja Counselors and staff available has streamlined the process and made it more clear how students can make it through to graduation, certificate, and transfer.
  - AB705- helped to improve the number of transfers because it shortened the time students spend in community college by allowing them to enroll in College level classes upon admission.
  - Additional Umoja Courses- Umoja at one point was just cohorted English classes and one college success course. Now there are 6-8 courses offered each semester as well as summer bridge summer bridge for incoming Freshmen. Providing students with classes and a directed pathway has helped to moved students through in straightforward manor to graduation, degree, an/or certificate completion
  - Umoja Promise-is a two semester cohort that guarantees completion of 30 transferable units in a year. UP qualifies students to transfer to HBCU based off of the agreements and puts them at 50% completion of transferring to UC/CSU
  - Focus on Mental Health- Students struggled through the pandemic but still managed to transfer at a high rate. This past school we had a student apply and gain admission to Princeton, Yale, UC Berkeley, and UCLA. She also received the Jack Kent Scholarship that pays the full tuition for any school she chose. She chose to transfer to Yale.

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

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

The pandemic had a disproportionately adverse effect on African Americans students. They had more work, childcare and household responsibilities. In addition, these responsibilities were made more difficult to complete given the ongoing restrictions. Umoja students were more likely to be in frontline service positions and utilize reduced public transportation lines. These added responsibilities and barriers made student retention more difficult.

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 _x_ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals		___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees		_x_ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts		___ Decreased _x_ Stayed roughly the same ___ Increased

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

_____Staffing sufficient to service students in the program   _____

_____

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

The staff (faculty and classified professionals) of the program is largely African American. _____

_____

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

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

The Umoja program needs consistent access to 30 laptops as loaners outfitted with Microsoft Office 365, Zoom and licensed for Dragon software. Both students and faculty should receive training on Dragon software._____

_____

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)

It is unclear right now where Umoja students will gather to study. We had been in 134 area for last 5 plus years, and we started the BCRC there, now the BCRC might be being repurposed in a way that doesn't have Umoja at its core. So Umoja, and I think also a thriving BCRC, which we hope is integrated with Umoja, needs a space for 75 plus students to gather, study, hold events, etc. Such a space was promised to the Umoja Student Leaders by the college president when the presented the Demand Letter in the summer of 2020._____

_____

_____

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
  - **X** Somewhat agree
  - ___ Strongly agree

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

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

BEC 10x10 trainings
FIG

Program Maps and Equity in Scheduling

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

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

- Have you completed all program maps for your discipline?

___ Yes (or we will do so by the deadline).

___ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).

___ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).

___ No, for another reason… (please fill in the reason below).

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

_____

_____

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

_____

_____

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

Umoja Collaborates with English, Math, Social Sciences, Communications, and Counseling disciplines to provide a student with multiple pathways to complete 40-50% of their general education for degree and/or transfer. This pathway has been created over the past 4-5 years. Previous to that, Umoja only provided English, History, and a Non-Transferable Math to students. Fast forward to the present, through Umoja's multidiscipline collaboration, we now have 4-5 sections of degree applicable and transferable English, 1 Communications Studies Course, 1 Psychology Counseling courses, and 1 Math Course each semester. Umoja also offers 1 History and Health Course each year. This allows us to create accelerated Pathways like "Umoja Promise, and also to maintain and grown our more traditional Umoja Track of full term classes. All of the classes mentioned are degree applicable and transferrable The collaboration and classes allow Umoja to provide a successful movement towards graduation and transfer. This has played a huge role in Umoja students graduating and transferring in 2- 3 years.

- 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.)

___We offer GNST 33A/B-Black Leadership, Health 1 and History 62 through our Multi-Discipline Collaboration___

_____

_____

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. Mental Health		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____
2. Apply lessons learned during pandemic		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other_____

3. Assist the college in establishing adequate space to house Umoja and the BCRC		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____

Resource Requests

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

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

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

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

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

	Rank (1, 2, 3, etc. after all requests have 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			__ 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 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			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Request 2			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

					__ On-Campus Training __ On-Campus Speaker __ Other _____			
Request 3			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____			__ Annual __ 2022-23 __ 2023-24 __ 2024-25

Supplies Requests

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

*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	

			New, Updated, or Repeat Request				Year(s) Needed	
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	**Laptop Access**	**X** New __ Updated __ Repeat	__ Yes __ No	Consistent access to laptops for Umoja Students	This request is based on laptops already acquired and in possession of the College. The program would like 30 of these laptops designated for Umoja use. This technology necessity is directly linked to the first critical priority of the Educational Master Plan.	30	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	Maintenance cost only.

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 submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu.

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