

## 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](mailto:dkunkelwu@chabotcollege.edu) and Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu).

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### 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:

[Learning Connection](#)

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

[Juan Pablo Mercado](#), [gabe Chaparro](#), [Rachael Tupper-Eoff](#), [Roland Belcher](#), [Andrew Leung](#), [Mary Love](#) and [Anamarie Navarro Tabujara](#), [Lisa Ulibarri](#)

- 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

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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.
1.Increase our General Fund operating budget (to \$192,000 baseline) to maintain, improve and grow our learning support services.	<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	
2.Streamline the on-boarding of approximately sixty Learning Connection Scholars each semester with our efforts to complete the requirements for CRLA (College Reading and Learning Association) certification.	<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	<ul style="list-style-type: none"> <li>• Developed some important covid related changes to the onboarding process that we will work to keep as we shift to Face to face services in the future</li> <li>• Expanded the use of LC canvas site for tutor resources</li> <li>• CRLA Certification process call for a tracking of student minutes -use academia to help in this process.</li> <li>• Observation was in place but paused because of covid</li> </ul>

		<ul style="list-style-type: none"> <li>Is the certification something that our students want?</li> </ul>
3. Increase Learning Connection/STEM Center Classified Professional staffing (see Personnel Requests for specifics.)	<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	<ul style="list-style-type: none"> <li>Although staffing requests were supported they were not realized because of the adverse effects of the pandemic on the college budget, we will continue to advocate for staffing in the current PAR cycle</li> </ul>
4.	<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	
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.

- For services areas that *directly* serve students, outcomes are often stated in terms of *student learning outcomes*. For example, a Financial Aid office could have the following SAO: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
- Outcomes can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions and services* within the service area unit. For example, the Office of XYZ will accurately respond to student inquiries about ABC within 7-days.
- Outcomes can also be *operational*, defining what the services should *promote* (understanding, knowledge, awareness, appreciation, etc.). For example, the Office of Institutional Research will provide the Chabot community with data for inclusive excellence in support of equity.

*Reference: Howerton (2017). Service Area Outcomes Workshop. Woodland Community College.*

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

\*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.) \_\_\_\_\_

- 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  
☐ No

If not, please explain why.

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>	<b>Briefly</b> describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
1. Students who take advantage of the Learning Connection's Learning Support Programs will succeed and persist in the course(s) for which they receive support at higher rates than students who do not.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	The Learning connection provides the resources to make it possible for students to achieve their goals.
2. Students who receive Learning Support will actively engage in the learning process at higher rates than those who do not.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	The Learning Connection supports innovative instruction by offering wide-ranging tutoring services.
3. The Learning Connection will maintain a supportive environment that enhances student learning.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement	The Learning Connection aims to provide a safe, welcoming, and well-maintained learning and working environment for all

	<input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	students, staff and campus members.
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. \_\_\_\_\_

- 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
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1. Students who take advantage of the Learning Connection's Learning Support Programs will succeed and persist in the course(s) for which they receive support at higher rates than students who do not	<input checked="" type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	Learning Connection Student Survey - Spring 2019	Three quarters of the students surveyed felt that the tutoring they received helped them stay enrolled in their class, get better grades and improved their overall study skills.
2. The Learning Connection will maintain a supportive environment that enhances student learning.	<input checked="" type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	Learning Connection Student Survey - Spring 2019	The survey demonstrated that close to 90% of students find LC staff to be knowledgeable, friendly, attentive, and the center to be a pleasant environment conducive to learning.
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

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## 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?

**Adjustment to working policy:** The ability for students to work from home allowed for tutoring to continue online and has provided flexibility that contributed to increased tutor availability.

**Community Awareness** although a lot more work needs to be done Community Awareness - invitations and consistent appearances to summer bridge program, gladiator days, and orientations ( ECD, FYE, DSPS, Chabot sports, etc. ). Additionally, having the Chabot Tutoring link in every Canvas course is a big help when guiding students towards our tutoring services; appearing in some course syllabi

**Physical space versatility-** Our physical locations have flexibility with usage and are not restricted to just one type of use. For example, we can make our spaces available for workshops, speakers, or events. We notice both students and faculty appreciate this flexibility.

- 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?

**Funding Commitment:** The Learning Connection receives approximately \$78,000 in General Fund monies as part of our base budget; however this is wholly insufficient to fund campus tutoring each year. Categorical funds such as Basic Skills and CE make up a large part of the gap in our funding, yet we don't get a commitment and allocation typically until the Fall semester has already begun. This makes it incredibly difficult to plan both for each academic year as well as longer-term planning across multiple years. In order to address this barrier we are asking for consistent budget commitment from the college, with a base budget between General Fund and Categoricals that can realistically support the tutoring needs of our students.

Demands have been increasing to grow peer tutoring and embedded tutoring support which is extremely difficult without a clear and consistent budget and when tutors who rely on this as a job do not have stable hours due to insufficient budget. To make this a reliable job for Chabot students who are largely from low-income households, the operating budget would need to be identified as early as possible to be able to make adequate decisions on student hiring. Student employment has been identified as a potential High Impact Practice; if done properly, it can contribute to student retention and success. We continue to explore more productive ways to offer learning support to Chabot students in spite of a grossly inadequate budget.

**Insufficient Staffing:** Currently we do provide students online support but it is limited to the hours availability based on our budget. If the expectation is that we plan to offer both online and in-person services moving forward in a "post-pandemic" setting, an increase in staffing is more important than ever. Larger workloads without a corresponding staffing increase means students wait longer for support and services.

**More coordination between faculty and LC** on how to support students in difficult classes (esp. classes needed to graduate), maybe like a f/cig? It would be nice if we can figure out solutions to supporting those classes other than hiring a student who's taken that class before-especially if it's a higher level class that students graduate after taking or a new class that wouldn't have peer tutors just yet

- 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?)



**Laptop lending program** is great especially if we don't have capacity to keep our computer labs open, as well as hotspot lending program

- 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?)

**Visibility and brand awareness** is not as successful as it could be. Many students and faculty members are still confused about what we do and what our role is at the college. Some things that confuse students are the many appearances of other tutoring services in other various departments and programs. Although not as robust as ours, many programs offer tutoring as an incentive for students to apply to their program. It would be great to provide a better bridge from their programs to ours and vice versa. Many of their tutors are course specific, we can work together to introduce our services and have students utilize many different resources. One department that offers tutoring that already has a strong bridge with LC is DSPS. Although the DSRC has its own tutors, we are called into their orientations, offer special accommodations to their students, and have open and consistent communication.

**Communication** is not always the best--platform we use for tutoring has the ability to text students reminders, but we cannot turn that on. A lot of students don't know their Zonemail passwords, which is where important information gets emailed, but there is no easy way to reset the password. When we had to leave campus suddenly, we were unable to use our campus numbers. Emails are sent through campus alerting people of campus support, but with email experiencing outages/numerous emails sent every day, it's hard to see every email with important information. A lot of communication probably gets lost by adjunct faculty who don't have time/capacity to read through all emails and then don't know the important information to give to students.

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- 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.)
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## 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	There are no full-time faculty in the Learning Connection program; our Program Coordinator is a full-time	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased



	faculty from another division on 50% re-assign time.	
Part-time Faculty	There are no part-time faculty in the Learning Connection program.	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	Equivalent to 3.0 FTE: <ul style="list-style-type: none"> <li>• 1.0 FTE Sr. Admin Assistant</li> <li>• 1.0 FTE Instructional Assistant</li> <li>• 0.5 FTE Instructional Assistant</li> <li>• 0.5 FTE Library Tech (1.0 FTE position split with Library)</li> </ul>	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	There are no part-time permanent or hourly Classified Professionals in the Learning Connection program	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	55 Student Assistants (Note, while our # of SA has decreased, it is important to note that we are also able to fund fewer hours, regardless of the number of SA we hire. SA salaries have increased by \$1/hour each year for the past several years while our budget has remained flat. In AY 18-19, we were able to fund ~6,542 hours with our GF allocation; in AY 21-22, we will be able to fund ~5,233 hours with the same level of funding, a decrease of approximately 1,300 tutoring hours.)	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	There are no independent contractors or professional experts in the Learning Connection program	<input type="checkbox"/> Decreased <input checked="" 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?

**IR Request:** will update as soon as data request is available and use this to inform our continued planning and goal setting

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?

**IR Request:** will update as soon as data request is available and use this to inform our continued planning and goal setting

### 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)

With the addition of online tutoring, we don't have the tools to fully support our tutors; this includes laptops, webcams, microphones, and dedicated space.

### 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)

Although some of the facilities issues will be met by the new building 600 we will continue to experience shortage of adequate space to support our students and tutors until that new building is ready and available, and as long as the online component continues.

### 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?

Many on our team have attended various conferences, webinars, and training related to learning support over the past Program Review cycle. These experiences have led to a multi-year supplemental instruction pilot as well as the discovery of a better tutoring platform that seamlessly integrates online drop-in tutoring and appointment tutoring. Additionally, several of our classified professionals have participated in professional development opportunities through our campus/district, such as CLIP and the CCEPG Equity Trainings, which have improved leadership development and shared governance participation as well as bringing an equity lens to our conversations around program policies, tutor trainings, and the services we provide.

Although these experiences have been greatly beneficial, not all on our team have opportunities to participate, and we continue to seek increased access to professional development opportunities, including for our student tutors.

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## 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.)

**Insufficient staffing:** The Learning Connection continues to lack adequate permanent staffing. Currently, the LC Center (including WRAC and ESL Language Centers) and computer classrooms are supported by the equivalent of 2.0 FTE IA's. The implementation of AB 705 has impacted student needs and increased demand for learning support across all our labs/centers. The introduction of online tutoring means an increased demand for learning support that we may not be able to meet without additional staff. We hope that adequate full-time employment

will provide additional job stability for current part time employees, in recognition of the benefits of full-time employment (medical, socio-economic, etc.).

**Working Students:** The times we offer our services might not be beneficial for working students because we have limited night/weekend tutoring available. This also can cause barriers for students who are parents and/or caregivers.

**Frequently encounter students with little to no computer skills:** Many students we work with are only vaguely familiar with basic computer operating systems/functions, and completely unfamiliar with productivity software used for academic purposes -- word processors, spreadsheets, slide presentation applications, etc.

Students seeking help from writing tutors often spend most or all of their sessions with tutors learning how to use software (typing, formatting, saving, retrieving, printing, working with PDFs) instead of getting support for course-related/course-specific content. Even students being tutored in CAS (computer application systems) or taking online classes aren't always familiar with technology and tutors spend time teaching hardware & software use instead of supporting students with course content & assignments. Even tech-savvy students can be unfamiliar with computer functions. Many formerly incarcerated students, international/immigrant students, financially compromised students, and older students returning students struggle with this transition.

Student assessment and support for computer skills in the same way they're assessed for math and language skills before enrolling in classes could help address this issue. Support could be offered via orientation & "jam" sessions in the same way academic & other studenting skills are supported in summer bridge sessions, intensive "jam" sessions, learning community orientations, etc. Another possible intervention could be staffing labs with student assistants or IAs specifically dedicated to computer support might help as well.

- 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?

**We don't currently offer weekend hours/services and we've never offered online tutoring & face-to-face tutoring concurrently/simultaneously.** To address the above, we'd need to acquire more technology/equipment pertinent to online tutoring; more space in our centers/locations (to set up online tutoring stations without compromising face-to-face work space), increased staffing (meaning increased \$\$\$). More student workers/tutors may be needed to cover weekends & simultaneous face-to-face/online tutoring & more staff will be required to offer support, line of sight supervision, weekend hours, etc.

- 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?

**Access drop-in tutoring services:** Sometimes there's long wait times to access drop-in tutoring services on a busy day; to decrease wait time we offer to schedule appointments, so they have guaranteed time to meet with tutors

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## 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. Incorporate best pedagogical practices from online modality to face-to-face tutoring.	Incorporating best practices developed during the shift to online tutoring and combining with already established best practices of FTF tutoring we expect to increase the availability/efficiency of services and increase the # of students served.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success  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 checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other  	<input type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input checked="" type="checkbox"/> Other (Success Rates)_____

2.Reevaluate the scheduling strategy for the LC and be more intentional about funding tutors across disciplines	Survey students on specific tutoring needs, diversify the number and types of courses we offer tutoring for and collaborate with Divisions on addressing student needs. We expect to broaden our services and increase the # of students served.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success  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 checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input checked="" type="checkbox"/> Other _____ (Success Rates)_ _____
3.Connect students to tutors; increase number of students who use LC services	Increase marketing of LC services with targeted outreach especially to affinity groups: BCRC, El Centro, Movement API, Rise, etc. Presentations to groups, increase number of DI students served and support increased persistence and success rates.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success  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 checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" 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 _____
4. Provide training for faculty who will be using Embedded Tutors	Coordinate with Division Deans to provide information on Embedded Tutors recruitment, share best practices and provide opportunities for collaboration	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success  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 checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" 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 _____

## Resource Requests

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

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Job Description/Tasks</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Length of Contract in Months</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	2	<b>individual request</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Pacific Dining	Budget for food for various trainings and events	Food for events & trainings ensures a welcoming community, creates a sense of belonging for each student, and allows us to offer experiences students need for their education and beyond.	varies	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000
<b>Item 2</b>	1	<b>individual request</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Business Services Office/Facilities	Rental fee for Event Center (2 per AY; fee covers facilities costs for set-up	Retreats provide training and tools for tutors to use in their work, in alignment with President's	n/a	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$600



					and cleaning on Saturdays.)	Planning Initiatives and EMP Mission Critical Priorities that seek to address the equity gaps for disproportionately impacted students			
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 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.

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

			<input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 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.

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Classification</b>	<b>Position Title</b>	<b>Avg. hours per week</b> (5, 20, 40, etc.)	<b>Justification BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Position 1</b>	3	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input checked="" type="checkbox"/> Other _____	Instructional Assistant	20 (augmentation of existing 0.5 FTE IA position to 1.0 FTE)	This position directly supports the Educational Master Plan (MCP #3 and #4) by increasing access to proactive and comprehensive academic support services, providing essential learning support to all Chabot students that will lead to increased persistence, course success rates, transfer English and Math throughput, progress milestone completion, certificate and/or degree completion, and transfers.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	additional \$51,781 (0.5 FTE salary + benefits, Step 5)

<b>Position 2</b>	5	individual request	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Instructional Assistant (ENGL)	40	This position directly supports the Educational Master Plan (MCP #3 and #4) by increasing access to proactive and comprehensive academic support services, providing essential learning support to all Chabot students that will lead to increased persistence, course success rates, transfer English throughput, progress milestone completion, certificate and/or degree completion, and transfers.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$68,892 (salary + benefits, Step 1)
<b>Position 3</b>	6	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Instructional Assistant (Math)	40	This position directly supports the Educational Master Plan (MCP #3 and #4) by increasing access to proactive and comprehensive academic support services, providing essential learning support to all Chabot students that will lead to increased persistence, course success rates, transfer Math	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$68,892 (salary + benefits, Step 1)

							throughput, progress milestone completion, certificate and/or degree completion, and transfers		
<b>Position 4</b>	4	individual request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	STEM Center Senior Instructional Assistant (Engineering )	40	For the STEM Center to sustain an intern program, there needs to be a qualified staff manager with appropriate leadership/management clearance. This is a position that was vacated in 2020 and never replaced.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$76,175 (salary + benefits, Step 1)
<b>Position 5</b>	2	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	Learning Connection Director	40	This position directly supports the Educational Master Plan (MCP #3 and #4) and President's Planning Initiatives. The program needs a full-time, twelve month Director located on site to manage day-to-day operations, address equity gaps, and guide development of learning support services that increase access to proactive and comprehensive academic support	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$114,621 (salary + benefits, Range 13/Step 1)

							services, provide essential learning support to all Chabot students that will lead to increased persistence, course success rates, transfer English/Math throughput, progress milestone completion, certificate and/or degree completion, and transfers		
<b>Position 6</b>	1	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other	Student Assistant (Tutors)	varies (We funded ~13,238 tutoring hours in AY 20-21. To fund the same number of hours this year, we'll need an additional ~\$13,200)	Peer tutoring is a well-established and successful learning support that closely aligns with the objectives of the Educational Master Plan (MCP #1, #3 and #4). Beyond tutoring, our student assistants support other campus work, such as the Great Debate, Guided Pathways Student Council, etc.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	approx. \$120,000 to supplement our General Fund allocation
<b>Position 7</b>	9	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT	Faculty Reassign	~34	Compensate discipline leads 1.5 CAH for	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	~\$60,600

				<input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input checked="" type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other			responsibilities including supporting tutors, tutor interviews, and coordination of content-area learning support, which in turn support Educational Master Plan (MCP #3 and #4) and President's Planning Initiatives.	<input type="checkbox"/> 2024-25	
<b>Position 8</b>	7	individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input checked="" type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other	Tutor Workshop facilitators	1	Compensation for faculty who facilitate Tutor Workshops. We host 3-5 workshops each semester on various topics of interest to our new peer/embedded tutors. Faculty should be compensated for one hour of prep and one hour of facilitation (12-20 hours per year). Effective tutors that have been prepared to meet the diversity of student learning needs aligned with Educational Master Plan (MCP #3 and #4) and President's Planning Initiatives.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$616 to \$1,026
<b>Position 9</b>		individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT	Student Assistant	varies	Peer-led WRAC Center workshops,	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23	\$1,500



			<input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other	(WRAC Center)		orientations, class visits, WRACtivity presentations and videos not only help bridge the gap of post AB705 course sequences, but they also help make students aware of the support services available to them.	<input type="checkbox"/> 2023-24 <input type="checkbox"/> 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered )	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Description</b> (1-2 sentences)	<b>What Type of PD Request?</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Number of Attendees</b> (1, 5, 10, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)

<b>Request 1</b>	1	<b>individual request</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Funding to attend learning support conferences (CRLA, ACTLA, TutorExpo)	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	All staff need opportunities to participate in professional development on an ongoing basis. We hope to send a few people to conferences as appropriate each year. Supports EMP MCP #1 and 3 and Pres. Planning Priorities to address equity gaps and develop culturally relevant, revitalizing, and sustaining pedagogy in tutoring	3-4	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$8,000
<b>Request 2</b>	2	<b>individual request</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Fund registration for students to attend and participate in various conferences;	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Opportunities for students to engage in deeper learning, develop networking skills, and provide a sense of community and belonging in alignment with EMP Mission Critical Priorities	varies	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2,000
<b>Request 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> 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 _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	<b>individual request</b>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Funding for promotional materials to market our program & services to students through outreach activities/events	Promotion and outreach to let students know about free tutoring services and other academic supports align with EMP MCP #3 and #4, as well as Presidential Planning Priorities addressing equity gaps.	varies	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,500
<b>Item 2</b>	2	<b>individual request</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Incentives for students to use WRAC Center learning support services throughout the semester.	The WRAC Rewards Incentive Program serves dual purposes, both letting students know about free tutoring/academic supports as well as encouraging their	varies (approxima tely 100 units of school supplies, including	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,590

					participation. This aligns with EMP MCP #3 and #4, as well as Presidential Planning Priorities addressing equity gaps.	gift baskets)		
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Was the feasibility of the request discussed with IT?</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	<b>individual request</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	PC laptops for WRAC Center tutor use during tutoring sessions (no special software or access is needed).	As many of our WRAC Center tutoring resources and processes have transitioned online when we switched to online tutoring, there is a need for flexible computer access during tutoring sessions even	5	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	campus standard

						when we are back to in-person tutoring.			
<b>Item 2</b>	2	<b>individual request</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	PC laptops and/or PC desktops with camera/mic	Online tutoring will continue once we have returned to campus; student tutors will need access to laptops or desktops with cameras & mics in order to meet with students online	10	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	campus standard
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

### Categorical Funding Applications:

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

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

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro [gchaparro@chabotcollege.edu](mailto:gchaparro@chabotcollege.edu).  
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**Career Education** funds are available for projects that: 1) support a pm 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](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link)

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