

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:
The STEM Center
 - Name(s) of the person or people who contributed to this review:
Gabriel Chaparro
 - 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

- The STEM Center has never submitted a Program Area Review (PAR). The needs of the center have historically been added to The Learning Connection's (LC) PAR, and as such has never created goals that have been reported to PAR. This is the inaugural year of changing this practice to better reflect the STEM Center's staffing, goals, and needs that are separate of the LC's.
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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?
*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.)
 - Students self-check in at the STEM Center. Until a better way to check students in is identified, there is a lot of data that we miss with the current system. Of the students that do check in, we collect the following:
 - Number of students served

○ ID of students served

- Does your service area have two or more SAOs?

☒ Yes

☐ No

- 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>	Briefly describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
1. The STEM Center will provide resources to support all students through their STEM pathway.	<input checked="" 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	"Resources" includes textbooks for students to borrow while in the center, 3-D printers on loan from Engineering, the "Anatomy Room" which houses all of our plastic bio models, microscopes, and calculators that students can borrow each semester. During the pandemic <i>resources</i> has also included creating safe study spaces for students to work independently while shielded with plexiglass. Each station has power for laptops/cell phone charging/etc.
2. The STEM Center will provide programming to support all students	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement	Programming has included a speaker series each semester and field trips to conferences/competitions. Even

through their STEM pathway	<input type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	during the pandemic, we found conferences students could attend virtually, enhancing their networks and exposing them to career pathways, and professionals in those fields.
3. The STEM Center will provide a safe and inclusive environment for all students to experience a holistic STEM community.	<input checked="" 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"/> Development of the Whole Person	In creating a safer and more inclusive environment, the STEM Center further aligns with the institution's commitment to equity and culturally relevant pedagogy.
	<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.

The STEM Center has never had SAOs, leaving none to assess. Although the program has been a part of the Learning Connection’s PAR, outcomes expressed in those documents were focused on the LC. The STEM Center’s programming needs (i.e. special funding from activities) were enveloped into past LC PARs because of the shared connection through peer tutoring. The center, as a whole, has yet to be assessed through the PAR process – and the center has evolved, since it first had a director, to provide more than peer tutoring, thus needing its own PAR.

Although there were no identified SAOs through PAR in the past years, we have done some minor assessing against our mission statement, which in the future will serve to help us better answer these questions/assess our

program. Below you will find research that speaks to what correlations may exist between student achievement and their use of STEM Center resources (be it tutoring, technology, or the center itself).

- 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
N/A	<input type="checkbox"/> Survey <input checked="" type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	N/A	N/A
N/A	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	N/A	N/A
N/A	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	N/A	N/A
N/A	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	N/A	N/A

- 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 continued support of providing the space to house a STEM Center helps our program reach its goals. The space is roughly 3 classrooms large, with smaller rooms on the side. That allocation of space for academic support is second only to the library, and every possible inch is used. Even as things mellowed with the pandemic, the STEM Center was initially the only building on campus that prepared study spaces and a protocol for multiple students at a time.
- 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?
 - As it stands now, faculty are not able to claim tutoring hours for load. When the campus changed its policy that sent ripples throughout the program. Some teachers reduced their availability, others quit tutoring. We did recover, but not having that option causes instructors to pause when deciding to join the team.
 - The STEM Center once had a Sr. IA. This one person on the team made it possible for us to provide services to students up until 9:30 pm – the latest of any other resource center on campus. Because the position was not institutionalized (the barrier), when the position was vacated it was not filled again. When we return to campus, we will have to return to the 8:00 am to 5:00 pm schedule, creating an equity issue as it relates to students who have other responsibilities in the day and need a space to study in the night.
- 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?)
 - The STEM center has roughly 80 computers for students to use. Some of them have specialized software bought through grants or other allocations (not institutional), but their maintenance and replacement are an institutional effort.
- 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?)
 - Communication pathways continue to be a challenge. Direct forms of communication, like marketing through texting, would be more efficient.
 - Four-year institutions have hours, up to midnight, for students to study on campus. Our students face tickets in the parking lot if their cars are here passed eleven - a reprimand for being on campus is not welcoming.

- We have no late-night study spaces for students who need them.
- 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.)
 - Success rates by Race and Ethnicity, disaggregated by divisions, sub divisions, or by majors (i.e. In the Math and Science division: Math, Bio, Chem, Physics, Computer Science, Engineering, should all be disaggregated)

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	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	1	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	N/A	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	6 (one time guest speakers)	<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?

Less staff for us means less available hours. Between the two existing staff members we tried to stagnate our hours to keep the STEM Center as late as possible. Instead of closing at 9:30 pm, we closed at 7:00 pm. We were fortunate to have faculty who stayed on their own time to support students, thus providing state mandated when the director had meetings that went beyond the IA's hours. Still, that is a loss of roughly 32 hours a month that students could have been using the center but couldn't for lack of staffing. We saw less students come to the center in the evenings – with less available hours per night, it was not worth it for student to come for such small amounts of time after their evening classes. By the time they lock into study mode, they would have to go home. These are pre-COVID observations.

The pandemic has caused a drop-in tutoring, and use of some of our resources. Calculator lending however continues to flourish and has expanded. Our faculty partners have used the center as a “pick up-drop off” center for remote learning kits and other lab equipment.

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?

When we were fully staffed, we had 2 people of color on our 3-person team, a Latinx Director and a Black Sr. IA. Sixty-six percent of the same staff identified as women, while the director is male. All three of us have STEM backgrounds with at least a bachelor's degree in a STEM field. This is significant in STEM because the female-male ratio tends towards men in the professional world, and the majority of people working in STEM fields are White or Asian men. Our staff visually and culturally countered this narrative, as does the artwork in the center highlighting people of color in STEM.

Our current reputation is challenged by 3 major points

- We no longer have our Sr. IA, which was a loss of staffing and Black leadership within the center
- There is a lack of diversity amongst student tutors from the LC
- There is a lack of diversity amongst faculty

These three factors give a perception of a lack of diversity, which we try to remedy through our programming. To date, all but one event has been led by a person of color, the majority of which were women in STEM. We aimed to create spaces where students could see themselves in careers and positions often held by white men by bringing in people with who our students could possibly resonate.

We have reached out on multiple occasions to partner with groups like Umoja on campus to no avail. Where our numbers for other races/ethnicities have remained mostly constant – we have yet to see a rise in Black students in the STEM Center. I have a plan for this, which I will disclose in the “Planning” segment of this document.

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)

- We need to take into consideration that COVID has raised the need for online mobility. Our computers lack Bluetooth, headphones, microphones, and cameras. Online tutoring is here to stay, as are other online learning resources. We currently have 5 computers that are Zoom-ready and a few sets of old headphones. When students come back, this will not be enough.

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)

- Ed code for community colleges states that support centers must provide line of site supervision. We tread a blurred line with this by frequenting the space dubbed “The Quiet Zone” - the back half of the STEM Center. We would be much more in compliance if the wall that separates the two halves of the center was replaced with a glass barrier – maintaining the sound barrier between both spaces, but simultaneously providing a dry-erase writable surface while ensuring compliance with *line-of-sight* policies (be they deficit as they are since these policies do not pertain to 4-year colleges/universities).
- Old tube televisions, equipped with VHS decks, are hanging from our walls. We have asked to have them removed since they are obsolete and have been told that they are fine where they are at. Not only do they block the corners and take up wall space, but they are an unnecessary risk considering that we live in an Earthquake prone area. Dangerously heavy obsolete tech hanging from our walls seems like a risk we do not need to take. Their removal would be helpful along with the patching up of the walls where these TVs were, and where the ones that have been removed once were (the holes still remain).

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) - the faculty in the center are supervised by the Dean of Math and Science. They work in the center but are not part of the center.
- 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 STEM Center's classified professional has built leadership skills that empower her to take initiative and be a voice for stem center in division meetings, LC team meetings, shared governance, classified senate, and in the union.

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.)
 - There are no signs on campus directing students to "the STEM Center"
 - The center does not have institutionalized funding for programs and has to ask for allocations year to year, even though it is a student support center with an administrative lead
 - Hours: no weekends, no evenings
 - Restrooms are closed in evenings at various times (you never know when you are going to have a nearby restroom) - when this happens, people leave (when we used to be open later)
 - Parking tickets issued after 11 pm (the week before finals we try to offer hours until midnight, like some 4-year colleges regularly have)
- 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?
 - During the day students can reach our services. Even at times when the Director and IA are both away from their desks, instructors and tutors are trained on how to support students with calculators, textbooks, etc.
 - With our current staffing we close at 5:30 pm, M-F
 - We used to have Saturday hours, a faculty member would volunteer and open the center from 9:00 AM to Noon. However, because it was volunteer, sometimes this individual would not show up and students stopped coming because of the inconsistency. These hours were not sanctioned by anyone, but it was a good idea.
 - COVID helped us move towards online tutoring with our LC partners. It is going to be a challenge for us to manage both online and in person tutoring once we return from COVID
 - For us to be able to offer day, night, and online services we need a Sr. IA, and 3-5 student employees (see intern program below)

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- 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?
 - Sometimes students are wait a long time for a tutor. Sometimes this is a matter of scheduling, but more times than not it is about available hours.
 - **Scheduling:** It can be a challenge matching tutor availability with the times when students need support. Example: If our best Trig tutors are Calculus students, and the time for the Calc class parallels the time most Trig students are available – then Trig students will not get the tutoring they need. Maybe we should factor this in when choosing when classes meet - i.e. upper division classes on Tu-Th, Lower division classes, M – W: this makes sure upper division students are available for tutoring the other days.
 - **Hours:** Students have classes crammed into their days, along with work, and other responsibilities. Sometimes their availability to meet with tutors are at our busiest hours. *If we could be open later*, with tutors, students could get more support and not have to try to find help during our busiest hours. Maybe schedulers can this in while scheduling.
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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	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
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	<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.			
Improve the technology of the STEM Center in preparation for online technologies (i.e. Zoom)	Cameras on at least 33% of the computers At least one set of headphones for each computer with a camera	<input checked="" type="checkbox"/> Equity <input type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native <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 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 _____
Establish a seed program that supports Black STEM majors within the STEM Center who develop into tutors in the Learning Connection.	Hire 5 Black Student Assistants to work as “interns” in the STEM Center. Provide tutoring sessions in preparation for recruiting these students as tutors the following academic year.	<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 type="checkbox"/> Latinx <input type="checkbox"/> Native American/Alaska Native <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input 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 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 _____
Expand the STEM Center’s hours to address equity issues related to the number of accessible hours the Center is open.	Rehiring a Sr. IA Collaborate with Math and Science Dean for	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native	<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 type="checkbox"/> Transfer

	weekends in the Center	<input type="checkbox"/> Community and Partnerships	<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="text"/>	<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 <input type="text"/>
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Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Speaker Series (10 speakers annually), including highlighted speakers for Latinx Heritage month, Black history month, and Women's History month	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Varies	Professionals of Color in STEM fields are asked to speak with Chabot students about their academic trajectories, professional decisions, and personal narratives.	The speaker series sometimes creates mentoring relationships, at the very least it exposes our students to professionals of color from roles in fields that may be working towards - it helps battle imposter syndrome when students see	1 hour	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$250 x 10 = \$2500

						professionals who look like them in roles, they aspire to be in.			
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Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	2	Project: Headphones	<u> x </u> New <u> </u> Updated <u> </u> Repeat	Office Depot	Koss UR10 Stereo Headphones	These headphones break down tech barriers by allowing students access to online classes, study sessions, partnering with students not on campus, and other internet-	25	Annual <u> x </u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	\$14.34x25 = \$358.50

						based student support systems			
Item 2	1	Project: WebCam	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Office Depot	Logitech C505 Webcams for online communication through STEM Center computer lab	These cameras break down tech barriers by allowing students access to online classes, study sessions, partnering with students not on campus, and other internet-based student support systems	25	Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	$\$55.36 \times 25 =$ \$1384
Item 3	4	Project: Calculator Replacement	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Office Depot	TI-84 Graphing Calculator	These calculators run over \$100 each. Non-STEM majors need these for one class. Maintaining the lending program allows for students to have access to the tech they need to be successful.	50	Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	$\$115.17 \times 50 =$ \$5758.5
Item 4	3	Project: Outdoor Calculator Collection		Kingsley	30 K-Series System Outdoor Depository – an outdoor <i>mailbox</i> students can return calculators to	Students can not all make the STEM Center's open hours to return calculators. A depository ensures students can	1	Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3753.00

					https://www.kingsley.com/30-k-series-bulk-despoitory-system.html	make their commitment of returning the calculator for others to use, regardless of the center's hours.			
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Facilities Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Project: Clear Wall	<u>1</u> New <u> </u> Updated <u> </u> Repeat	Constructio n project, replace the dividing wall of the STEM Center with a glass wall https://www.modernfildstyles.com/products/modernfo	1. We are dangerously close to being out of compliance with ed code regulations, with respect to line-of-sight supervision 2. Clear walls allow for students to see presentations they are too busy to actively attend – providing them a minimal amount of the information being given by speakers or in workshops (vs. None).	<u> </u> Annual <u> x </u> 2022-23 <u> </u> 2023-24 <u> </u> 2024-25	I don't know – all I know was when the STEM Center decided not to take part of the new 100 building, this was spoken about. As was taking

				Id-acousti-clear-demountable/			out the back offices and extending into the classrooms behind the center, or clear through the breezeway.
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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 1/2	1	Project: Seeds	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input 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: STEM Center Intern		<ul style="list-style-type: none"> STEM in general lacks a strong presence of African Americans Black student enrollment, achievement, graduation rates in STEM are low 	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$14 an hour x 1.014 for benefits x 2 Students x 10 hours a week x 36 weeks = \$10,222

							<ul style="list-style-type: none"> It would be most appropriate to have student engagement and leadership to support changing the culture of the STEM Center while supporting these students in their STEM endeavors, and as future tutors for the Learning Connection. 		
Position 3	2	Project; Sr. IA	<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 <hr/>	STEM Center Senior Instructional Assistant: Engineering	40	<ul style="list-style-type: none"> For the STEM Center to sustain an intern program, there needs to be a qualified staff manager. The IA position we currently have does not have that authority/clearance. 	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$71,459.04 per year (needs benefits, and this is top of the salary scale)
Position 4	4	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	Instructional Assistant (Math)	40	This position directly supports the Educational Master Plan (MCP #3 and #4) by increasing	<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)

				<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			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 throughput, progress milestone completion, certificate and/or degree completion, and transfers.		
Position 5	3	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	<p>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 services, provide essential learning support to all Chabot</p>	<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)

							students that will lead to increased persistence, course success rates, transfer English/Math throughput, progress milestone completion, certificate and/or degree completion, and transfers		
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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	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 \$)
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		'individual request'							
Request 1	1	Project: WIE	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	The Women In Engineering conference is a low-cost event at San Jose State that creates networking opportunities, workshops, and encourages our students to excel in STEM.	<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	There is a shortage of women in engineering, even more so a shortage of women of color. This conference is a weekend of programming centered on not only encouraging the next generation of female engineers, but helping them see themselves as leaders in the industry.	20	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$20 per student (20 students) + 1000 bus = \$1400

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	Project Name Use the same project name for all requests related to a large project	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	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 (Total \$)
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	have been entered)	or put 'individual request'			Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
Item 1	1	Project: Clean Up	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Just a budget for cleaning supplies. In truth, an institutionalized budget for the center would make this all so much easier.	Having a clean center aids a welcoming feeling when students arrive. It keeps students returning.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1000

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	N/A	N/A	<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	N/A

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://forms.gle/ZXC65S6NscLMCz8G7>

Please note that SASE may request additional information after you submit the application. 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.