Fall 2024 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

Welcome to Fall 2024! This is the electronic template for the **Academic Programs** **Fall 2024 Comprehensive Program and Area Review (PAR).** Please collaborate with your dean/manager to fill out this template. Once you have a final draft, you will need to copy your responses in this template into Qualtrics\* by 10/21/2024 (and for resource requests, enter into Cognito). The links to Qualtrics and Cognito will be posted on the [PAR website](https://www.chabotcollege.edu/programreview/complete-your-review.php#Qualtrics_Links) in early October. To know more about the PAR process, please refer to [How to Complete your Review](https://www.chabotcollege.edu/programreview/complete-your-review.php).

Please reach out to the PAR committee if you have any questions about filling out your Fall 2024 PAR!

The Program and Area Review Committee

\*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have a final draft.

Background Information

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

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* **What division does your Program/Area reside in?**

For Academic Services:For Administrative Services:

Academic Pathways and Student Success  Not Applicable

Applied Technology and Business For Office of the President:

Arts, Media, and Communication  Not Applicable

Health, Kinesiology, and Athletics For Student Services:

Language Arts  Admissions & Records

Science and Mathematics  Counseling

Social Sciences  Special Programs

Not Applicable  Not Applicable

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

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Status of Program Goals from Prior Comprehensive PAR Cycle

Please refer to the goals your program/area established in the Fall 2021 to Fall 2023 PAR cycle. If you need a reminder of your goals, you can access them in the “[Goals from the 2021-2023 PAR Cycle](https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0).” (If link does not open, try copy-pasting: <https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0>)

If you need a reminder of the difference between a PAR goal versus an SAO (service area outcome) or PLO (program learning outcome), please refer to the [PAR Definitions](https://www.chabotcollege.edu/programreview/complete-your-review.php#PAR_Definitions).

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| Goal from the Fall 2021 to Fall 2023 PAR Cycle | Status of Goal | Please explain the status of the goal based on *outputs* or *measures* (e.g., students served, program changes made, etc.) |
| 1. | Achieved  In Progress  Not achieved but still relevant  Not achieved and no longer relevant |  |
| 2. | Achieved  In Progress  Not achieved but still relevant  Not achieved and no longer relevant |  |
| 3. | Achieved  In Progress  Not achieved but still relevant  Not achieved and no longer relevant |  |
| 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 Outcome):**

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 META, displayed on all course syllabi, and assessed in META on a 5-Year cycle. The following question is about SLO assessment and responses will be shared with your Dean to facilitate SLOs being assessed on the five-year cycle.

* If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.

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**PLO (Program Learning Outcome):**

PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are established for each certificate and degree program and assessed in META on a 5-year cycle.

* If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.

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Institutional Supports and Barriers

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

**Regarding Your Program or Area**

* 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?

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* What institutional-level **barriers or challenges** prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

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**Regarding Students in Reaching their Educational Goals**

* From your vantage point, what does Chabot do that is particularly **helpful** **to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep** doing?)

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* From your vantage point, what does Chabot do or NOT do that is **a hindrance** **to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop** doing or **change** to better support our students?)

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Academic Programs/Disciplines Data

The following outcome metrics can be used to evaluate previous program success, how well we are reaching the college mission, and plan for the future.

**FTES (Full-Time Equivalent Students) and Enrollment**

Colleges are funded based on the FTES they generate (both historically and now as the “Base Allocation” in the Student- Centered Funding Formula). The data in this section will be given to the Chabot Enrollment Management Committee (CEMC) to support their work. If you need a reminder of the definition of FTES, please refer to the [PAR Definitions](https://www.chabotcollege.edu/programreview/complete-your-review.php#PAR_Definitions).

Please check out the [Chabot College Enrollment Management Data Dashboard](https://public.tableau.com/app/profile/chabot.institutional.research/viz/EnrollmentManagementData_16601677452410/EnrollmentManagementData) to respond to the questions below. Over the past 3 years, Chabot has seen changes in FTES. From Falls 2021-2023, FTES first saw a slight decrease from 3,874 (Fall 2021) to 3,823 (Fall 2022) and then a substantive increase in Fall 2023 (4,362). Spring FTES has steadily grown from 3,440 (Spring 2022) to 3,615 (Spring 2023) to 4,005 (Spring 2024).

* Compared to the college, did your program:

Have a more negative trend than the college (i.e., remained relatively unchanged orsaw more decreases than the college)

Have the same trend as the college (i.e., saw changes to FTES that roughly paralleled the college pattern of mostly increases)

Have a more positive trend than the college (i.e., saw more increases than the college)

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Other:

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

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* As noted above, enrollments impact our funding. Please review the courses in your program in the [Chabot College Enrollment Management Data Dashboard](https://public.tableau.com/app/profile/chabot.institutional.research/viz/EnrollmentManagementData_16601677452410/EnrollmentManagementData). Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

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* Is there anything faculty in your program 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).

*\*productivity = (FTES or WSCH)/FTEF*

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* 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.

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**Enrollment Disaggregation:**

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 students filling them. Enrollmentscan be disaggregated by race and ethnicity, gender, etc.

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](https://public.tableau.com/app/profile/chabot.institutional.research/viz/Fall2024PAR-EnrollmentsandSuccessRates/ProgramReview). Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your field or industry (additionally, for programs 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 field or industry).

* The representation of traditionally underrepresented race/ethnicity/gender student groups in our **program/major** compared to our industry/field:

could be improved - our courses are less diverse than the industry/field.

is reflective of the representation in the industry/field.

is outstanding - our courses are increasing the diversity of the field.

For programs/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 in your **general education** classes to the overall student body population.

* Traditionally underrepresented student 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.

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 (i.e., tangible reasons to understand the representation of traditionally underrepresented student groups in your discipline/major and, if applicable, general education classes at Chabot).

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**Course Success Rate**

Refer to the [Chabot College Course Enrollments and Success Rates Dashboard](https://public.tableau.com/app/profile/chabot.institutional.research/viz/Fall2024PAR-EnrollmentsandSuccessRates/ProgramReview).

* Over the past three years, how have course success rates in your discipline changed? Course success rates have:

Decreased

Stayed roughly the same

Increased

Use the [Chabot College Course Enrollments and Success Rates Dashboard](https://public.tableau.com/app/profile/chabot.institutional.research/viz/Fall2024PAR-EnrollmentsandSuccessRates/ProgramReview) to disaggregate your course success rates.

* Check all groups that are succeeding at lower rates than students from other racial/ethnic, gender, full-time part-time groups, or the overall college average):

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| --- | --- | --- |
| African American/ Black | Native American/ Alaska Native | Male |
| Asian American/ Asian | Pacific Islander/ Hawaiian | Part-Time |
| Filipino/x | White/ European American | Full-Time |
| Latinx/ Chicanx | Female |  |

(Comment/Explain) Please add any other groups that succeed at lower rates not included above. And provide a brief explanation that would help the college understand the trends in overall course success rates or any student groups that succeed at lower rates:

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

Take a look at the [dashboard on Degrees and Certificates Awarded by Chabot College](https://public.tableau.com/app/profile/chabot.institutional.research/viz/DashboardonDegreesandCertificatesAwardedByChabotCollege/Awards).

* 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

Increased

* Over the past 3 years, what is the trend in **Chancellor-Approved** certificates (the ones that count for funding in the SCFF) 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 in your program (e.g., tangible reasons for the increase or decrease).

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* If your program 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)

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* In your experience, what barriers to program completion may be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)?

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**Zero Textbook Cost**

If your discipline has any course sections that are Zero Textbook Cost (ZTC) and will be offered in AY 2024-25 or were offered in AY 2023-24, then please select the option below that best categorizes *most*ZTC sections in your division. *The purpose of this question is to broaden awareness of what open educational resources exist and share best practices with campus. If your area does not offer ZTC course sections, then you can skip this question.*

* In our discipline, ZTC course sections in AY 2024-25 and 2023-24, *mostly*:

Have (had) no textbook required

Use(d) a library collection or class sets purchased by the college, division, department

Use(d) open educational resources (OER)

* Please list which sources used (e.g., OpenStax, LibreTexts, etc.)
* Please list URLs for the sources used

*Only* use(d) free websites

* Please list URLs for websites used

Use(d) mix of OER and a library collection or class sets purchased by the college, division, department

* Please list which sources used (e.g., OpenStax, LibreTexts, etc.)
* Please list URLs for the sources used

Staffing Analysis

In this section you will analyze trends in staffing.

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| **Staffing** | **Current # (Fall 2024)** | **How has staffing for this group changed in the last 3 years?** |
| Full-time Faculty |  | Decreased  Stayed roughly the same  Increased  Not Applicable |
| Part-time Faculty |  | Decreased  Stayed roughly the same  Increased  Not Applicable |
| Full-time Classified Professionals |  | Decreased  Stayed roughly the same  Increased  Not Applicable |
| Part-Time Permanent or Hourly Classified Professionals |  | Decreased  Stayed roughly the same  Increased  Not Applicable |
| Student Employees |  | Decreased  Stayed roughly the same  Increased  Not Applicable |
| Independent Contractors/Professional Experts |  | Decreased  Stayed roughly the same  Increased  Not Applicable |

**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?

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Compare the representation of traditionally underrepresented populations in your program’s/area’s staffing (faculty, classified professionals, and administrators) to the representation of those groups 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?

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Departmental Needs

**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

Strongly agree

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

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**Facilities**

* The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

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

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Program Maps and Course 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. Please review the program maps for each of your certificates and degrees on the [Learning & Career Pathway webpage](https://www.chabotcollege.edu/lcp/) to ensure that terms offered for courses are correct and that courses are sequenced properly.

* Are your program maps accurate and up to date?

Yes

No

If you need to make edits or if your program map is out of date because you recently modified your degree/certificate, please mark "No" and contact GP Faculty Coordinator Heather Oshiro [hoshiro@chabotcollege.edu](mailto:hoshiro@chabotcollege.edu).

* Does the way your required courses are scheduled generally meet the needs of the students working towards degrees or certificates in your area? In what way could your schedule better meet their needs, and what changes would be needed to ensure students access to the courses they need to complete their program?

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Planning

**Program/Area Goals**: Utilize your reflections, along with college planning documents, to **develop 2-3 new Goals** to work on up through the next comprehensive-year PAR cycle. You can refer to your past goals on “[Goals from the 2021-2023 PAR Cycle](https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0).” (If link does not open, try copy-pasting: <https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0>)

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 posted on the [PAR’s website](https://www.chabotcollege.edu/programreview/complete-your-review.php#College_Planning_Documents) (e.g., the Educational Master Plan, the PRAC Annual Planning Priorities, and the President’s College Planning Initiatives).

What are the anticipated *outputs\** and *outcomes\*\** of your goals? How do your goals align with the Educational Master Plan? Do your goals support the success of any underrepresented 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 Community College districts will be funded once the “hold harmless” period of funding expires.

If you need a review of the difference between SAOs/PLOs and PAR goals, please refer to [the PAR Definitions](https://www.chabotcollege.edu/programreview/complete-your-review.php#PAR_Definitions).

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| 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. | Educational Master Plan (EMP) Alignment | Do your goals target a specific identity group or apply more generally to all students? | Do your goals target improvement in Student Centered Funding Formula (SCFF) metrics? |
| 1. |  | Equity  Access  Pedagogy and Praxis  Academic and Career Success  Community and Partnerships | All students  African American/Black  Latinx  Native American/Alaska Native  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. |  | Equity  Access  Pedagogy and Praxis  Academic and Career Success  Community and Partnerships | All students  African American/Black  Latinx  Native American/Alaska Native  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. |  | Equity  Access  Pedagogy and Praxis  Academic and Career Success  Community and Partnerships | All students  African American/Black  Latinx  Native American/Alaska Native  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

**Categorical Funding Application:** Some requests can be funded through categorical funds; however, this year, neither SASE nor CE is ready to open up their application process yet. Please refer to the notes below for more detailed information.

**Note on Student Success and Equity (SASE) funding:** SASE is still in process of determining the amount of funding available for the year of 2024-25. Once they are ready to open up the application process, SASE will inform the campus. If you have any questions, please contact administrative Tri-Chair of the SASE Committee Saleem Gilmore [sgilmore@chabotcollege.edu](mailto:sgilmore@chabotcollege.edu).

**Note on Career Education (CE) Funding:** CE funds are not available for new requests. Should funds become available later in the year, the CE committee will notify departments. If you have any questions, please contact administrative tri-chair of the Career Education Committee Robin Galas [rgalas@chabotcollege.edu](mailto:rgalas@chabotcollege.edu).

**For all resource requests,** programs should fill out the charts below so that your dean/manager can provide feedback on your resource requests when you submit this PAR template to them prior to 10/21/24. The charts will also allow you to easily rank the priority of your requests. When you submit your final PAR (before or on 10/21/24), you will submit these resource requests in Cognito. The link will be provided on the [PAR website](https://www.chabotcollege.edu/programreview/complete-your-review.php#Qualtrics_Links).

Criteria for distributing funding vary by committee and budget manager, but are consistently based on the “Key Documents for Planning and Resource Allocation” posted on the [PAR’s website](https://www.chabotcollege.edu/programreview/complete-your-review.php#College_Planning_Documents) (e.g., the Educational Master Plan, the PRAC Annual Planning Priorities, and the President’s College Planning Initiatives).

**Contracts and Services Requests:** Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers.

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **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 $) | **Are you seeking funds from any of the following categorical funds?\*** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Item 1** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 2** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 3** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

\*Please select possible categorical funding sources that this request may qualify for. Leave this field blank if you believe the request would not qualify for categorical funds. Please note that funding is subject to availability and this information is being used to help link the request to potential funding sources. This will route requests to the appropriate categorical areas for potential funding.

**Equipment Requests:** Equipment includes items that generally cost more than $200 and last longer than short-term items/supplies that get used up.

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **Quantity**  (1, 2, 10, 12, 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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Item 1** |  |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 2** |  |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 3** |  |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

**Facilities Requests**

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **Does your request involve additional/​expanded physical space?** | **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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Item 1** |  |  | Yes  No |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 2** |  |  | Yes  No |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 3** |  |  | Yes  No |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

**Human Resource Requests** (e.g., Faculty, Classified, Administrative, Student Workers, etc.): If you are requesting Classified FT, Classified PT, and/or Faculty FT, please skip columns of Justification, Year(s) Needed, and Estimated Cost Per year. You will need to fill out classified and faculty request forms, as specified in the instructions below this table.

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|  | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **Classification of Position Requested** | **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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Position 1** |  | Administrator  Classified FT  Classified Hourly  Classified PT  Faculty FT  Faculty PT  Faculty F-hour  Faculty Reassign Student Worker  Other |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Position 2** |  | Admin FT  Classified FT  Classified Hourly  Classified PT  Faculty FT  Faculty PT  Faculty F-hour  Faculty Reassign  Student Hourly  Other |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Position 3** |  | Admin FT  Classified FT  Classified Hourly  Classified PT  Faculty FT  Faculty PT  Faculty F-hour  Faculty Reassign  Student Hourly  Other |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

* The Faculty Prioritization Committee requires a completed [**Faculty Prioritization Form**](https://www.chabotcollege.edu/governance/faculty-prioritization-committee/) if you are requesting a full-time faculty position. Please submit the completed draft of your faculty prioritization form(s) to your dean/manager when you turn in this PAR template prior to **10/21/24**. Additionally, please email your faculty prioritization form(s) directly to [cmanicki@chabotcollege.edu](mailto:cmanicki@chabotcollege.edu) before the faculty prioritization deadline.
* The Classified Prioritization Committee requires a completed [**Classified Professional Prioritization Form**](https://www.chabotcollege.edu/governance/classified-senate/prioritization.php) if you are requesting a full-time or part-time classified position. Please submit the completed draft of your classified prioritization form(s) to your dean/manager when you turn in this PAR template prior to **10/21/24**. When you submit your final PAR (before or on **10/21/24**), you will submit your resource requests in Cognito. There will be a spot in the HR requests section in Cognito to upload your completed classified prioritization form(s). If you have any questions about the classified request form, please contact [vcriswell@chabotcollege.edu](mailto:vcriswell@chabotcollege.edu).

**Professional Development, Travel, and Conferences**

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **Professional Development Type** | **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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Request 1** |  |  | In-person conference with travel  Online conference/webinar  On-Campus Training  On-Campus  Speaker  Flex Day Time  Inquiry Group  Train-the-Trainer  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Request 2** |  |  | In-person conference with travel  Online conference/webinar  On-Campus Training  On-Campus  Speaker  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Request 3** |  |  | In-person conference with travel  Online conference/webinar  On-Campus Training  On-Campus  Speaker  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

**Supplies Requests (**items that get used up and generally cost less than $200 per item)

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Item 1** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 2** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 3** |  |  |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |

**Technology & Software Requests:** Technology & software items include laptops, printers, desktops, OWLs, other hardware maintained by IT, and software. Requestors are encouraged to speak with IT before making a request in program and area review. Technology & Software requests are evaluated by the Instructional and Services Technology Committee (IST).

\*Note: Not all requests related to “technology & Software” should be made in this category. For example, a request for a full computer lab would be made in two places: 1) laptops, printers, desktops, and software for the lab should be requested under “Technology & Software Requests;” 2) the space for the lab should be requested under “Facilities Requests” and would be evaluated by the Facilities and Infrastructure Technology Committee (FIT).

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|  | **Brief Item Description** | **Request**  **Ranking**  (1, 2, 3, etc. after all requests have been entered) | **Was the feasibility of the request discussed with IT?** | **Is there an ongoing cost for this technology?** | **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 $) | **Are you seeking funds from any of the following categorical funds?** | **Is this item linked to other resource requests?** (Please select ‘Yes’ if this item is part of a larger resource request that involves multiple items. This is especially important when all items in a resource request must be approved together for a project to proceed.) |
| **Item 1** |  |  | Yes  No | Yes  No  Maybe  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 2** |  |  | Yes  No | No  Maybe  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |
| **Item 3** |  |  | Yes  No | No  Maybe  Other |  | Annual  2024-25  2025-26  2026-27 |  | Career Education (CE)  Student Equity and Achievement (SEA)  Other | Yes  No  Maybe  If you select Yes or Maybe, please list out the other requests this item is linked to: |