

## 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:

Admissions & Records

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

Paulette Y. Lino

- What division does your Program/Area reside in?

☐ Academic Pathways and Student Success  
☐ Applied Technology and Business  
☐ Arts, Media, and Communication  
☐ Counseling  
☐ Health, Kinesiology and Athletics  
☐ Language Arts  
☐ Science and Mathematics  
☐ Social Sciences  
☐ Special Programs  
☒ Student Services

## Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the [PAR App Program Review Reports](#). Click on:
  - [PAR App Program Review Reports](#).
  - Then “Select Academic Year” on the top (choose 2018-19)
  - Then “Submissions” (in the left hand toolbar)
  - Then find your area and click “View” in the right most column
  - For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
  - For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
  - For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

You should be able to see what you submitted as goals in the last comprehensive PAR. Please note that the “goals” you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection’s SAOs is: “Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Implement technological solutions to provide timely information, streamline processes, facilitate communication, and support educational planning and progress tracking.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	DocuSign for Concurrent Enrollment form was implemented in October 2020. This assisted the students in submitting the Concurrent Enrollment packet in an electronic format. DocuSign has a workflow in which after the student submits their part, the document gets routed to the next signatory, until it gets submitted to Chabot College for completion. It has been a rather successful implementation of the form.
2. Implementation of high school course restriction in	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	In collaboration with ITS and Academic Services, there is now a process wherein a course restriction is entered in BANNER by A & R. This allows the concurrent enrollment

BANNER system.		student to register for their approved class online.
3. User friendly electronic transcript request and exchange	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	In collaboration with ITS and a 3 <sup>rd</sup> party vendor (formerly Credentials now Parchment), an electronic transcript request and exchange is available for students to use.
4. Increase the number of degrees and certificates awarded.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	In the last decade, the number of degrees and certificates awarded have increased ( <a href="http://www.chabotcollege.edu/ir/studentsuccess/degrees_certs_chabotonly_2003-04to2020-21.pdf">http://www.chabotcollege.edu/ir/studentsuccess/degrees_certs_chabotonly_2003-04to2020-21.pdf</a> )
5. Fully functional DegreeWorks course auditing system that also include course transfer equivalency	<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	Work in progress

## 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.)

**I continuously run different type of reports such as report of degrees/certificate requested/awarded, list of concurrent enrollment students, academic standing reports, apprenticeship reports, etc.**

- Does your service area have two or more SAOs?

☒ Yes  
☐ No

If not, please explain why.

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

☐ Yes  
☒ No

If not, please explain why.

**Not yet posted.**

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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</i>	Briefly describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).

	<i>check off ILOs that your service area indirectly supports.</i>	
1. Admissions & Records will use technology and administrative processes that maximize the awarding of degrees & certificates to support students reaching their educational goals & awarding of the SCFF metrics.	<input type="checkbox"/> Critical Thinking <input checked="" 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	This will assist students in reaching their academic & career goals.
2. Students will be able to submit degree and/or certificate requests electronically using our self-service/portal (CLASS-Web)	<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	This will assist students in reaching their academic & career goals.
3. Degrees & Certificates of students will not only be mailed out, but also be sent electronically to students.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	Students will be able to post their diploma/certificate in job-seeking related sites such as LinkedIn or Indeed. This will assist students in reaching their career goals.
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
1. Increase the number of degrees & certificates awarded	<input type="checkbox"/> Survey <input checked="" type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	2021-2022	The number of degrees & certificates awarded have continuously increased in the most recent years.
2. Implement an online submission to request official academic transcript.	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	2021-2022	Online transcript request submission was implemented on August 2019. I am able to run reports that shows number of requests received and processed through this online request/submission process.
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 <input type="text"/>		
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- 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?  
**It definitely helped to have the support of the VPSS in achieving our goals & SAO. He advocated for our department when we were working towards having an electronic transcript request submission process.**
- 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?  
**Lack of staffing. There are several new initiatives/programs such as Sheriff's Academy, RISE, Noncredit. However, no additional staffing nor support have been identified for Admissions & Records. It's difficult and challenging to support these new initiatives/programs with lack of staffing.**
- 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?)  
**Provide adequate staffing – in order to provide appropriate services to students.**
- 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?)  
**Lack of staffing & use of technology**

- 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	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	11	<input type="checkbox"/> Decreased <input checked="" 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	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	N / A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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



**There has been an increase in the number of Concurrent/Dual Enrollment students served.**

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

**The Admissions & Records staff are diverse in itself. We are able to serve our DI populations.**

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### **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)

**There are several technology that I believe that can help not only improve our process for the Admissions & Records department, but also enhance the students' experience. Some examples of what we can/should have: electronic submission of degree/certificate requests, electronic concurrent/dual enrollment application submission that interfaces with Banner, electronic forms (not just fillable PDF), outreach/recruitment tool, moving forward with reporting/projects that requires ITS intervention.**

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### **Facilities**

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.  
☐ Strongly disagree  
☒ Somewhat disagree  
☐ Neither agree nor disagree  
☐ Somewhat agree  
☐ Strongly agree

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

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### **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?  
**There needs to be more opportunity for Classified Professionals to attend any professional development activities. If these activities are offered outside of Chabot, then funding needs to be provided in order for Classified Professionals to be able to attend.**

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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.)  
**Admissions & Records have made every effort to provide services to students, especially in a remote environment. The barrier I believe that student faces, are the lack of technology & resources on the student's end.**
- 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?

- 1) YES. Admissions & Records have in-person hours and also have chat services offered.
- 2) YES. Admissions & Records offer evening hours on Wednesdays.
- 3) YES. Admissions & Records offer online services, online requests. We have a chat bot and also cranium hours (direct chat with staff).

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?

**YES. It takes approximately 18 weeks to process an evaluation of certificate/degree requests and incoming transcript evaluation.**

## 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	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	degrees earned) for your goal.			
1. Send diploma & certificates via regular mail and electronically	Having the diploma/certificate electronically will allow the students to post their degree/certificate with online services such as LinkedIn or Indeed, when looking for a job.	<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 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 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 _____
2. Have video tutorials on how to apply, how to register, and how to utilize other services in Admissions & Records	Students will have an easier time understanding the process and be able to navigate services online	<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"/> 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 checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
3. To convert all A & R forms on the web, be ADA compliant		<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 <input checked="" 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 checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input checked="" 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/Tas ks</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>Length of Contract in Months</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimate d Cost Per Year (Total \$)</b>
<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	

## 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>Estimate d 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	

### 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	<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</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
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	been entered)	put 'individual request'					Planning Initiatives (2-3 sentences).		
<b>Position 1</b>	1	<b>Public Safety</b>	<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/>	Student Records Evaluator	40 hrs/wk	This position is needed to provide support for the college's public safety programs such as the Sheriff's Academy, Paramedics program & Fire Academy. All of these cohorts need support in registration, 3 <sup>rd</sup> party billing and processing/awarding of certificates for each student in the programs. Will help increase enrollment plus increase the number of certificates awarded.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$57,179/yr for salary
<b>Position 2</b>	2	<b>Dual/Concurrent Enrollment</b>	<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/>	Admissions & Records Asst. II	40 hrs/wk	The number of Dual Enrollment classes have increased over the last 5 years, but no additional support/staffing in A & R. The number of Concurrent Enrollment students have also increased, but no additional staffing/support in A & R. Will help increase enrollment plus increase the	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$49,317/yr for salary

							number of certificates awarded.		
<b>Position 3</b>	3	<b>General</b>	<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/>	Student Record s Evaluat or	40 hrs/wk	The number of certificates & degrees awarded have continuously increased in the last recent years. In addition, there has been an increase in process such as Incoming Transcript Evaluation – which is a cumbersome, time consuming process. There has not been an increase in personnel.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$57,179/yr for salary
<b>Position 4</b>	4	<b>General</b>	<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/>	Admiss ions & Record s Asst. II	40 hrs/wk	This is to restore the position that was cut in 2011. Since losing this position, A & R has been unsuccessful ni gaining it back.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$49,317/yr for salary

- 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**.

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>			<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 <hr/>			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
<b>Request 2</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 <hr/>			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

					_____				
<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	

### 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>			<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	

### 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>For Concurrent Enrollment form</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Online Concurrent Enrollment form submission that interfaces</b>	Currently, ITS provided a one-time funding for DocuSign – which will only last through this academic year. Starting 2022-2023, we will need a way for students to submit forms electronically. This process also needs to	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

					<b>with Banner</b>	have a workflow in which the form will be sent to the next signatory.			
<b>Item 2</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	
<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://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](mailto:gchaparro@chabotcollege.edu).

**Career Education** funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:

[https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs\\_nXrOaLloFxlT1xbqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link)

- Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read [cread@chabotcollege.edu](mailto: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](mailto:ctelles@chabotcollege.edu), admin chair Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu), or classified professional chair Kathleen Stanley [kstanley@chabotcollege.edu](mailto:kstanley@chabotcollege.edu).