

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:

Financial Aid Office

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

Kathryn Medina, Trisha Avila, Cresali Roldan-Sun, Silvino Tibi, Sisley Wong, Susan Fiscus, Yari Gonzalez, Remi Ramos, Ariel Nelson, Ana Maciel, Adriana Soto

- 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](#).
- 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?”**

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. Hire and train new staff to full functionality.	<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	Continuous cycle of hiring and training new staff as people transition out or are promoted, and vacancies are created. - Creating / updating training documents.
2. Implement several new financial aid programs and regulations.	<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	Continuous cycle of implementing new or changed federal and state financial aid programs and regulations <u>New / Revised Programs</u> - SSCG (FT additional award for Cal Grant recipients) - Cal Grant Students w/ Dependents - Chafee – changes to SAP requirements (SB150) - PROMC (AB19 First Year, FT, Free Tuition) - CARES (CV19 emergency funds) - Institutional Programs <ul style="list-style-type: none"> ○ Proactive Cohort follow up ○ Black Excellence Collective - <u>Changes to regulations</u> <ul style="list-style-type: none"> ○ Verification <ul style="list-style-type: none"> ▪ Selective Service ○ Covid19 waivers (relief from R2T4 repayments, SAP) ○ R2T4 additional requirements ○

<p>3. Assess and improve our communication to students.</p>	<p><u>X</u> Achieved <u>X</u> In Progress <u>X</u> Not achieved but still relevant <u> </u> Not achieved and no longer relevant</p>	<ul style="list-style-type: none"> - Achieved Implementation of texting platform (Mongoose) - Achieved CampusLogic verification platform includes outgoing email and text reminders for file completion - Achieved Improved messaging to students via ClassWeb <ul style="list-style-type: none"> o Achieved Terms & Conditions – demonstrate that students acknowledge they have been informed (not that they have learned) o Not Achieved – High Priority – Implement Student Service Banner9 to take advantage of what SSB has to offer - Achieved Use of Ocelot’s ChatBot AI (Artificial Intelligence) platform <ul style="list-style-type: none"> o Initiated by FAO o Expanded to other Student Services - Achieved CampusLogic – award letters - Achieved Cranium Café - Achieved Zoom Remote advisement - Achieved Website is current, fresh and well maintained - Achieved Partnership w/ District to send out Constant Contact emails for FA follow up - Achieved Instagram, with Instagram Live episodes - Achieved More visible and regular Application Assistance - Achieved Recent student survey regarding services and communication - In progress Implemented proactive follow up by Financial Aid Advisors with DI students in cohorts and learning communities - In progress EdAmerica – contract service to cold call: <ul style="list-style-type: none"> o Enrolled students w/ no finaid app o Finaid applicants who have not completed finaid file
<p>4. Assess and improve our communication about financial</p>	<p><u> </u> Achieved <u> </u> In Progress</p>	<ul style="list-style-type: none"> - Presence in Canvas Student Hub - Train Peer Guides on finaid topics

aid to colleagues on campus, especially within Student Services.	<input checked="" type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> - Collaboration with Chabot Area Counselor Collaborative - Work w/ Cohort leadership (Guardian Scholars, Puente, Umoja, EOPS, Athletic Counselor) - Participation Student Service Advisory Group - Participation in Student Success Front Door -
5. Continue to pursue automation of processes.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> - Implementation of CampusLogic for students to complete their finaid file using web-based platform; ability to upload verification documents, sign electronically, 24/7, rather than print, complete and hand in paper forms in person - Financial Aid Systems Coordinator identifying and modifying processes to remove repetition and automate where possible in processing and awarding of aid <ul style="list-style-type: none"> o Work through unintended consequences of automation - Implementation of BDM – for electronic file retention
	Constant and ongoing Enduring and overarching 😊	

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?
 - **Banner**
 - **Number of applicants, when applied**
 - **Number of awarded, disbursed by Fund**
 - **Number of students DISQ or WARN (not meeting academic eligibility)**
 - **SARS – number of students served**
 - **Ocelot – metrics for students accessing and queries made, number of times students view informational videos**
 - **CampusLogic – metrics of number of students who access, complete verification**
 - **Mongoose – number of students texted, percentage who open, respond to messages**
- 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.

We haven't posted anything regarding SAOs in the past. Will plan to do so.

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. Financial Aid will provide efficient processes for file completion and awarding aid to maximize students receiving their financial aid in a timely fashion and meet the SCFF Supplemental Metrics.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	Providing financial aid in a timely and efficient manner: <ul style="list-style-type: none"> - Supports the development of the whole person with compassion and care; - Provides resources to make it possible for students to achieve their goals; and - Holistically supports students, making learning accessible to all.
2. Ensure students have knowledge of how to maintain Satisfactory Academic Progress (SAP) standards as defined by the Financial Aid Office.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	Ensuring students have knowledge of academic eligibility for financial aid: <ul style="list-style-type: none"> - Develops responsible and compassionate community members with a sense of individual and social responsibility. - Provides resources to make it possible for students to achieve their goals; and - Holistically supports students, making learning accessible to all.

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. Students will apply for next financial aid year accurately and on time (by 3/2). <ul style="list-style-type: none"> assessment tool, criteria: Report of number of students who completed FAFSA or Dream App by 3/2 for following Fall semester. Will assess 2019-20 applications in March 2019, and every year thereafter for three years. 	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____		1920 – applied by 3/2/19 = 8255 2021 – applied by 3/2/20 = 7324 2122 – applied by 3/2/21 = 6830
2. Students who apply by 3/2 will complete the verification or file completion process before the end of the Spring semester for following academic year. <ul style="list-style-type: none"> assessment tool, criteria: Report of number of students who submitted verification documents by last date of Spring semester. Will assess 2019-20 applications in June 2019, and every year thereafter for three years 	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____		Of those who applied by 3/2 each year, the following number of that population had completed file by advertised deadline of 7/1, and were disbursed the 1 st Fall disbursement: 1920 – 594 2021 – 79* 2122 – 767**

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

With Covid-19, our attention was necessarily diverted to more critical immediate needs in Spring 2020 and Spring 2021. *We implemented first year of CampusLogic late May 2020 for the 2021 academic year, in the midst of pandemic, with loss of two permanent financial aid staff, most critically the Financial Aid Systems Coordinator. **The second full year of CampusLogic went more smoothly, with both students and staff more comfortable and fluent with the process.

Institutional Supports, Barriers and Data

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
 - The support of VP of Student Services, College President, and Chancellor, in listening to and understanding the needs and issues of our Department,
 - Supporting the development and hiring of Sr. Financial Aid Advisor positions, hiring of Banner Consultant to respond to increased challenges in financial aid and achieve efficiencies
 - understanding the role financial aid plays in our students' educational journey and success
- 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?
 - Lengthy hiring process, including signature process, makes it very difficult to fill vacancies that are sorely needed.
 - Stripping vacated positions from the General or Division budget has damaged our ability to fill critical positions. There are not enough categorical funds to cover positions (specifically FAA1).
 - Changes to State Budget formula (SCFF) has placed enormous pressure on our office.
- 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?)
 - Support services for cohorts, learning and cultural communities (El Centro, BEC, API, Puente, Umoja, athletes)
 - Technology support within FAO
 - CampusLogic, which allows student the option and convenience of uploading their documents in a safe and quick environment, thus allowing the processors to review their files quicker so students can receive their money faster. This was funded by the Chancellor using rollback funds.
 - Remote "how to" videos that FAO uses to provide instructions to students (staff believe students like these)
 - Chatbot feature on our webpage. it's like a self help feature available to students. i think it makes it easier for students to search certain items like where to fill out their fafsa or where to get their photo ID without having to call our office or wait for an email response.
 - Being available "on demand" via front desk zoom or via zoom with an assigned advisor or via email with an assigned advisor has made our support services more convenient for the student.
- 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?) **Feedback from FAO**
 - Counseling needs more counselors, complete full educational plans rather than one term plans.
 - More academic counselors in the athletics department, from what I understand, there is only one and many classes they take are not geared towards general education-getting them ready to transfer. Sounds like they need more support.
 - Consistent and decent processing times within each department
 - It would be helpful if the student's book expenses are tied in to their account, so if they have or receive financial aid, it could pay bookstore charges without the student having to worry about where to get the money up front to pay for books.

- Propose week every semester geared towards helping our at-risk students with workshops, counseling appointments, tutors, and emergency aid. Like a triage week
 - We need to utilize a mail / phone / email verifying service to improve student communication (too many bad addresses, phone number and emails, resulting in excessive staff efforts to reach students, returned mails, etc. Win-win, with students actually receiving our communications, and less waste of staff time and effort.
 - Implement Student Self Service in Banner9.
 - Encourage promotion of scholarships year round, not just in the Spring semester.
- The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)
- Success and retention of students who do and do not receive CCPG, Pell and Cal Grant, broken down by part time and fulltime enrollment, ethnicity and race.
-

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	n/a	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	n/a	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	10	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	1	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

There has been significant decrease in students applying for and being disbursed financial aid over the past three years, continuing a trend seen in prior years. Covid-19 pandemic has, of course, intensified that decline.

	Total number unduplicated ISIRS	Total number students Disbursed Pell Grant
19-20	13,517	3,099
20-21	13,741	2,327
21-22 (ytd 10/28/21)	11,798	1,635

We have staffing transition each year, which contributes to the ability to provide consistent level of services to students. Each time we have a vacancy, it takes a minimum of four months to hire someone, and then

typically a minimum of six months to bring them to point where new staff can manage workload on their own. That is almost a year of lost productivity, which affects students.

On 2/25/2020, our Financial Aid Systems Coordinator resigned for a promotion at another college. With the hiring freeze, we were unable to recruit or hire until the end of February 2021. We did not hire a replacement until April 2021. This is one of our most critical functional positions in our office; we utilized internal temp reassignments and hiring a consultant to fulfill the most critical tasks, which drew resources away from their originally assigned workload. All of this drained our office of much needed resources when our office and students most needed them.

On 3/20/2020, our Financial Aid Advisor I, who had been funded on Division/General funds, resigned; the position was swept and we have not had that position or the service he provided, for 19 months. I am requesting that the position be reinstated to allow us that assistance, which shares primary front counter, office phones and email, and is first point of contact with our students.

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?

For the last two decades, we have made an effort to hire Classified professionals that represent the student populations that we serve, to include bilingual staff to counter language barriers. Chabot has 40% Latinx student population (from F17 IR data), and four Latinx FT Classified who are fully bilingual in English and Spanish. The remainder of our Financial Aid Advisors reflect our African American, Asian, Filipino and white students, although not necessarily in direct proportions. Languages spoken in our office include Chinese, Tagalog, and have included Farsi and Punjab in the past.

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)

One of our primary priorities is always investment in technology to meet the demands of both federal and state financial aid. We have excellent support with technology now, but will always pursue better.

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)

- We moved into our office Spring of 2010, and we have few real facility needs, other than comfort. I am again requesting increased camera surveillance in our office common area and work room, due to the nature of the information and documents that we house, and recent concerns about theft.
- Our greatest complaint is the external sliding doors to the lobby during the winter months, and no covered path for students to get into our building during the winter/rainy season.
- We also have requested hot water in the restrooms. We are told that it's "tepid" or something but the fact is, during the winter it is just simply cold. Please pipe in hot water to Bldg 700, as there is in Bldg 400 for faculty.

These may not be seen as directly related to success of our students, but this is a good mechanism to again request consideration.

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?
Regular training and updates are critical to our office. Financial aid changes rapidly, and is extremely complex. It requires regular training to maintain knowledge and compliance. Participation in College and District training provide important updates and keep us current on what is going on in our world, what might affect us and our students, and give opportunity to provide input that might be beneficial to others.
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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.)
Per FAO discussion and suggestions, the following are thoughts to consider and explore as solutions or changes in the future.
 - Lack of technology, or access to:
 - Lack of computer and internet access; some students don't have the technology or aren't tech savvy to access our services. Students with disabilities and older students often need more in-person services to get what they need from us.
 - The biggest barrier particularly from DI groups is money. They do not have the means to buy a computer, have internet access, phone with data which is very costly, and transportation, etc. They tend to work more to support their family and less time for school. Without the means to afford these tools, it makes it more challenging for them to reach our services, even commuting to school by bus becomes a challenge.
 - Response times:
 - Look at current wait times and propose reasonable response times to students for various services.
 - Determine what is reasonable based on service, staff workload and student need.
 - Only one person answering general phone and email.
 - Communication to students:
 - Special Circumstance forms published on website; normalize the process to bring awareness to these processes and options
 - Information to be provided in more languages other than English.
 - Balance of providing enough information to students to provide clarity without overloading them. We send out information to students, but many do not read it because they still ask the same questions when the answers are in the emails or webpages.
 - Constantly look at our messaging and streamline/reduce while retaining important/critical information; focus on short, clear messages, prioritize what we send out.
 - Look at current priority dates and deadlines for various processes.
 - BankMobile
 - Marketing and communicating of BankMobile issues to students earlier as part of verification process so that every student is aware to set up or review their refund preference, as a normal part of the tracking/advisement process for every student.
 - Training of all staff to ensure all understand the process and student needs.
 - Can be a barrier for many eligible students, far too many who have completed the financial aid process and have refunds sent to BankMobile, and either do not know about what they need to do, and so a refund check gets mailed many days later, or the funds get returned to the college.
 - Public transportation or bus schedule and frequency.

 - 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?
Per FAO discussion and suggestions, the following are thoughts to consider and explore as solutions or changes in the future.
 - Current services during the day:
 - Front Desk (in person, remote), individual advisement by zoom, email and phone, cranium cafe. We believe our online and in-person services during the day are working and give variety of access options to students, some who prefer in-person, some prefer remote.
 - Evening / Weekend Services

- We currently have Front Desk one evening per week; has been remote, beginning Nov, will be in-person. This would understandably be limitation for students who work during the day.
 - We do not have any weekend services but it might be useful on at least a periodic, or strategically scheduled basis (prior to certain deadlines, for example). It could be a good pilot idea within Student Services.
 - Late afternoon/evening/weekend students have 24/7 access to the website, the ChatBot, ClassWeb, and email.
 - By providing online and in-person services such as zoom and front desk we are giving options to the students. We have Cranium and students send emails during the weekend or anytime with their questions.
 - Changes / Issues to resolve:
 - We need more well-trained permanent staff (FAA1 and FAA2) to help with phones, emails and front desk.
 - This is in part a staffing / resource issue.
 - Additional hourly temp staff would be helpful as support.
 - Observation:
 - Since transitioning online and providing remote advisement, we are available more than we were in-person. We strive to improve on letting students know where to meet us.
-
- 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?
- Per FAO discussion and suggestions, the following are thoughts to consider and explore as solutions or changes in the future.**
- Services with particularly long wait time:
 - There may be longer "wait times" when providing in-person application assistance to multiple students, which was an issue when in person (pre-pandemic) as well as virtual. Zoom has actually helped decrease wait time because other staff can simply jump in if needed, but for in-person assistance, it is still difficult.
 - The wait time (6-7 days) for a student to receive their financial aid refund after it disburses is too long and can be quite confusing for our students. We will explore reducing that time, to allow refunds to hit student accounts the same week they disburse.
 - Will explore ability to provide 1st disbursement refunds a few days prior to the start of the semester, so that the student is better prepared to start classes.
 - Would need more time between terms to accomplish this; suggest reducing the number of weeks per semester to 16, to allow more time between terms for processing of grades, evaluation of academic eligibility.
 - Suggestions for decreasing wait time for access to services:
 - Reality is that when we are short-staffed, the wait time will increase. Unpredictable circumstances among staff such as sickness, family and career changes can affect our services. Proposal made to prepare in advance to make sure we have the staff to fill in, which can make the difference.
 - Hire some hourly temp staff and student assistants to fill in when we are short staffed due to sickness which we have experienced in the last year or so.
 - Need more flexibility to hire Temp/Hourly employees.
 - Fill permanent positions first, then hiring strategically with hourly. We want to keep them for permanent positions if we can rather than losing them after a certain amount of time. It's not beneficial to the office if we lose people after investing time and energy into training them. Perhaps create a pool of well-trained Temp/Hourly from which to draw.
 - Overall, the FAO believes the wait time for our services have decreased a great deal since we went to virtual/remote and use CampusLogic for verification of student files.

- Students do not need to wait for us to be open at a time convenient for them to come to office to complete their verification. CampusLogic is available 24/7, and students have the ability to upload documentation.
- It has become easier for us and for students by using the technology to turn in documents which is helping avoid long lines and decreases the waiting time.
- We have become more efficient at verifying information given the changes we have made in the past year or so. We are no longer reviewing stacks of docs received, but now we have access to view them online through CampusLogic.
- CampusLogic reduces the volume of files we actually have to review, as it only refers files with discrepancies for staff review. Students selected for verification whose documentation matches their application and presents no discrepancies are cleared automatically, and staff do not have to review.
- We went from processing files 8-12 weeks (when paper) to at most 2 weeks (with CampusLogic). We don't believe students have long wait times for processing of their verification at this time.

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,	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
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	etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.			
<p>1. Fully implement Campus Logic system:</p> <ul style="list-style-type: none"> to improve verification and file completion, and reduce file processing time. to increase the percentage of students who are awarded and disbursed financial aid on the first scheduled disbursement of the fall semester. to provide student-friendly and informative award letters to process SAP appeals to process Unusual Circumstance petitions 	<p>Increase the number of eligible students who complete their financial aid files and receive disbursement of Pell Grant.</p> <p>- increase the number of disqualified students who complete academic appeals – increase number of financially ineligible students who apply for and submit special circumstance petitions</p>	<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/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other
<p>2. Improve student education of Satisfactory Academic Progress requirements and appeal process.</p> <ul style="list-style-type: none"> Market how to find SAP status on ClassWeb Implementation of Ocelot's GetSAP module for online SAP education, as part of appeal process. Provide SAP workshops 	<p>Decrease the number of Pell-eligible students who do not receive a disbursement because they are disqualified for failure to meet Satisfactory Academic Progress standards.</p> <p>- increase the number of disqualified students who</p>	<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/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other

<ul style="list-style-type: none"> ▪ Designate a week dedicated to helping our students who are on warning or in DISQ. 	complete academic appeals			
<p>3. Imbed academic counselor in the FAO each academic year to aid with SAP advisement, SEPs and resolving issues with invalid or undeclared majors</p>	<p>Increase the number of Pell-eligible students who receive a disbursement because they have met with an academic counselor to complete SEP required for SAP appeal, or updated their program of study to a valid major.</p> <p>- More focused advisement will positively impact 1) Supplemental Metric, 2) Success Metric of Degree / Certificate completion, as well as 3) the “extra points” for Degree / Certificate completion w/ Pell or Fee Waiver</p>	<p><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</p>	<p><input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other</p>	<p><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 checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____</p>

Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	CampusLogic	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	CampusLogic	Renew contract	What is our current contract? When ends? Who paid?	12m	<input checked="" type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input checked="" type="checkbox"/> 2023-24 <input checked="" type="checkbox"/> 2024-25	\$67,650
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 <input type="checkbox"/> 2024-25	

Equipment Requests

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

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

	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	N/A		<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> 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 <input type="checkbox"/> 2024-25	

Facilities Requests

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

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

	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	N/A		<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> 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 <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.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1	1	Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat New request but not new position -	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Financial Aid Advisor I	40	Position 2CFA11 was vacated 3/20/2020, and swept from general fund during hiring freeze. Request reinstatement of General Fund position to FAO Org Chart. To meet EMP goal that each student, especially DI students, will receive the support, guidance, and/or education they need to achieve their goals and thrive in the Chabot College Community.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25 Annual, ongoing	\$51,681 Estimate benefits \$33,700

Position 2	2	Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Financial Aid Outreach Specialist	40	<p>To meet EMP goal that each student, especially DI students, will receive the support, guidance, and/or education they need to achieve their goals and thrive in the Chabot College Community.</p> <p>To remove barriers from application through enrollment, and expanding opportunities for a strong start at Chabot College.</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25 Annual, ongoing	\$57,179.04 Estimate benefits \$33,700
Position 3	3	Individual Request	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input checked="" type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <hr/>	Financial Aid Advisor I (temp)	24	<p>To meet EMP goal that each student, especially DI students, will receive the support, guidance, and/or education they need to achieve their goals and thrive in the Chabot College Community.</p> <p>To remove barriers from application through enrollment, and expanding opportunities for a strong start at Chabot College.</p>	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25 Annual, ongoing	\$20,000

- 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	N/A		<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 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"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____		<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25		

Supplies Requests

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

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

	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	N/A		___ 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	

Technology Requests

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

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

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

Categorical Funding Applications:

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

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

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

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

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

Please 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.