

Fall 2021 Comprehensive Program and Area Review (PAR):

Student Services Areas

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Student Services Fall 2021 Comprehensive PAR**. We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit this completed template with attachments to your Dean/Director/Manager by **10/11/21**. Your Dean/Director/Manager will provide you with feedback and then you will enter the information on this template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?

☐ Academic Services
☐ Administrative Services
☒ **Student Services**
☐ Office of the President

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

Career and Transfer Center

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

Frances Fon, Shannon Stanley

- What division does your Program/Area reside in?

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

Status of Program Goals from Prior Comprehensive PAR Cycle

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

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

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Consider proposing an FYE called “Transfer Academy” for the FYE group to consider, which might help catch anyone who is undecided and/or are wanting to explore university transfer as an option. Aspects of the Transfer Academy can include counselor support, services, and campus visit trips, PSCN 10, 18, 20, 23, etc..	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Because of the challenges brought on by covid coupled with counselor retirement, there was no capacity to really explore this further beyond the generating of this idea. One consideration is to see how Learning and Career Pathways progresses and support desires initiated by them to develop any “academies” that have a transfer support focus to it.
2. Consider a Job/Internship Developer for Career Services with the goal of offering internship placement to students who have met certain criteria (e.g.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Hiring freeze for the Career Counselor/Coordinator coupled with Covid impacts resulted in no movement in this area.

completed 30 degree applicable units with a 2.5 GPA).		
3.Support efforts to increase the hiring of counselors and/or staff to support the coordination and delivery of both career and transfer services.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Hiring freeze for the Career Counselor/Coordinator coupled with Covid impacts resulted in no movement in this area.
4.Explore additional ways to communicate transfer services, information, and opportunities to students so they can take advantage of what is offered and make progress to achieving their goals.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> ● Reframed and presented Transfer Center services and resources based on stages to the transfer process and student's transfer journey ● Developed Transfer Center tile to be part of campus-wide Canvas Student Support Hub ● Developed Transfer Center page for incorporation into the New Student Welcome Guide
5.Explore ways to make resources and services accessible given the large part-time student population we have at Chabot College (e.g. provide downloadable materials vs. having to come in person to pick up the flyer or the packet).	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> ● Post workshop recordings and materials on Transfer Center website for folks who couldn't attend live ● Email all workshop registrants post-session materials and recordings (when available) regardless if they were able to attend live session
6. Seek opportunities to collaborate with units across campus such as those in Special Programs to support students "furthest from opportunities" such as those described in the Equity narrative.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> ● Collaborate with Umoja and participate in Black Transfer Day ● Partner with EOPS to deliver a two part workshop on "Where do UC Yourself?" aiming at supporting successful transfer admission outcomes to the UC through the use of UC TAP for UC TAG.

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.)

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- Attendance recorded in SARS Track and/or SARS Grid
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- Does your service area have two or more SAOs?

☒ Yes

☐ No

If not, please explain why.

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

☒ Yes

☐ No

If not, please explain why.

For service areas that directly serve students, often the SAOs will be connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursuing. Chabot's ILOs include: critical

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

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? <i>*Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.</i>	Briefly describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
1. Provide services and activities for students to explore university transfer as an option in order to make informed decisions about their future.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	We support the College's mission and vision to provide learning and support services that empower students to achieve their goals by helping them explore and consider university transfer as well as the attainment of their bachelor degree a viable option and achievable reality.
2. Provide services and activities so students can clarify, refine, and make progress toward their intended major at intended transfer universities.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	We support the College's mission and vision to provide learning and support services that empower students to achieve their goals by supporting them throughout their transfer journey in order to achieve university transfer and attain their bachelor degree.
3.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
4.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy	

	___ Development of the Whole Person	
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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?

 x 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. Provide services and activities for students to explore university transfer as an option in order to make informed decisions	___ Survey ___ Data Collected by IR <u> x </u> Data Collected by your area ___ Other	19-20	Continue to offer workshops and make adjustments on how often they are offered, when they are offered, topics

about their future through TRANSFER WORKSHOPS.	_____		that are offered to maximize limited staffing resources and attendance. (e.g. Spring 2020 Application Lab held in August 2019 by CSU East Bay to help students with their CSU Application)
2. Provide services and activities so students can clarify, refine, and make progress toward intended major at intended transfer universities - STUDENT CONTACTS W/ UNIVERSITY REPS AT TRANSFER CENTER	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____	19-20	Ask reps to consider making visits on some events to serve non-daytime students
3. (optional)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____		
4. (optional)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____		

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

Institutional Supports, Barriers and Data

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
 - At a systems level (CCCCO):
 - Transfer Counselor Website
 - ASSIST

- Transfer Counselor Listserv
 - Intersegmental Coordination for Transfer Day
 - At an institution/district level:
 - Public Relations support from the District for the dissemination of key Transfer Center announcements and opportunities that support students through the transfer journey to achieve transfer and/or degree
 - The potential of EBCAN to support additional staffing in the Transfer Center to help develop and execute programming related to EBCAN.
-

- 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?
 - At a systems Level:
 - ASSIST changeover to new platform (pre 2021) limited updated articulation agreement publishing
 - ASSIST Explore Majors tool not yet available, which supports college/major exploration leading to efficient and effective decision making critical for transfer success.
 - At an institutional level:
 - Limits on college course offerings and scheduling impact student opportunities to enroll in courses required for transfer admissions screening majors and affecting potential articulation
 - Transfer Center program growth limitation due to limited staffing (staffing changes, reduction in staff, no increase in staff). Hiring freezes that impact the number of counselors available from which the Center can seek for support to deliver Transfer Center programs and services.
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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?)
 - All students should have the opportunity to access an EOPS model of counseling services where students are required to meet with their counselor two times each semester. It's a model with proven effectiveness that provides intrusive counseling, structure and fosters campus connection. It's a wonderful model and would really benefit all students, especially given what everyone has been through with the pandemic.
 - Need experiential learning, career and major-related workshops, career speakers/panels, mentoring, career center resources, career counseling to support faster and more effective student career and college decision-making
-

- 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?)
 - Students should be able to change their major electronically without completing and submitting a PDF form to Admissions and Records
 - All forms and processes should be electronic and streamlined and not require downloading PDF forms and manual routing for signatures (such as course substitutions and waivers, prerequisite overrides, prerequisite challenges, etc.)
-

- 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 the Chabot campus community.)
 - We believe we can better design, deliver, and/or target services if we better understand the intersecting complexities of our students and their lives. We want to better understand:
 - Number of hours students work per week
 - Are students caregivers (any family member or dependent)
 - Level of decidedness regarding career and major (eg. very certain, somewhat certain, not very certain).

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	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	.25	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

- The transition to remote services due to covid resulted in data being more difficult to capture with regard to students served through drop-in and appointments with university representatives, as well virtual transfer fairs.
- The transition to remote services due to covid resulted in increased number of students served through transfer workshops because 1) they were able to attend online, 2) online workshops can be recorded so registrants who couldn't attend still received the recording and/or the materials, 3) registration is required for online workshop attendance whereas when we were offering workshops on-campus, students would forget to sign-in for the session, and 4) non-registrants can still watch or access session materials from Transfer Center webpage.
- The decrease in classified professional support severely limits the Transfer Center's ability to host universities to offer one-on-one transfer advising for students, schedule university representative visits, build their drop-in and appointment schedules, and help students with appointment scheduling. The transition to remote services can mean taking out the "middle person" since there are "youcanbook" or "calendy" apps to help facilitate appointment scheduling. As we return to campus, we will need to revisit how this service can be operationalized because support is still needed for the 10-15 UCs, CSUs, and other four-year institutions who serve our students in the Transfer Center by the providing of one-on-one drop-in/appointments and delivery of workshops.

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

- The front desk area of the Transfer Center is staffed by Peer Guides who represent the student population by being students themselves. The Transfer Center is part of the General Counseling Division and while the center offers specific services, it is all done in partnership with colleagues in General Counseling, Special Programs, instruction, former transfer students, and/or university representatives when delivering resources, services, and support. Regular participation in professional development that examines equity supports the ability to keep growing in serving students better.

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)

-
- Need CRM Advise so we can send targeted nudges related to transfer milestones (achieving the Golden Four or completion of 20 CSU transferable units) in order to invite for transfer momentum activities

(explore or finalize major, ADT; develop SEP) and keep moving along the transfer journey toward successful transfer admissions, degree attainment, and/or smooth transition to the university.

- Need CRM Advise so we can send targeted invites related to transfer opportunities.
 - Example: UCB TAP program is available to students with B or better grade in second English course and would be great to nudge students currently enrolled in English 4A and 7A with a quick affirmation to keep keeping on and to meet with UCB TAP for services, support, etc..
 - Example: CSU East Bay extends deadline for transfer application and we want to nudge students who have completed 45 CSU transferable units with that announcement/opportunity and invitation to workshops or see counselor should they have missed the regular deadline.

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
 - x **Strongly agree**

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

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
 - x **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
 - x **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
 - x **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?

 - Regular participation in professional development supports the ability to provide accurate information and effective support for students. Regular participation in professional development that examines equity also supports the ability to keep growing in serving students better.

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.).
 - Student time constraints (eg. caregiving responsibilities, got called into work)
 - Students having limited technology access or tools
 - Finite amount of Transfer Center services (need to increase staffing in order to have potential to offer TAG and application support for mid-year transfer students)
 - Not aware of the Transfer Center
 - Unclear on the benefits of Transfer Center services

- 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?
 - Consider offering evening services in partnership with General Counseling
 - Consider offering online evening synchronous transfer workshops

- 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?
 - Consider partnering with Peer Guides for development of transfer videos (example: How to order official transcripts, How to request GE Certification)
 - Consider developing a Transfer FAQs webpage.

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.Partner with units across campus such as those in Special Programs who work closely with DI group to demystify transfer process (e.g. getting on the path, to the gate, through the gate)	Counselor trainings on transfer topics will support their capacity to work with their DI students toward transfer success and achievement (e.g.UC TAP, UC TAG, UC Case Studies, HBCU Transfer Guarantee)	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiia n <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

	Conduct transfer workshops on topics counselors want for their DI students (e.g. TAG-You're In fo EOPS/Puente)		<u> x </u> Other _____	
2. Modify, Develop, and/or Deliver transfer resources, workshops, and services to support students throughout their transfer journey	Refined transfer workshop on the topic of financial aid awards Transfer student panel to discuss the ups and downs of the transition to the university, including the topic of funding one's transfer education.	<u> x </u> Equity <u> x </u> Access ____ Pedagogy and Praxis <u> x </u> Academic and Career Success ____ Community and Partnerships	____ African American/Black ____ American Indian/Alaska Native ____ Latinx ____ Pacific Islander/Hawaiian ____ Disabled ____ Foster Youth ____ LGBT ____ DI Gender ____ Other _____	____ Enrollment/FTES ____ Transfer level English, math or ESL achievement <u> x </u> Degree or certificate completion ____ Transfer ____ CTE Units ____ Attainment of a Living Wage ____ Supplemental Metric (Financial aid or AB 540) ____ Other _____
3. participate in EBCAN to build upon current practices; collaborate with campus and university in order to support our students with a more comprehensive transfer journey experience that addresses belonging, clearer match with academic/career goals, and achieve ADT/university transfer to CSUEB.	Increased ADT attainment Smoother transition to CSU East Bay	<u> x </u> Equity <u> x </u> Access ____ Pedagogy and Praxis <u> x </u> Academic and Career Success ____ Community and Partnerships	____ African American/Black ____ American Indian/Alaska Native ____ Latinx ____ Pacific Islander/Hawaiian ____ Disabled ____ Foster Youth ____ LGBT ____ DI Gender ____ Other _____	____ Enrollment/FTES ____ Transfer level English, math or ESL achievement <u> x </u> Degree or certificate completion ____ Transfer ____ CTE Units ____ Attainment of a Living Wage ____ Supplemental Metric (Financial aid or AB 540) ____ Other _____

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tas ks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1	1	Transfer Recognition	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Trophy Depot	Custom order of transfer achievement medallions for students to don at their year-end events. Reorder every 2-3 years since ordering in bulk is cheaper.	Honors students who achieved transfer and their ADTs	N/A	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022- 23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1500
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	

								___ 2024-25	
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Equipment Requests

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

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

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

Facilities Requests

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

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

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

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

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

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

	Ra nk (1, 2,	Project Name Use the same	New, Updated, or Repeat Request	Classification	Position Title	Av g. ho urs	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities	Year(s) Needed	Esti mate d Cost
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	3, etc . after all request s have been entered)	project name for all requests related to a large project or put 'individual request'				per week (5, 20, 40, etc.)	and/or President's Planning Initiatives (2-3 sentences).		Per Year (Total \$)
Position 1	4	EBCAN	<u>x</u> New Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT <u>x</u> Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Part-Time Counselor for Transfer Center (General Population) Part-Time Counselor for Transfer Center (Special Programs Population)	32	Carry out Transfer Center programs and services to support college in achieving EBCAN which intersects with Guided Pathways and Equity work	<u>x</u> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Position 2	1	Guided Pathways	___ New Updated <u>x</u> Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT <u>x</u> Faculty FT ___ Faculty PT	Career Counselor/Coordinator		Need Counselor/Coordinator as point person for career counseling whether it's identifying professional development opportunities for the team or conducting them to help inform our practice with students; develop programs related to	<u>x</u> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

				___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____			experiential learning, career and major-related workshops, career speakers/panels, mentoring, career center resources, career counseling to support faster and more effective student career and college decision-making; collaborate with units throughout campus to see the solidification and achievement of students' career goals actualized through college-wide efforts in Guided Pathways, Equity, etc.. See General Counseling Program Review.		
Position 3	5	Guided Pathways /Equity	<u>x</u> New Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT <u>x</u> Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Career Counselor/Instructor		Need Career Counselor to support the delivery of what is developed such as career and major-related workshops, career speakers/panels, mentoring, career center resources, career counseling to support faster and more effective student career and college decision-making. See General Counseling Program Review.	<u>x</u> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Position 4	3	Guided Pathways /Equity	___ New Updated <u>x</u> Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT <u>x</u> Faculty FT ___ Faculty PT ___ Faculty F-hour	Counselor/Instructor		Replacement for retirement and support the demand for counselors in Guided Pathways, Success Teams, Equity work, etc.. See General Counseling Program Review.	<u>x</u> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

				<input type="checkbox"/> Faculty <input type="checkbox"/> Reassign <input type="checkbox"/> Student <input type="checkbox"/> Hourly <input type="checkbox"/> Other <hr/>					
Position 5	2		<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified <input type="checkbox"/> Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F- hour <input type="checkbox"/> Faculty Reassign <input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Peer Guides	40	Peer Guide are critical connectors for prospective and current students seeking services throughout the whole college. They provide support in connecting students to the Career & Transfer Center. When on-campus, they reside at the Career & Transfer Center counter as well as Welcome desk; provide assistance to visitors and class web/canvas/fafsa assistance to students	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

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

Professional Development, Travel, and Conferences

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1	1		<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Ensuring Transfer Success Institute - an annual conference between the CCC and UC system	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Helps counselors stay abreast on transfer in order to inform practice with students for successful transfer achievement.	15	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1875
Request 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Request 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

					<input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other <hr/>				
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Supplies Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1		<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Office supplies to make flyers, banners, certificates for the Transfer Achievement, tape to tape up flyers, toner for printers, etc..	Minimum standards in order to operate		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	1000
Item 2	2		<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Ruggs Recommendation s Guide on Undergraduate Colleges	Resources for counselors and students on top undergraduate programs across United States; supports student		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	100

					exploration of transfer options			
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Canva Pro	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Develop professional fliers, social media sized posts to promote and share out Transfer Center programs and services	Helps connect students with services related to achieving transfer to the university.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$120
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	

								___ 2024-25	
Item 3			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 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.

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/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

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