

Fall 2021 Comprehensive Program and Area Review (PAR):

Student Services Areas

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Student Services Fall 2021 Comprehensive 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 this completed template with attachments to your Dean/Director/Manager by **10/11/21**. Your Dean/Director/Manager will provide you with feedback and then you will enter the information on this 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

☐ Student Services

☐ Office of the President

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

First Year Experience Program

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

Virginia Criswell, Alan David, Patrick Mwamba, Abigail Patton, Christina Read

- 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
- ___ Special Programs
- ___ Student Services

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 see what you submitted as goals in the last comprehensive PAR. 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.
Revisioning the program, retooling the course patterns and implementing both full and part-time pathways as well as improving how we identify needed courses, work with disciplines, programs, and divisions to schedule, and finalize schedules both collectively (FYE as a whole) and by pathway. This also includes close scrutiny of our recruiting, enrollment, and registration processes.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Although specific pathways for part time students have not been designed, all pathways have core classes that students must take to be part of the FYE; however, it allows students to choose between 6-15 units. We are still working on defining “official fye” students while providing flexibility with the number of courses.
Identifying the right size (scale) for FYE, and implementing new metamajors (e.g., social science) as requested or identified or committed.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	The FYE Pathways are now aligned with the Learning and Career Pathways, which includes the Society, Culture and Ideas pathways. This is a broad pathway and this year we have a sub pathway for Society, Culture, and Ideas for Behavior Health. As we discuss the expansion of FYE to all first-year students and the development of Student Success teams, we will continue to have conversations about “right size” for FYE Pathways.
Obtaining both short- and long-term funding and institutional commitment to the program.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	FYE funding is still a request year by year to various funding sources, including SWP, SASE, and Guided Pathways. We currently do not have an FYE Coordinator to help sustain the work and our current funding sources are short term.
4.	<input checked="" type="checkbox"/> Achieved	

	<input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	
5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

Service Area Outcomes

All service areas are required to have two or more service area outcomes (SAOs). These SAOs should be publicly posted on your service's website. In general, SAOs (as with PLOs) tend to be enduring and overarching aims for your service area/program. (As noted above, SAOs are distinct from the goals created for a comprehensive PAR year which 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.)

There is more than one type of SAO.

1. Learning Outcomes

- For services areas that directly serve *students*, SAOs are often stated in terms of *student learning outcomes*.
- Example: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
- For services areas that directly serve *Chabot employees*, SAOs could be stated in terms of what Chabot employees will learn or gain from the service.
- Example: Employees will demonstrate basic knowledge of HR policies and procedures for taking time off and accessing benefits.

2. Outcomes that measure the Quality of Key Functions, Services and Processes

- SAOs can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions, services, and processes* within the service area unit.
- Example: The Office of XYZ will accurately respond to student inquiries about ABC within seven days.
- Example: Campus employees will receive mail in a timely and accurate manner.

3. Outcomes that Promote Campus-Wide Functions & Enhance the Achievement of the College Mission

- Outcomes can also articulate what the services are intended to promote (e.g., understanding, knowledge, awareness, appreciation, etc.). The things services promote should be associated with operating procedures or services that promote achievement of the college mission.

➤ Example: The Office of Institutional Research will provide the Chabot community with data to promote inclusive excellence in support of equity.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; [Hartnell College Service Area Outcomes Guide](#) (Accessed 2021); [Imperial College Service Area Outcomes](#) (Accessed 2021); [Mendocino Service Area Outcomes Revisions](#) (Accessed 2021).

- What data* does your service area regularly collect and store in Banner or some other campus storage system?

We collect comparison data from IR year to year including persistence, success rates in transfer level math and English and graduation/transfer rate. We also work closely with the pathway leads to identify progress of students throughout the course.

*Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

of students, course success rates, persistence rates, success rates in Eng and Math and degree and certificate completion. We also have data for students' participation in FYE community building activities. This year, we have collected data for all first-year students expressing an interest in FYE and a list of all students per pathway, with classes per semester.

- Does your service area have two or more SAOs?

☒ Yes

☐ No

If not, please explain why.

- Are your service area's SAOs publicly posted on your website?

☐ Yes

X No

If not, please explain why.

Working with Wing.

For service areas that directly serve students, often the SAOs will be connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursuing. Chabot's ILOs include: critical thinking, communication, civic & global engagement, information & technological literacy, and development of the whole person. [Descriptions of the ILOs](#) are listed on the [Outcomes and Assessment webpage](#). For service areas that do not directly serve students, think about how your service might provide resources that other Chabot employees might utilize to support ILO development. For example, Institutional Research provides data on the assessment of all the ILOs, thus *indirectly* supporting the development of all of the ILOs. In the chart below, please: 1) write down at least two SAOs for your area (feel free to write more!); 2) check off which ILOs your SAOs are directly or indirectly connected to, and 3) briefly explain how your SAOs support [Chabot's mission, vision or values](#).

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? <i>*Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.</i>	Briefly describe how your SAO supports the college mission, vision or values (1-2 sentences).
Students in the First Year Experience program will experience a smooth transition from high school to college, with intentional support for orientation to college, planning for first semester classes and enrolling in key major and general education classes.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> <u>Development of the Whole Person</u>	The first SAO focuses on supporting first year students navigate through Chabot College and receive resources to reach their academic and career goals. FYE provides holistic support with course work that meets GE requirements and major of choice, while providing opportunities to continue exploring careers and reducing their time to completion.
Students will receive comprehensive support during their first year through tutoring, peer mentoring, faculty advising, dedicated counseling, career and	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	FYE SAO creates a dynamic community, that values and celebrates diversity, helping develop compassionate and responsible community members. We provide a safe and welcoming environment where students' curiosity in

major exploration, and fun community building activities.		learning and careers is central to our work.
3.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
4.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1) and many reported back on assessment of their SAOs in the PAR planning for 2020-21 (Question 3). You can access your previous responses in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
- Then “Select Academic Year” on the top (choose 2019-20 to see what you previously reported as your SAOs or choose 2020-21 to see what you previously reported with regard to assessment)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- Go to Question 1 in the 2019-20 report, “Please complete Service Area Outcome forms for your area” and/or Question 3 in the 2020-21 report, “Did you assess any Service Area Outcomes in 18-19? If so, please complete the Service Area Outcome Forms for your area.”

- Were at least two of your SAOs assessed since the previous comprehensive PAR?

☐ Yes

☒ No

If not, then please explain why.

This is the first year FYE creates SAOs. In the past, FYE has completed an academic PAR; however, had not created SAOs.

- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)

*By assessment, we mean utilizing data (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.

Example: Here is the [survey analysis](#) that the Office of Institutional Research did for assessment of SAOs. OIR designed survey questions for users of the service to provide feedback on SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR's SAOs is to "Provide the Chabot community with data for inclusive excellence in support of equity." Therefore, the annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		FYE students overall perform at higher rates, including persistence, course success rates for English and Math and degree completion.
	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		
3. (optional)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		

4. (optional)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		

- Assessing SAOs has led to improvements in my area.

☐ Strongly disagree

☐ Somewhat disagree

☒ Neither agree nor disagree

☐ Somewhat agree

☐ Strongly agree

Institutional Supports, Barriers and Data

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

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

The various divisions are committed to providing FYE specific coursework. This year, FYE has been allocated its own FTEF, which ensures we are able to offer the appropriate classes.

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

Most of the FYE personnel positions are on categorical, short-term funding, and funding is requested year by year. FYE does not have a dedicated space to provide services and build community with students, which would enhance the program.

- 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?)

FYE provides dedicated courses to keep students on track for completion. The Laptop lending system has also provided students with a safeguard to be able to access their coursework. The technology gap is a barrier for many of our students and this has helped alleviate some of those

challenges. SOAR/Early Decision Day and other onboarding efforts have been extremely helpful to both recruit students and support students through the core services completion.

- 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?)

Technology continues to be a barrier with challenges at times with receiving W#s, the lack of intuitiveness of the website and the class-web portal that is limiting and confusing. The limited space for FYE students continues to hinder how we connect with students and be able to offer services. Funding is also a challenge which limits the personnel to support FYE students and as we expand FYE, staffing support will be more critical.

- 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.)

Learning Community Participation will provide us with timely feedback on impact of learning communities. Students participating in early college credit coursework will provide us with data to share with our partners to continue to build on our partnerships and identify opportunity for improvement. It would also be important to include socio economic and first-generation status to improve our practices and services for low income and first generation to college students.

FYE staff and faculty create a strong network of support for students and we are able to “catch” students early that may be having a difficult time in their coursework.

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	None	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty		<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	3 Full Time Classified Professionals, 1 dedicated.	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same

		<input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	0; previous years 2	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	7 student employees by 2 peer advisors to support more impacted pathways and serve both in person and online services.	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input checked="" type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

We have seen a reduction in student participation during covid. As we return to in person outreach and supporting students directly, we anticipate the # of students we serve to also increase. Our program has roughly served 150-200 students; these last two years we have been hovering around the 100-student mark.

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?

Our program staff are somewhat represented of the DI populations we serve. We currently only have one Latinx staff member in our program and we serve roughly 50% Latinx students. We have been intentional about the student staff to reflect our student population.

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)

Early Alert system that would notify program staff on students' academic progress, that would greatly support the outcomes of the program. Canvas has worked really well to communicate with students and we are looking to incorporate mongoose to be able to text students when needed. It would be extremely helpful if we could run reports ourselves on the students' progress to complete the Core Matriculation requirements.

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)

Currently we do not have a space for students to congregate and build community. The tutoring and studying spaces are not available to better support students as well.

Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**

☐ Strongly disagree

☐ Somewhat disagree

☒ Neither agree nor disagree

☐ Somewhat agree

☐ Strongly agree

☐ Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**

☐ Strongly disagree

- ☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☒ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**

- ☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree
☐ Not applicable (no faculty in service)

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

- ☐ Strongly disagree
☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☒ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

The professional development opportunities provided to classified professionals in our area provides a space for our staff to learn from experts in the field in supporting and mentoring students. These opportunities also provide greater exposure on innovative practices happening at other colleges. The professional development opportunities have also supported staff in sharpening their leadership skills.

Equity in Access to Services

- What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

The pandemic has exposed barriers that are disproportionately impacting racially minoritized students and low socio-economic statuses. Additionally, our program promotes full-time participation, taking at least 12 units; however, many of our Black, Latinx, Indigenous, and Asian communities need to work or have familial responsibilities that prohibit them from participating. Our program serves students that are transferring or earning a degree for the most part. This disproportionately impacts our low socio-economic students because they are looking to pursue a degree to be able to enter the workforce. We have changed this practice this year. Students who are English Language Learners, do not fit into our program because they have to go through an alternative path for ESL; we also do not have a lot of information for students in different languages.

- Can students access your services: 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?

Students can currently access services during the day and online. Evening hours and weekend hours are accessible by appointment and we have some drop-ins; however, we would need to expand our times which is challenging with the limited personnel that supports our program.

- Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

Students can generally access our program services; however, in supporting students with application, registration and counseling, sometimes responses and follow up can have a long wait time. We have been able to establish a contact in some areas to facilitate supporting students which has helped. Providing dedicated support from Financial Aid, Admission and Records, Counseling, according to Learning and Career Pathways, in this case FYE pathways, would be of great benefit to our students.

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 to “provide effective academic support to students with diverse learning needs.” 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 <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (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. Increase participation in FYE by 50%	Increase participation in SOAR day, increase number of high school outreach sessions in person, at high schools, Long term: Increased success rates for students	<input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other

2. Review core classes for each pathway and ensure they are aligned with program maps	Revised list of core classes per pathway per semester Customize core classes to student specific need Long Term: Students would complete fewer unit to earn their degree	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiia n <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other
3. Ensure 90% of FYE Students ED Plan to our students moving into their second year	Identify hours for students to complete their ED plan with a counselor during the summer Long Term: Create a plan with the counselors to ensure students are completing the SEP in the fall and on track in their educational goal in the spring	<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiia n <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other

Resources

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.

	Ran k (1, 2, 3, etc. after all requ ests have been ente red)	Project Name Use the same project name for all requests related to a large project or put 'individua l request'	New, Updat ed, or Repeat Reque st	Vendor Name	Brief Job Descripti on/Tasks	Justificati on BRIEFL Y justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President' s Planning Initiatives (2-3 sentences) .	Lengt h of Contr act in Mont hs (1, 2, 10, 12, etc.)	Year(s) Neede d	Esti mate d Cost Per Year (Tota l \$)
Item 1	1	FYE	New Update d <u>X</u> Repeat	Pacific Dining	Food for events	Students are more likely to participate if there is food at an event, also meeting a basic need.	12	<u>X</u> Annual <u>X</u> 2022- 23 <u>X</u> 2023- 24 <u>X</u> 2024- 25	\$7,50 0
Item 2	2		New	—				Annual	

			Update d Repeat					2022- 23 2023- 24 2024- 25	
Item 3			New Update d 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.

	Ran k (1, 2, 3, etc. after all requ ests have been ente red)	Project Name Use the same project name for all requests related to a large project or put 'individua l request'	New, Updat ed, or Repeat Reque st	Vendor Name	Brief Item Descripti on	Justificati on BRIEFL Y justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President'	Quant ity (1, 2, 10, 12, etc.)	Year(s) Neede d	Esti mate d Cost Per Year (Tota l \$)
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						s Planning Initiatives (2-3 sentences)			
Item 1			New Update d Repeat					Annual 2022- 23 2023- 24 2024- 25	
Item 2			New Update d Repeat					Annual 2022- 23 2023- 24 2024- 25	
Item 3			New Update d 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 request s have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Update d, or Repeat Reques t	Brief Item Descri ption	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	Estima ted Cost Per Year (Total \$)
Item 1	1	FYE	<u>X</u> New Update d Repeat	Dedica ted space for FYE events, tutorin g, etc.	FYE needs a space where students can congregate for tutoring, community building, and other support services. Creating a climate that is safe, comfortable and inclusive is in alignment with our EMP goals.	<u>X</u> Annual <u>X</u> 2022-23 <u>X</u> 2023-24 <u>X</u> 2024-25	?
Item 2			New Update d Repeat			Annual 2022-23 2023-24 2024-25	
Item 3			New Update d Repeat			Annual 2022-23 2023-24 2024-25	

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

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1	1	FYE	___ New Updated X Repeat	___ Admin FT X Classified FT Classified Hourly Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other	FYE Instructional Assistant	40	In order to best support students in being successful, an instructional assistant is essential to monitor students and provide academic support and mentoring. An instructional assistant provides personalized support to students to help them to	X Annual X 2022-23 X 2023-24 X 2024-25	\$100,000

							and through college, which is in alignment with EMP Goals.		
Position 2	2	FYE	<u>X</u> New Updated Repeat	___ Admin FT Classified FT Classified Hourly Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour <u>X</u> Faculty Reassign ___ Student Hourly ___ Other	FYE Coordinator	6C AH	Faculty member to work with IA to coordinate FYE events, develop and support work based learning activities, help define supports and be able to coordinate the course sequencing for each pathway with the appropriate faculty. The faculty coordinator will support students in reaching their academic and career goals.	<u>X</u> Annual <u>X</u> 2022-23 <u>X</u> 2023-24 <u>X</u> 2024-25	\$40,000
Position 3	3	FYE	<u>X</u> New Updated Repeat	___ Admin FT <u>X</u> Classified FT Classified Hourly Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour	Learning and Career Pathways Outreach specialist	40	Outreach specialist to recruit new students to FYE and Learning and Career pathways from local high schools, adult schools and community members to support them in applying,	<u>X</u> Annual <u>X</u> 2022-23 <u>X</u> 2023-24 <u>X</u> 2024-25	\$100,000

				___ Faculty Reassign ___ Student Hourly ___ Other			registering, and completing the core services. Ensuring students have a smooth transition into college is a critical step to a successful trajectory at the college.		
Position 4	4	FYE	___ New Updated <u>X</u> Repeat	___ Admin FT Classified FT Classified Hourly Classified PT ___ Faculty FT ___ Faculty PT <u>X</u> Faculty D-hour ___ Faculty Reassign ___ Student Hourly ___ Other	FYE Counseling	5	Counseling time for FYE students to meet with counselor to discuss career exploration options and SEPs. Completion of core services, including an SEP allows students to have a clearer direction of their options to reduce their time for completion of a degree or transfer.	<u>X</u> Annual ___ 2022-23 <u>X</u> 2023-24 <u>X</u> 2024-25	\$40,000
Position 5	5	FYE	___ New Updated <u>X</u> Repeat	___ Admin FT Classified FT Classified Hourly	FYE Leads	5	Faculty hourly for LEADs that will support students in career exploration and work	<u>X</u> Annual ___ 2022-23 <u>X</u> 2023-24	\$20,000

				Classified PT <input type="checkbox"/> Faculty <input type="checkbox"/> FT <input type="checkbox"/> Faculty <input type="checkbox"/> PT <input type="checkbox"/> Faculty D-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other			based learning opportunities . The Faculty leads also serve as a mentor and connector to other campus resources and to industry partners to help students make career choices and be exposed to the wide range of career opportunities .	<u>X</u> 2024- 25	
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- The Faculty Prioritization Committee requires a completed [Faculty Prioritization Form](#) if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.
- The Classified Prioritization Committee requires a completed [Classified Professional Prioritization Form](#). There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1	1	FYE	<u>C</u> New Update Repeat	Conferences	<u>X</u> In-person conference with travel <u>X</u> Online conference/webinar <u> </u> On-Campus Training <u> </u> On-Campus Speaker <u> </u> Other	Participating in conference will allow for learning of best practices and leadership development amongst the staff. It is critical that our staff are exposed to the diversity of services and programming provided through other FYE programs and to stay at the cutting edge of program design.	4	<u>X</u> Annual 2022-23 2023-24 2024-25	\$4000
Request 2	2	FYE	<u>X</u> New Update Repeat	WBL Industry Field Trips	<u> </u> In-person conference with travel <u> </u> Online conference/webinar <u> </u> On-Campus Training	To provide students with exposure to possible jobs in their chosen pathways	200	<u>X</u> Annual 2022-23 2023-24	\$14,000

					<input type="checkbox"/> On-Campus Speaker <input checked="" type="checkbox"/> Other <u>Student field trips and food</u>			2024-25	
Request 3	3		New Updated Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> 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	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)

					Initiatives (2-3 sentences).			
Item 1	1	FYE	<u>X</u> New Updated Repeat	Student Supplies	Printer cartridges, planner/notebooks, scantrons, bluebooks,		Annual 2022-23 2023-24 2024-25	\$1500
Item 2			<u> </u> New Updated Repeat				Annual 2022-23 2023-24 2024-25	
Item 3			<u> </u> 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)	Project Name Use the same project name for all	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year
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	sts have been enter ed)	requests related to a large project or put 'individual request'			(1-2 sentenc es)	Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			(Total \$)
It e m 1	1	FYE	<u>X</u> New Update d Repeat	<u> </u> Yes <u>X</u> No	20 loaner laptops	We want to be able to provide laptops to students who are in need as a loan.	20	Annual <u>X</u> 2022- 23 2023- 24 2024- 25	\$20,0 00
It e m 2									
It e m 3									

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_nXrOaLloFxIT1xbqw/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.