

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:

International Student Program

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

Sean Day

- 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. Hire a full time International Admissions Specialist	<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	
2. Invest in recruitment overseas.	<input checked="" 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	Chabot College purchased a one year subscription with Study in the U.S.A. for digital outreach and translation services from 9/30/2019 – 9/30/2020 but it did not result in any identifiable new students and it was not renewed.
3.	<input 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	
4.	<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	
5.	<input 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	

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.)

The International Student Program collects data on the number of students who applied, were admitted, and enrolled, the number of students who are maintaining their lawful nonimmigrant visa status, the number of students who have completed with 3 Core Service matriculation components, and the number of students who have successfully completed their stated educational objective.

- 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.

The International Student Program website serves students who are originally from outside the U.S.A. and as such, they are unfamiliar with SAOs. The website primarily serves to help students to understand and complete the application process and a source of information for students on maintaining their lawful student status.

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. Students will be able to receive priority registration by completing the three Core Services which are: 1) Orientation 2) Assessment, and 3) Student Education Plan (SEP)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	Providing communication on the practices that will enable students to enroll in meaningful classes needed to achieve their educational goals.
2. Students will have understanding of the immigration regulations that they are required to follow in order to maintain their legal status as well as the benefits of their status.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	Provides resources to make it possible for students to achieve their goals.
3. Students will be able to successfully achieve their educational goals by effective communication and referral of resources and support.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy	Provides communication and resources to make it possible for students to achieve their goals.

	<input type="checkbox"/> Development of the Whole Person	
4.To provide the campus cross-cultural programs that showcase our students and their experiences, talents and share their cultures with our campus community	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	Honoring, respecting and celebrating diversity and valuing difference perspectives.
5.To increase the enrollment of International students attending Chabot College through simplifying the admissions process, postponing application deadlines for transfer students already in the U.S.A., adding additional ways to prove English language proficiency and additional funding for marketing and recruitment	<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	This supports students by making the education and learning provided by the College accessible to as many as possible.

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 be able to receive priority registration by completing the three Core Services which are: 1) Orientation 2) Assessment, and 3) Student Education Plan (SEP)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input checked="" type="checkbox"/> Other <u> Banner </u>	2021-2022	64% (30/47) of currently enrolled International students have completed their three Core Services as of the Fall 2021 semester. New students have lower percentage of completion than continuing students.
2. Students will have understanding of the immigration regulations that they are required to follow in order to maintain their legal status as well as the benefits of their status.	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other <u> </u>	2021-2022	96% (48/50) of currently enrolled students are maintaining their lawful student visa status.
3. Students will be able to successfully achieve their educational goals by effective communication and referral of resources and support.	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input checked="" type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other <u> </u>		64% of International students in completed cohorts have obtained an Associate degree or Transferred to a University since Fall 2018. This is higher than the overall total for Chabot College.
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 <u> </u>		

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

Institutional Supports, Barriers and Data

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
For the first time, starting in the Spring 2022 semester registration cycle, International students will be included in College designated priority groups for priority registration. This should motivate them to complete the three Core Services and be able to enroll in classes that they need to complete to achieve their educational goals within the time period allowed by the U.S. government for their studies. We were able to add three additional English language proficiency exams as accepted proof of English language proficiency, including one test that is online and much more affordable than the other available tests. Having a Counselor with dedicated hours to meet with International students.
- 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?
Not renewing our overseas recruitment subscription hindered our ability to attract international students. Not filling the International Admissions Specialist position has made it more difficult recruit and provide continual correspondence to potential International students. A reduction in hours of availability for our International Student Counselor made it more difficult for students to receiving Counselor support.
- 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?)
Providing on campus job opportunities to International students to enable students to afford to continue their education. To continue providing free Tutoring support, and technology to meet student needs.
- 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?)
Lower or temporarily suspend the application fee for International student applications as some of our neighboring schools have, and not significantly raise the nonresident tuition fees especially during the

pandemic when many students are struggling financially.

- 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.)

Immigration status, particularly those in F-1 or M-1 non-immigrant student visa status. This will help my program self-evaluation.

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	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	1	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input checked="" type="checkbox"/> Increased
Full-time Classified Professionals	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" 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 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?

The enrollment of International students initially increased in the Fall 2019 by 4%, but due to COVID-19, the travel restrictions and U.S. consular office closures, and changes in regulations, the number of international students has decreased 29% since that time.

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 students in the International Student Program come from all over the world, and currently from 34 countries. They are primarily from Asia, but also we have students from Latin America, Africa, and Europe. The International Student Counselor is of East Asian descent. The Coordinator of International Student Program has lived abroad in Europe and Asia, has learned an Asian language, and taken courses in multicultural counseling to better understand the feelings and needs of our International Students.

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)

The use of texting would enable us to contact students more.

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)

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?
Attending NAFSA conferences and workshops and BA-PIER meetings has enabled me to keep up to date on new immigration regulations and policies and develop best practices in advising students.

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.)
Our campus has been closed for safety concerns due to the COVID-19 health emergency. U.S. Consular offices closed abroad which led to students not being able to make their visa interview appointments.

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

Students can access services during the date and afternoon on week-days. They can contact the Coordinator by phone, email, in person during limited availability, by virtual chat over Cranium Café or by setting up a virtual conference meeting over Zoom.

- 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?

Students are quickly served now. As enrollment grows, additional reserved counseling hours will be needed to meet the International Student Counselor.

Planning

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

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

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

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

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

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	degrees earned) for your goal.			
1.to increase International student enrollment by investing in overseas recruitment partners to increase our virtual presence abroad.		<input 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 type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
2.to research and choose a health insurance plan that would be compulsory for our International students in order to better advise and ensure students have health insurance coverage.		<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
3.to review the International student application forms and make the admission process as easy and as simple as possible including making forms fillable and eliminating unnecessary requirements.		<input 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 type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
4.to review the International		<input type="checkbox"/> Equity <input checked="" type="checkbox"/> Access	<input type="checkbox"/> African American/Black	<input type="checkbox"/> Enrollment/FTES

student admission process and available tests of English language proficiency and adding acceptable means of proving English language proficiency.		<input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____ <input type="checkbox"/> _____	<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 type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
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Resource Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Student and Exchange Visitor Program (SEVP)	I-17 Recertification Fee. Pay SEVP online with credit card. The PDSO submits an updated Form I-17.	This fee is a mandatory fee as part of the biannual Recertification process by SEVP that allows the College to admit International students.	24	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input checked="" type="checkbox"/> 2024-25	\$1,250.00
Item 2	2	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	NAFSA: Association of International Educators membership	Stay informed with subscription to magazines and online newsletters, engage with	Membership is essential to have access to new regulations and best advising practices to	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$459.00

					colleagues in the field of International Education and conferences at a significant member discount, keep current on research and trends.	ensure the College and students are in compliance with Federal regulations.			
Item 3	3	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	NAFSA Adviser's Manual 360	Purchase this comprehensive online searchable knowledgeable base of immigration information	The NAFSA Adviser's Manual 360 license is an essential source for higher education immigration information. The Manual is an online, searchable knowledge base of current U.S. laws, policies and procedures related to International student and scholar immigration and visa issues.	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$305.00
Item 4	4	Individual Request	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Study in the USA or other overseas recruiting agency	Annual online overseas advertising subscription.	We need to promote and advertise Chabot College to students across the globe.	12	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000.00

						Online overseas advertising for the International Student Program. Maintains multilingual translations of our main website page. Compiles data of number of web hits and from which countries and sends us as an Excel spreadsheet.			
Item 5	5	Individual Request	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Pacific Dining or outside vendors	Funding for monthly International Coffeehours	Coffee or other drinks and snakes to share with students, staff, instructors and administrations to build community. Monthly coffeehours (September, October, November, December, February, March, April May) to allow students to socialize and learn about a country or	8x	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,000.00

						celebrated that is highlighted.			
Item 6	6	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Pacific Dining, outside restaurants, Northern lights	Funding for annual International Night each Spring semester. To provide multi-ethnic food for the dinner and professional stage lighting for the cafeteria.	The Student Senate of Chabot College (SSCC) has requested we seek funding for this annual event using our own resources. The event promotes global awareness and exposure of the many cultures on campus through multi-ethnic food and live song and dance performances from the students and professional community at large	1x	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$6,000
Item 7	7	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Sprintax	Non-resident Tax Preparation for students. Allow students to access Non-resident Tax Preparation to complete their mandatory tax filing obligations	Filing tax returns is a requirement of non-immigrant International students enrolled at our College. Tax laws are complex and beyond the realm in which the International Student Program can advise.	4	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$478

Item 8	8	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Several agents	MOU for agent commissions. To provide a 5% commission paid to an agent if student is enrolled and paid tuition for one term. One International students pays a minimum of \$4,332 in tuition per semester.	Most community colleges use agents to recruit students. Agents are more likely to refer students to colleges where they can be paid a commission fee.		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$216 per student enrolled.

Equipment Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Individual request	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated <input type="checkbox"/> Repeat	Staples	Heavy Duty Printer	Need to be able to copy, print, scan, and fax in high quality due to requirement to	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1700

						copy and send out immigration documents such as passport, visa, and Form I-20. Need to have access to a printer/copier/scanner/fax in office so I do not leave office unattended with a student when such actions are needed.			
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	Year(s) Needed	Estimated Cost Per Year (Total \$)
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					Planning Initiatives (2-3 sentences).		
Item 1			<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 type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT	International Admissions	40	To restore the position that was cut in 2001. Needed to support goals of growing the	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$54,394

				<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 <input type="text"/>	Special ist		International Student Program. Without this position, enrollment numbers have greatly decreased.		
Position 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <input type="text"/>				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Position 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <input type="text"/>				<input 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	NAFSA Conference	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Attend NAFSA (National Association of Foreign Student Advisers): Association of International Educator's annual Regional conference	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Ability to learn updates and changes to regulations from Federal and State government officials. Learns trends and best practices from colleagues in the field of International Education	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1,800
Request 2	2	NAFSA Conference	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Attend NAFSA (National Association of Foreign Student	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar	Ability to learn updates and changes to regulations from Federal and State government officials. Learns trends and best	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$260

				Advisers): Association of International Educator's annual District conference	<input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	practices from colleagues in the field of International Education			
Request 3	3	NAFSA Conference	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Attend NAFSA (National Association of Foreign Student Advisers): Association of International Educator's annual National conference	<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 _____	Ability to learn updates and changes to regulations from Federal and State government officials. Learns trends and best practices from colleagues in the field of International Education	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3,400
Request 4	4	Individual Request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Professional Developmen t meetings	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Travel expenses for local Bay Area professional development meetings such as Bay Area Professionals in International Education Roundtable (BA-PIER), District, LPC, USCIS San Francisco and San Francisco International airport meetings.	2	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$100

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	Commencement supplies	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Graduation Sashes with flag of native country of student.	To reward our graduating International students who participate in Commencement with a sash that represents the flag of their home country. This also highlights our International students to the entire campus at Commencement.	10	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$400
Item 2	2	Commencement supplies	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Cap and gown to wear at Commencement	Students need to pay for this clothing in order to attend Commencement. Students will be more likely to participate if these items are provided.	10	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$460
Item 3	3	Individual request	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	General office supplies	Operational needs such as paper, toner, pens, tape, stapler, files, notebooks, promotional items, decorations, etc.	1	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1000

Technology Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1			<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/1FAIpQLSelkdNpRXzCbxxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/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.