

## 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:

**CARES Mental Health Program**

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

**Sadie Ashraf, Sang Leng Trieu, Jutztino Panella, David Irving,**

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- What division does your Program/Area reside in?

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

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## Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
- Then “Select Academic Year” on the top (choose 2018-19)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
- For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
- For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

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

| Goal from Previous Cycle                                                                                                                                                                                                                                                                                                                          | Status of Goal                                                                                                                                                                                                   | Outputs or measures (e.g students served, program change made, etc.)<br>Please explain.                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Request to hire one full-time (1.0 FTE) Licensed (ex California LMFT, LCSW, LPCC) Counselor/Coordinator and Intern Supervisor designated for Mental Health services to provide the necessary crisis intervention, individual and group mental health counseling services for students as well as provide supervision and program coordination. | <input checked="" type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | The hiring of a full time faculty Mental Health Counselor/ Coordinator with a LMFT license in Spring 2019. This has resulted in the establishment of a formal program name and structure – CARES Mental Health Program, and a new mental health grant from the Chancellor’s Office to expand the scope of work to advance student mental health on campus. |
| 2. Requesting two additional Mental Health Counseling offices in the Health Center.                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | We were able to secure one office outside of the mental health center to provide mental health counseling and support groups (room 706). Furniture has been ordered and set up right before the pandemic’s shelter-in-place. We are still                                                                                                                  |

|    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                       | looking to obtain a room in or adjacent to the health center in support of our triage services. In addition, we borrowed space from the student senate in room 2345. We created a proposal in Spring 2018 as part of the facilities master plan. The Wellness Center will combine Health Center, Wellness Center and Basic Needs Center. We advocated for clinical offices in the Wellness Center. Recently we have been approved for 753G for one office space dedicated to mental health counseling office. |
| 3. | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5. | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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

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

- What data\* does your service area regularly collect and store in Banner or some other campus storage system?  
\*Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

**[1] Mental health encounter data; available by semester and annually (stored in SARS); [2] Client satisfaction survey; conducted each semester; [3] Healthy Minds Study survey; population health data conducted in Spring 2021**

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- Does your service area have two or more SAOs?

☒ Yes  
☐ No

If not, please explain why.

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

☐ Yes  
☒ No

If not, please explain why.

**SAOs have not been posted on our program website because the outcomes are part of infrastructure development rather than direct program improvement efforts for students.**

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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?<br><i>*Note: for service areas that do not directly serve students, it is okay to</i> | <b>Briefly</b> 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. Enhance access to mental health counseling services to support students' wellbeing                 | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input checked="" type="checkbox"/> Development of the Whole Person | <p>The Jed Foundation reported an emergence of a mental health crisis across college campuses over the past few decades with more students arriving to college with histories of mental health challenges and many more unable to cope with distress while in college. Data from Chabot's participation in the American College Health Association's National College Health Assessment from 2016, and more recently, Chabot's participation in the Healthy Minds Study Survey in 2021 validated the volume of students and degree of crisis students are in. Enhancing access to mental health counseling services helps cultivate the health of mind, body, and spirit of students we serve.</p>                                                                                                                                                                                             |
| 2. Provide mental health counseling sessions that supports students in developing their coping skills | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input checked="" type="checkbox"/> Development of the Whole Person | <p>Mental health and well-being is increasingly being recognized as an important element in the academic achievement of college students. The majority (59%) of Chabot's students are experiencing what has been termed "emerging adulthood," a developmental period of time from ages 18-25, in which young people undergo an exploration and formation of identity, friendships, relationships, and career choices. Research has also shown this period to be a time of heightened stress as young adults become independent, living on their own for the first time, and learning to make major life decisions. We know students will face a wide-range of crises—from academic to relationships to basic needs such as financial insecurity. Positive coping skills are needed for students to manage the stress that are associated with their time in college and beyond. Supporting</p> |

|                                                                          |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          |                                                                                                                                                                                                                                                                                               | students in developing their coping skills is an important component in the development of the whole person. Increased coping skills can support student persistence, retention and academic success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Collaborate with campus community to promote mental health awareness. | <input type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input type="checkbox"/> Development of the Whole Person | Leading collegiate mental health advocacy organizations such as the Steve Fund and the Jed Foundation recommend that colleges and universities encourage collaboration across departments as a strategy to provide comprehensive mental health support, especially for underserved students and students of color. Student mental health issues require the attention and effort of the campus community because protective factors to prevent and mitigate mental illness such as promoting a sense of belonging and social connectedness are efforts based on the model of collective impact. Such collaborations offer the staff and faculty the opportunity to engage in collective action. Mental health awareness needs to be a collective institutional priority, promoting a stigma free culture and a culture of connection that normalizes mental health support. |

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 staffing                                                                               | <input type="checkbox"/> Survey<br><input type="checkbox"/> Data Collected by IR<br><input checked="" type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other _____ | Hiring of full time mental health counselor/coordinator in 2019 and hiring of two part time mental health counselors in 2020 and 2021 | We hired more staff including full time mental health counselor/coordinator                                                                                 |
| 2. Get baseline data (not listed as SAO in previous program review but this was initiated in 2019) | <input type="checkbox"/> Survey<br><input checked="" type="checkbox"/> Data Collected by IR<br><input type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other _____ | Added mental health questions to student satisfaction survey 2019: There is an emotionally supportive climate at                      | 54% of students agree or strongly agree with statement: There is an emotionally supportive climate at Chabot for students with mental health needs ; 50% of |

|                                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                 |                                                                                                                                                                                                                     | <p>Chabot for students with mental health needs and included mental health as part of selection for How much do these issues slow your progress to reach your educational goal? Also added mental health (teased out from health center) to list of have you heard of or used these services and how satisfied;</p> | <p>students say mental health impacts progress toward educational goals. 20% used services; 83% were satisfied or very satisfied; 27% never heard of service, 53% heard of service but never used it; and of those that used the service 17% were not satisfied, 59% were satisfied and 24% were very satisfied; we also were interested in the ILO of development of the whole person: Balancing the health of my mind, body, and spirit and noted 66% of students felt they made progress in this area.</p> |
| <p>3.SARS appointment tracking (not listed in last program review as SAO but this was initiated)</p>                                            | <p><input type="checkbox"/> Survey<br/> <input type="checkbox"/> Data Collected by IR<br/> <input checked="" type="checkbox"/> Data Collected by your area<br/> <input type="checkbox"/> Other _____</p>            | <p>2020-2021; annual</p>                                                                                                                                                                                                                                                                                            | <p>Tracked our no show and cancellations, number of appointments. We are able to utilize information for staffing, coverage and scheduling needs</p>                                                                                                                                                                                                                                                                                                                                                          |
| <p>4.Client Satisfaction Survey--Student Feedback (not listed in last program review but survey was developed and initiated beginning 2020)</p> | <p><input checked="" type="checkbox"/> Survey<br/> <input type="checkbox"/> Data Collected by IR<br/> <input checked="" type="checkbox"/> Data Collected by your area<br/> <input type="checkbox"/> Other _____</p> | <p>Developed in 2020. Annual, after 6<sup>th</sup> session or at discharge/termination, students are given survey to assess student feedback</p>                                                                                                                                                                    | <p>Students provide input on mental health experience (what brought them for mental health counseling, how many sessions attended, how hear about our services, and evaluating</p>                                                                                                                                                                                                                                                                                                                            |



|                                                                                                                   |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   |                        |           | experience with CARE MH).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Healthy Minds Survey (not listed in previous program review but this was initiated and results shared in 2021) | <u><b>X</b></u> Survey | 2020-2021 | Data can be used to estimate economic impact of mental health services and programs and there is a quantifiable need at Chabot. 52.50% of student at Chabot are experiencing mental health symptom(s). 26.40% received services in last year, 73.60% have not. This translates to approx..4,683 students with untreated mental health problems at Chabot. 79% that utilized services felt it was effective based on satisfaction rates. This shows increasing evidence based services and prevention programs can reduce risk and increase retention. |

- Assessing SAOs has led to improvements in my area.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☒ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☐ Strongly agree

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## Institutional Supports, Barriers and Data

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

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

**We appreciate the inclusion of several mental health related indicators in the Fall 2019 student satisfaction survey which generated baseline data for our program. Another institutional-level support was the Office of Institutional Advancement's leadership in the development and submission of a district-wide mental health grant application which resulted in a \$500K funding award to expand our program.**

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- 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?

**Similar to most if not all departments – emergence of the COVID-19 pandemic which required a transition to delivering all of our services in remote manner.**

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- 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 provision of mental health services, including walk-in and telehealth services have contributed to supporting the academic trajectory of students. This also includes providing support groups and workshops on educational topics such as the management of stress. The CARES Act funding has allowed us to be innovative by way of piloting a new student wellness ambassador program this 2021-2022 school year.**

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- 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?)

**The ability to generate more buy-in from campus-wide initiatives such as suicide prevention events.**

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- The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)

**None**

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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                                      | David Irving, 100% FTE                                                                                                                                                                                        | <input type="checkbox"/> Decreased<br><input checked="" type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased |
| Part-time Faculty                                      | 1. Sadie Ashraf: 38%, part time, over-load<br>2. Juztino Panella: 50%, part time, in load<br>3. Veronica Macapagal: 38%, part time<br>4. Lee Porsha Moore: 38%, part time<br>5. Karen Navarro: 38%, part time | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input checked="" type="checkbox"/> Increased |
| Full-time Classified Professionals                     | N/A                                                                                                                                                                                                           | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Part-Time permanent or Hourly Classified Professionals | N/A                                                                                                                                                                                                           | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Student Employees                                      | Six student wellness ambassadors, part time, 10% FTE                                                                                                                                                          | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input checked="" type="checkbox"/> Increased |
| Independent Contractors/Professional Experts           | Sang Leng Trieu, Mental Health Grant Coordinator                                                                                                                                                              | <input type="checkbox"/> Decreased<br><input checked="" type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased |

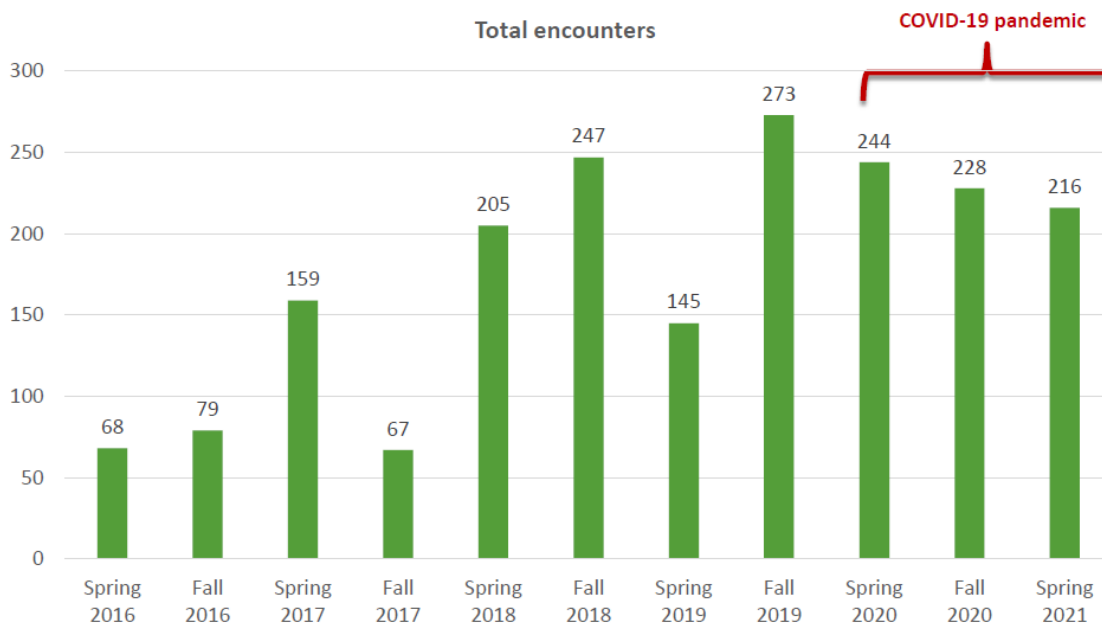
If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

**Data for the past three years are illustrated in the graph below (which actually shows trend data for the past five years). During the 2018-19 school year, there was a dramatic decrease in the number of students served: fall semester generated a total of 247 encounters while that figure dropped to 145 during the spring semester. A couple of possible explanations for this include: [1] spring semester 2019 was spent recruiting and hiring for a new mental health coordinator which limited the capacity of Sadie Ashraf and Juztino Panella to provide mental health counseling services; and [2] with a mental health grant in place and the recruitment of a mental health grant coordinator, much of our collective efforts were spent on building the**

infrastructure of the program and engaging in population-based activities beyond individual counseling services.

Fall semester 2019 showed high productivity among our team with 273 encounters reported—the highest figure since we began collection of encounter data. This represented an 88% increase from the previous semester because David Irving, our mental health coordinator, was fully onboarded by the start of the 2019-2020 school year. The subsequent three semesters showed a gradual decline in the number of encounters because this was during Covid-19 pandemic when the college community experienced greater student engagement challenges, and the fact that many students faced technological challenges or access to fully utilizing services offered.

## Productivity data: 2016-2021



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?

We do not have encounter data parsed out by DI populations to fully respond to this question. The CARES team supported the development of the AANIPISI grant proposal and have collaborated with learning communities such as APIEA, Puente, Umoja, FYE, El Centro, and the 10x10 initiative.

### Technology

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

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

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### Facilities

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

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

**With the expansion of the CARES mental health team from three staff persons to six persons, we are in desperate need of physical space on campus to serve students. Mental health counseling requires space that is accessible and private.**

### Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**  
☐ Strongly disagree  
☐ Somewhat disagree  
☐ Neither agree nor disagree  
☐ Somewhat agree  
☒ Strongly agree  
☐ Not applicable (no faculty in service)
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**  
☐ Strongly disagree  
☐ Somewhat disagree  
☒ Neither agree nor disagree  
☐ Somewhat agree  
☐ Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**

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

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

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

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

**Many trainings were focused on issues of equity on mental health which supports professional development growth of our department.**

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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.)

**Virtual platforms such as Cranium Café have been challenging for some of our students to access during the pandemic. They were particularly clunky for sensitive services such as mental health counseling.**

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- Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

**Students can access services during Monday-Saturday including some evening hours, as well as online since the emergence of the pandemic. We also have virtual walk in hours during the day time couple days a week.**

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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?

**Mental health counseling services have increased in demand such that there is typically a wait-list of approximately 2-3 weeks, depending on the time of the semester. With increased staffing, we have been working to reduce the wait time for a first-time appointment. During peak periods, we offer alternatives such as stress management workshops which can accommodate small groups as opposed to individual appointment slots.**

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## Planning

**Program/Area Goals:** Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the [College's Planning Priorities](#) (PRAC will post when complete), [President's College Planning Initiatives](#), and [Strategic Plan](#), all of which lead into the long-range planning document, the [Educational Master Plan](#)). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs*\* and *outcomes*\*\* of your goals? How do your goals align with the [Educational Master Plan \(EMP\)](#)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)\*\*\* metrics?

\*outputs: direct short-term results like # of students served, workshops held, etc.

\*\*outcomes: longer-term results like course success rates or degrees earned

\*\*\*The Student Centered Funding Formula is the way all CA CC districts will be funded once the “hold harmless” period of funding expires.

**Remember:** Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection’s SAOs is to “provide effective academic support to students with diverse learning needs.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

| Goal                                                                     | Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal. | EMP Alignment                                                                                                                                                                                                                                | Equity DI Group Alignment                                                                                                                                                                                                                                                                                                                                                                 | SCFF Metric Alignment                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide regular and timely in-service trainings for staff and interns | An important element in the CARES mental health program model is to invest in professional development of staff and faculty so that they increase their levels of self-efficacy to respond to student in distress, and                  | <input type="checkbox"/> Equity<br><input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Pedagogy and Praxis<br><input type="checkbox"/> Academic and Career Success<br><input type="checkbox"/> Community and Partnerships | <input type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native<br><input type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input type="checkbox"/> Disabled<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement<br><input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units<br><input type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)<br><input type="checkbox"/> Other |

|                                                               |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                               | equally important, to recognize their role in advancing student mental health as trusted advisors and mentors on campus. Such efforts will support staff and faculty in utilizing an equity minded framework when thinking about the perspectives (and lived experiences) of students they serve.                           |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Implement and utilize electronic medical records (EMR)</b> | <b>The CARES mental health team is expanding in scope and staffing, which will ultimately result in the ability to serve more students. This positive outcome means a greater need to improve the collection and maintenance of client information that is streamlined and protected. The selection of a new electronic</b> | <input type="checkbox"/> Equity<br><input checked="" type="checkbox"/> Access<br><input type="checkbox"/> Pedagogy and Praxis<br><input type="checkbox"/> Academic and Career Success<br><input type="checkbox"/> Community and Partnerships | <input type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native<br><input type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input type="checkbox"/> Disabled<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement<br><input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units<br><input type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)<br><input type="checkbox"/> Other _____ |
| 3.Development of Protocols, Procedures and Intern Handbook    | Streamline internal processes for appointments, walk-in and crisis support to provide consistency of care, including                                                                                                                                                                                                        | <input type="checkbox"/> Equity<br><input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Pedagogy and Praxis<br><input type="checkbox"/> Academic and Career Success<br><input type="checkbox"/> Community and Partnerships | <input type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native<br><input type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input checked="" type="checkbox"/> Disabled                                                                                                                                              | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement<br><input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units                                                                                                                                                                           |



|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                             | evaluations of staff (ie. student feedback through surveys; and contractual performance evaluations)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         | <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other _____                                                                                                                                                                                                                                            | <input type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)<br><input type="checkbox"/> Other _____                                                                                                                                                                                                                                                                 |
| 4.Mental health-campus awareness events and promotion of wellness materials | <p>Increasing campus awareness of mental health wellness, stigma reduction and how to connect with CARES MH services, including stress management workshops, Flex Day presentation, suicide prevention walk, video on how to make an appointment, and other wellness events.</p> <p>Promotion of wellness materials includes CARES syllabi campaign, Red Folder, Student Wellness Guide; maintenance of Health and wellbeing tiles of Student Support Hub, new student app, Chabot Go! Wellness Corner of Counseling Newsletter, Wellness Magazine and CARES MH website.</p> | <input checked="" type="checkbox"/> Equity<br><input checked="" type="checkbox"/> Access<br><input type="checkbox"/> Pedagogy and Praxis<br><input type="checkbox"/> Academic and Career Success<br><input type="checkbox"/> Community and Partnerships | <input type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native<br><input type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input type="checkbox"/> Disabled<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement<br><input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units<br><input type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)<br><input type="checkbox"/> Other _____ |
| 5.Externship and curriculum development, partnering with                    | Behavioral health certificate was approved effective Fall 2021, we will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> Equity<br><input type="checkbox"/> Access<br><input type="checkbox"/> Pedagogy and Praxis                                                                                                                                      | <input type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement                                                                                                                                                                                                                                                                                                                   |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                        |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                |
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| Alameda County Behavioral Health | track number of student pursuing this new certificate. Will partner with Alameda County in strengthening field place placements and development of externship program creating opportunities for students pursuing human services. Will leverage Earn and Learn database and communications through Strongworkforce partnerships. Behavioral Health will be a new sub-pathway of Society, Culture and Ideas starting Fall 2022 as part of First Year Experience. | <input type="checkbox"/> Academic and Career Success<br><input checked="" type="checkbox"/> Community and Partnerships | <input type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input type="checkbox"/> Disabled<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other<br><hr/> | <input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units<br><input type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)<br><input type="checkbox"/> Other <hr/> |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>Use the same project name for all requests related to a large project or put 'individual request' | <b>New, Updated, or Repeat Request</b>                                                                         | <b>Vendor Name</b>                              | <b>Brief Job Description/Tasks</b>                                                                                                       | <b>Justification BRIEFLY</b><br>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><br>(1, 2, 10, 12, etc.) | <b>Year(s) Needed</b>                                                                                                                                             | <b>Estimated Cost Per Year</b><br>(Total \$) |
|---------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Item 1</b> | 4                                                                   | <b>Mental health Pranamind consulting</b>                                                                                | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | <b>Pranamind Consulting (for mental health)</b> | Pranamind Consulting is a firm that provides supervision support for doctoral-level interns or post-graduate interns pursuing licensure. | Supports the CARES team in delivering longer-term mental health support services, particularly serving DI students such as African Americans.                               | 10 months                                                   | <input type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25            | \$65,000                                     |
| <b>Item 2</b> | 1                                                                   | <b>Mental Health Grant Consultant</b>                                                                                    | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | Sang Leng Trieu                                 | Support planning and programmatic efforts of the CARES mental                                                                            | Our program thrives through coordination of efforts that uses a public health                                                                                               | 12 months                                                   | <input type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input checked="" type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$36,400                                     |

|        |   |                                    |                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                         |          |
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|        |   |                                    |                                                                                                                |  | health program including program design, data collection and evaluation, capacity building and supporting community-based partnership development                                                                                                                                                                                                                                                                                   | approach to enhance clinical efforts. This supports priority #4 in the Educational Master Plan                                                                                                                                                                               |            |                                                                                                                                                                                         |          |
| Item 3 | 2 | <b>Externship student stipends</b> | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  | Peer Guides are highly trained Student Assistants working within General Counseling to provide remote and in-person navigation support to students. Peer Guides who are pursuing degrees within the Human Services, are granted the possibility of entering into an Externship with partnering CBOs. The externships will both serve as Professional Development to support the work that they do at Chabot as well as provide them | Provide equitable compensation for students entering engaging Workforce Based Learning through Human Services Externship. Support the implementation of Guided Pathway framework through CBO partnerships by which Chabot students are guaranteed fieldwork and supervision. | 4-6 months | <input checked="" type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input checked="" type="checkbox"/> 2023-24<br><input checked="" type="checkbox"/> 2024-25 | \$15,000 |

|               |   |                                                              |                                                                                                                |                                                                             |                                                                                                                                                                                                                                                 |                                                          |           |                        |        |
|---------------|---|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------|------------------------|--------|
|               |   |                                                              |                                                                                                                |                                                                             | with field experience within Human Services related careers.                                                                                                                                                                                    |                                                          |           |                        |        |
| <b>Item 4</b> | 3 | <b>Graduate internship stipends (for two interns a year)</b> | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | TBD—Chabot College has MOU's with several graduate programs in the Bay Area | Chabot College is expanding our graduate mental health internship program; we host social work students for a period of one year as a strategy to increase mental health services while supporting the pipeline of mental health professionals. | This supports priority #4 in the Educational Master Plan | 10 months | <b><u>X Annual</u></b> | \$3000 |

### 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><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>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><br>justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning | <b>Quantity</b><br>(1, 2, 10, 12, etc.) | <b>Year(s) Needed</b> | <b>Estimated Cost Per Year</b><br>(Total \$) |
|--|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------|----------------------------------------------|
|--|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------|----------------------------------------------|

|               |   |                                |                                                                                                                |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           | Initiatives (2-3 sentences).                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |                                                                                                                                                                              |                                       |
|---------------|---|--------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Item 1</b> | 1 | <b>Office furniture</b>        | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | Office Depot (or whichever vendor the college uses to acquire furniture) | Furniture is needed for room 753G, 753H, 753P, 2345                                                                                                                                                                                                                                                                                                                                       | This supports priority #4 in the EMP through expanding spaces to conduct confidential mental health counseling services                                                                                                                          | Sofas and comfortable chairs for three counseling rooms; side table and lamps                                                                                                                                                  | <input type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25                       | \$20,000 total for 4 rooms            |
| <b>Item 2</b> | 3 | <b>Music therapy equipment</b> | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat |                                                                          | CARES Music Therapy program (JAC) provides a space for students to collective play rhythms, write poetry, and create songs. Students use this multi-modal approach to expressing their pain and resilience, and to develop a sense of community and belonging. Finally, they are provided with a platform to play rhythms or perform their songs for other college functions. The program | The college advocates for the sense of development of the entire person. In addition to therapy CARES provides support groups, where students can receive counseling from Mental Health professionals and guidance and support from their Peers. | 2 amplified speakers.<br>2 monitor speakers.<br>2 Cajons<br>1 UKEBass<br>1 Bass amp<br>12 XLRCables<br>12 MonoCables<br>Vocal amp<br>1 tambora<br>1 dgembe<br>2 congas<br>Assortment so small to larger percussive instruments | <input type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input checked="" type="checkbox"/> 2023-24<br><input checked="" type="checkbox"/> 2024-25 | \$6,000 (upfront costs & maintenance) |

|        |   |                       |              |                        |                                                                                                                                                                                                                                    |                                                                                                                          |                                                                                                                    |                  |       |
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|        |   |                       |              |                        | functioning depends on the availability of percussive and musical instruments. These need to be purchased, maintained and repaired on an annual basis. In addition we are in need of PA gear for live performances at the college. |                                                                                                                          |                                                                                                                    |                  |       |
| Item 3 | 2 | Computers and webcams | <u>X New</u> | IT department's vendor | New Computers and webcams are needed to support the increase in staffing                                                                                                                                                           | This supports priority #4 in the EMP through increasing staffing to provide mental health counseling services to student | Each MH counselor needs a dedicated surface pro/laptop (~ 8) and every MH office needs a desktop with webcam (~ 4) | <u>X 2022-23</u> | \$10k |

### 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><br>(1, 2, 3, etc.<br>after all<br>requests have<br>been entered) | <b>Project Name</b><br>Use the same project name for all<br>requests related to a large project<br>or put 'individual request' | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b>                                                             | <b>Brief Item<br/>Description</b>                           | <b>Justification</b><br><b>BRIEFLY</b> justify how this<br>spending relates to the EMP,<br>College's Annual Planning<br>Priorities and/or President's<br>Planning Initiatives (2-3<br>sentences). | <b>Year(s)<br/>Needed</b>                                                                                                                              | <b>Estimated<br/>Cost Per<br/>Year<br/>(Total \$)</b> |
|---------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Item 1</b> | 1                                                                            | <b>Additional mental health<br/>counseling rooms</b>                                                                           | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | At least<br>three<br>additional<br>office space<br>or rooms | This supports priority #4 on<br>the EMP through expanding<br>spaces to conduct confidential<br>mental health counseling<br>services.                                                              | <input type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | N/A                                                   |
| <b>Item 2</b> |                                                                              |                                                                                                                                | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat            |                                                             |                                                                                                                                                                                                   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25            |                                                       |
| <b>Item 3</b> |                                                                              |                                                                                                                                | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat            |                                                             |                                                                                                                                                                                                   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><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><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>Use the same project name for all requests related to a large project or put 'individual request' | <b>New, Updated, or Repeat Request</b>                                                                         | <b>Classification</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Position Title</b>        | <b>Avg. hours per week</b><br>(5, 20, 40, etc.) | <b>Justification</b><br><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><br>(Total \$) |
|-------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Position 1</b> | 2                                                                   | <b>Student Wellness Ambassador Program</b>                                                                               | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input checked="" type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br>_____ | Student Wellness Ambassadors | 20 hours per month (about 4 per week)           | The continuation of the Student Wellness Ambassador supports the education and outreach efforts of the campus' mental health program, including promoting help seeking behaviors and reducing stigma associated with mental health. This is outlined as a strategy in priority #4 of the EMP. | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$38,145                                     |
| <b>Position 2</b> | 1                                                                   | <b>Student Wellness Navigator</b>                                                                                        | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input checked="" type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br>_____ | CARES MH Navigator           | About 5 hours a week                            | The continuation of the Student wellness navigator supports connecting students to mental health community resources and navigating their insurance to connect with long term mental health services. This is priority #4 of the EMP.                                                         | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$3k                                         |

|                       |   |                                                  |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                       |                                                                                                      |                                                                                                                                                        |       |
|-----------------------|---|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Position<br/>3</b> | 3 | <b>CARES MH<br/>Program team<br/>development</b> | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input checked="" type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br>_____ | Counselor<br>Assistance<br>I,<br>classified<br>profession<br>al<br>responsi<br>bilities<br>including<br>front desk<br>service | 20<br>hours a<br>week | Front desk coverage<br>to welcome students<br>to CARES MH<br>services, scheduling<br>and information | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | ~ 30K |
|-----------------------|---|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

- The Faculty Prioritization Committee requires a completed [Faculty Prioritization Form](#) if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.
- The Classified Prioritization Committee requires a completed [Classified Professional Prioritization Form](#). There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

### Professional Development, Travel, and Conferences

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

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

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

|                  |   |                                         |                                                                                                                |                                                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                     |     |                                                                                                                                                        |                                                                                             |
|------------------|---|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Request 1</b> | 1 | <b>MHWA Conference</b>                  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | This is a conference for mental health professional at Community Colleges across California                                                          | <input checked="" type="checkbox"/> In-person conference with travel<br><input type="checkbox"/> Online conference/webinar<br><input type="checkbox"/> On-Campus Training<br><input type="checkbox"/> On-Campus Speaker<br><input type="checkbox"/> Other<br><hr/> | Making connections with other community college mental health professionals to find best practices in mental health | 6-8 | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$2k (varies depending on conference location, alternates between northern and southern CA) |
| <b>Request 2</b> | 2 | <b>CAMFT</b>                            | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | California Association of Marriage Family Therapists Conference. This is a renowned state level conference.                                          | <input checked="" type="checkbox"/> In-person conference with travel<br><input type="checkbox"/> Online conference/webinar<br><input type="checkbox"/> On-Campus Training<br><input type="checkbox"/> On-Campus Speaker<br><input type="checkbox"/> Other<br><hr/> | Increased skill developed to support therapy with our students                                                      | 6-8 | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$5k (varies depending on conference location, alternates between northern and southern CA) |
| <b>Request 3</b> | 3 | <b>General Professional Development</b> | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | PESI-varies. As licensed clinical professional it is required to keep up with continuing education units to maintain professional development toward | <input type="checkbox"/> In-person conference with travel<br><input checked="" type="checkbox"/> Online conference/webinar<br><input type="checkbox"/> On-Campus Training<br><input type="checkbox"/> On-Campus Speaker<br><input type="checkbox"/> Other<br><hr/> | Improve mental health skills development to support therapy with our students                                       | 6-8 | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$8k                                                                                        |

|  |  |  |  |                      |  |  |  |  |  |
|--|--|--|--|----------------------|--|--|--|--|--|
|  |  |  |  | licensure<br>renewal |  |  |  |  |  |
|--|--|--|--|----------------------|--|--|--|--|--|

### 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><br>(1, 2, 3, etc.<br>after all<br>requests<br>have been<br>entered) | <b>Project Name</b><br>Use the same project<br>name for all requests<br>related to a large project<br>or put 'individual<br>request' | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b>                                                             | <b>Brief Item<br/>Description</b><br>(1-2 sentences)                                          | <b>Justification</b><br><b>BRIEFLY</b> justify how<br>this spending relates to<br>the EMP, College's<br>Annual Planning<br>Priorities and/or<br>President's Planning<br>Initiatives (2-3<br>sentences).        | <b>Quantity</b><br>(1, 2, 10,<br>12, etc.) | <b>Year(s)<br/>Needed</b>                                                                                                                              | <b>Estimated<br/>Cost Per<br/>Year</b><br>(Total \$) |
|-------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>Item<br/>1</b> | 1                                                                               | <b>Mental health first aid<br/>training materials</b>                                                                                | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | Training<br>materials that are<br>part of the<br>evidence based<br>curriculum                 | This supports priority #4<br>in the EMP through<br>building the capacity of<br>staff, faculty and<br>students to respond to<br>crisis.                                                                         | 100 set of<br>booklets                     | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$1200                                               |
| <b>Item<br/>2</b> | 3                                                                               | <b>Depression Screening<br/>Materials</b>                                                                                            | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | Forms to screen<br>and score for<br>depression as part<br>of early<br>intervention<br>efforts | This supports priority<br>#4. Providing holistic<br>and integrated support<br>and services to ensure<br>educational and career<br>goals, namely by<br>normalizing mental<br>health and basic needs<br>support. | 2 packs<br>containing<br>50 forms          | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$100                                                |

|                   |   |                                    |                                                                                                                |                                             |                                                                                                                                                                                                                                                                               |                                                                                                                                                        |        |
|-------------------|---|------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Item<br/>3</b> | 2 | <b>Mental Health outreach swag</b> | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input checked="" type="checkbox"/> Repeat | Various swag to use for outreach activities | This supports priority #4: providing holistic and integrated support and services to ensure students reach their educational and career goals, namely by normalizing mental health and basic needs support. This supports the Student Wellness Ambassadors' outreach efforts. | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$2000 |
|                   |   |                                    |                                                                                                                |                                             |                                                                                                                                                                                                                                                                               |                                                                                                                                                        |        |

### 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><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>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><br>(1-2 sentences)                          | <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><br>(1, 2, 10, 12, etc)          | <b>Year(s) Needed</b>                                                                                                                                  | <b>Estimated Cost Per Year</b><br>(Total \$) |
|-------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Item<br/>1</b> | 1                                                                   | <b>EMR subscription</b>                                                                                                  | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | yes                                                          | TheraNest, a practice management software for mental health therapists to | This supports priority #4: Providing holistic and integrated support and services to ensure students reach their educational and career goals, namely by                 | License is for up to 6 mental health counselors | <input checked="" type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 | \$1200 yearly subscription                   |

|                   |  |  |                                                                                                     |                                                             |                                                                         |                                                                                                                                                                                      |  |                                                                                                                                             |  |
|-------------------|--|--|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------|--|
|                   |  |  |                                                                                                     |                                                             | support<br>documentati<br>on and<br>scheduling<br>of student<br>clients | normalizing mental<br>health and basic needs<br>support. This<br>technology request is<br>part of supporting the<br>infrastructure and<br>growth of the CARES<br>mental health team. |  |                                                                                                                                             |  |
| <b>Item<br/>2</b> |  |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                                                                         |                                                                                                                                                                                      |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item<br/>3</b> |  |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                                                                         |                                                                                                                                                                                      |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |

### Categorical Funding Applications:

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

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

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro [gchaparro@chabotcollege.edu](mailto:gchaparro@chabotcollege.edu).

**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](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](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).