

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:**

Change It Now (CIN) Social Justice Learning Community

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

Michael R. Lai, Carmen Johnston, Jason Ames, Pedro Reynoso

- **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. CIN Counselor	<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	<p>Michael R. Lai, Counseling Faculty, is currently serving as CIN Counselor and Coordinator. His work is shared with the MOVEMENT AAPI learning community.</p> <p>Provided CIN students a CIN PSCN section each term for the last 4 years. Enrolled 25-35 students per term.</p> <p>Designated 50% of counseling hours to CIN students (approx. 12-13 CIN counseling appointments per week).</p>
2. Par time CIN Counseling Assistant	<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	<p>There has been very little progress on this goal but hopefully this could change with the recent move to Special programs.</p>
3. CIN Space on campus	<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	<p>There is work currently being done to set up the balcony space in building 2300 for CIN students and MOVEMENT students. Plans for the new library and learning connection building includes CIN.</p>
4. Build a more cohesive cohort of CIN students	<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	<p>This is the first full year CIN is housed under Special programs and coordinated by a counselor. There has been effort made to collaborate with IR to gather data on the CIN cohort.</p>
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.)

- ☐ SARS appointments – 25-35% of 25 counseling hours per week dedicated to CIN appointments from Fall 2018-Spring 2021 (Dedicated appointments shared with APIEA students, other 50% of counseling hours dedicated to General Counseling).
- ☐ Started Fall 2021: 50% of 25 counseling hours dedicated to CIN and 50% dedicated to MOVEMENT API students (double the # of counseling hours available to CIN students).
- ☐ Started Fall 2021: Using CIN and MVM reason codes to identify # of services for each program.
- ☐ CIN semester enrollments are determined with "CIN" sections within Banner.

Currently working with IR to find English sequence completion rates, degree/transfer attainment, persistence, units completed

- **Does your service area have two or more SAOs?**

 x Yes

___ No

If not, please explain why.

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

___ Yes

x No

If not, please explain why.

- ☐ We are working to revise and update our SAOs. Once we have it finalized, we will post on the CIN website.

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 college mission, vision or values (1-2 sentences).
1. Provide CIN students with a greater sense of belonging and confidence at Chabot College (<i>directly serve students</i>)	<u>x</u> Critical Thinking <u>x</u> Communication <u>x</u> Civic & Global Engagement ___ Information & Technological Literacy	Sense of belonging and confidence are foundational to student success, career development, and positive impact in our communities. These are all things consistent

	<input checked="" type="checkbox"/> Development of the Whole Person	with the college mission and values.
2. Provide CIN students with opportunities to develop leadership skills and organize for social change (operational)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	CIN leadership practices are grounded in community, inclusion, and equity. Individual and collective responsibility are core values in our work with students.
	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1) and many reported back on assessment of their SAOs in the PAR planning for 2020-21 (Question 3). You can access your previous responses in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
- Then “Select Academic Year” on the top (choose 2019-20 to see what you previously reported as your SAOs or choose 2020-21 to see what you previously reported with regard to assessment)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- Go to Question 1 in the 2019-20 report, “Please complete Service Area Outcome forms for your area” and/or Question 3 in the 2020-21 report, “Did you assess any Service Area Outcomes in 18-19? If so, please complete the Service Area Outcome Forms for your area.”

- **Were at least two of your SAOs assessed since the previous comprehensive PAR?**

☒ Yes

☐ No

If not, then please explain why.

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- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)

*By assessment, we mean utilizing data (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.

Example: Here is the [survey analysis](#) that the Office of Institutional Research did for assessment of SAOs. OIR designed survey questions for users of the service to provide feedback on SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR's SAOs is to "Provide the Chabot community with data for inclusive excellence in support of equity." Therefore, the annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
1. Provide CIN students with a greater sense of belonging and confidence at Chabot College (<i>directly serve students</i>)	<input type="checkbox"/> Survey <input checked="" type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input checked="" type="checkbox"/> Other	2020-21	CIN student testimonial: https://www.youtube.com/watch?v=XFLReAZrmOA&t=62s CIN students persist at 83% from Fall 2020 to Spring 2021 compared to 72% for non CIN students. Plan to utilize HOPE survey at end of each semester in CIN classes to gain greater sense of student feelings of

			belonging and confidence.
2. Provide CIN students' opportunities to develop leadership skills and organize for social change (operational)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input checked="" type="checkbox"/> Other	2020-21	CIN student leadership year in review: https://www.youtube.com/watch?v=QUpr5zDuTzE&t=183s
3.	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		
4. (optional)	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other		

- Assessing SAOs has led to improvements in my area.

☐ Strongly disagree

☐ Somewhat disagree

☐ Neither agree nor disagree

☒ Somewhat agree

☐ Strongly agree

Note: Now that I have a better understanding of Program Review, Data at Chabot, and SAOs, I am better equip to facilitate regular and consistent assessments going forward.

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?

- ☐ Supporting the CIN move to Special program was a big step in CIN's development.
 - ☐ Providing a regular budget for CIN each academic year.
 - ☐ Collaborating with Student life to explore and establish CIN space on campus.
 - ☐ Support from Dean of Language Arts to develop program and seek resources.
 - ☐ Support from Dean of Counseling to set aside dedicated counseling hours for CIN students.
 - ☐ Providing Counseling Assistant support from general counseling to set up CIN appointments.
 - ☐ Cross collaboration across disciplines: Counseling, English, Library, Ethnic Studies, and Communications Studies has been a gift
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What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

- ☐ Still working to establish CIN on the same level as other learning communities.
- ☐ Getting campus to understand and accept CIN as a cross cultural Social Justice theme learning community.
- ☐ Still working to set up CIN space on campus.
- ☐ Some level of uncertainty with budget from year to year.
- ☐ Unable to hire counseling assistant to help establish CIN cohort.
- ☐ Evaluate how CIN students are counted and working to make it consistent with other learning communities.

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?)

- ☐ Technology Loan program
- ☐ Providing blend of General counseling and Special Program counseling services.
- ☐ Offering F hour or assign time for faculty to work on aligning curriculum and supporting students.
- ☐ Investing and building up the Student Health services and Mental Health CARES Team.
- ☐ Working to hire staff that reflect our student population.
- ☐ Training and workshops from Institutional Research.
- ☐ Creating professional development and equity workshops for staff and faculty.
- ☐ Free first year tuition program: Chabot Promise Program.
- ☐ Free textbooks
- ☐ Food pantry and basic needs support.
- ☐ Online teaching support.

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?)

- ☐ Too many logins to and programs. Need single sign on.
- ☐ Cranium Café program can be unreliable at times. Complicated for students.

- ☐ Chabot Promise Program has too many steps. Limit to applying for financial aid.
- ☐ Emails from College too many words.
- ☐ Email system is unreliable.
- ☐ Class Web is outdated.
- ☐ Degree works and Class web do not work together well.
- ☐ Inconsistent messaging of supporting Black Lives Matter movement while investing in sheriff academy. May need to address as a campus to bring communities together.
- ☐ Cost of Access codes for Math, Science, and Business classes are difficult for some students.
- ☐ Not enough faculty, staff/administrators are open to reflecting and interrogating their own teaching, biases, and impact on students of color.

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.)

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	CIN Counselor/Coordinator CIN English Faculty CIN Library Faculty CIN Comm Studies Faculty (Each receives 16 F hour per term for CIN work)	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	0	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same

		___ Increased
Part-Time permanent or Hourly Classified Professionals	0	___ Decreased <u>x</u> Stayed roughly the same ___ Increased
Student Employees	0	<u>x</u> Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased <u>x</u> Stayed roughly the same ___ 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?

- ☐ From Fall 2018 to Spring 2021, CIN Counselor 25 counseling hours per week were divided into approximately 50% for general counseling, 25% for APIEA/MOVEMENT students, and 25% for CIN students. Starting Fall 2021, this went to 50% for MOVEMENT students and 50% to CIN students. This change doubled the number of counseling hours available to CIN students. I am currently using SARS to track the number and type of services provided.
-

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?

- ☐ CIN is a cross cultural learning community and the faculty team also reflects this.
-

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)

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)

- ☐ CIN Space on campus is essential to establishing community and collaboration. CIN has been advocating for his for 7+ years and recently there has been some movement in this area. We are collaborating with the Director of Student Life so set up furniture, signage, hours, technology, and services. Not complete yet but there is some progress.

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?

- ☐ The CIN learning community is grounded in equity and inclusion. CIN faculty meet regularly (year-round) to collaborate and support each other's development as faculty and leaders. Reflection, interrogation, reviewing literature, and student case studies are regular practices for CIN faculty. CIN faculty not only engage in professional development experiences on and off campus but also help lead many of these efforts.

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.)
- ☐ Visibility tends to be barrier for CIN. Many students are unaware that Chabot College has a Social Justice learning community.
- ☐ Technology can be a barrier. With courses and communications primarily online, it has been a challenge for some CIN students.
- ☐ Space is an area that has been a challenge. CIN students do not have a consistent space on campus to collaborate, rest, study, and heal.
- 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?
- ☐ Yes. CIN counseling appointments are primarily during the day but when needed, we have set up counseling appointments and workshops in the evening and provided services on the weekends.
- ☐ CIN Instructors are responsive in their work with students.
- 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?
- ☐ CIN appointments have been a lot more available with move to Special Programs counseling. Students can get same day or up to 2 weeks out appointments.
- ☐ CIN Counselor aims to respond to student within 24-72 hours.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the [College's Planning Priorities](#) (PRAC will post when complete), [President's College Planning Initiatives](#), and [Strategic Plan](#), all of which lead into the long-range planning

document, the [Educational Master Plan](#)). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the [Educational Master Plan \(EMP\)](#)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?

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

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

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

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

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Establish CIN Space on campus	Set up balcony space in Building 2300 and outdoor CIN space with students	<u> x </u> Equity <u> x </u> Access <u> </u> Pedagogy and Praxis <u> </u> Academic and Career Success <u> x </u> Community and Partnerships	<u> x </u> African American/Black <u> x </u> American Indian/Alaska Native <u> x </u> Latinx <u> x </u> Pacific Islander/Hawaiian <u> x </u> Disabled	<u> x </u> Enrollment/FTES <u> x </u> Transfer level English, math or ESL achievement <u> x </u> Degree or certificate completion <u> x </u> Transfer <u> x </u> CTE Units

			<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other
2. Reestablish GNST 32A/B Social Justice leadership class	GNST 32A/B students will organize 5-8 events/workshops for community Increase the # of students who complete GNST 32A GNST 32B sequence.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other
3. Improve CIN student persistence and success rates by 5% 4. Increase the # of CIN students who complete the CIN PSCN 20-PSCN 10 sequence by at least 5 students.	Set up study hall for CIN students Ensure CIN students have at least 2 meetings with CIN counselor per term Increase CIN student degree/certificate /transfer rates 21 students complete PSCN 20/10 sequence last term 20-21.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> CTE Units <input checked="" type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other

Resource Requests

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

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

	Ran k (1, 2, 3, etc. after all requ ests have been ente red)	Project Name Use the same project name for all requests related to a large project or put 'individua l request'	New, Updat ed, or Repeat Reque st	Vendor Name	Brief Job Descripti on/Tasks	Justificati on BRIEFL Y justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President' s Planning Initiatives (2-3 sentences) .	Lengt h of Contr act in Mont hs (1, 2, 10, 12, etc.)	Year(s) Neede d	Estima ted Cost Per Year (Total \$)
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Item 1			New Update Repeat				1	Annual 2022-23 2023-24 2024-25	
Item 2			New Update Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Update Repeat					Annual 2022-23 2023-24 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	Estimated Cost Per Year (Total \$)
Item 1			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3			New Updated					Annual 2022-23	

			Repeat					2023-24	
								2024-25	

Facilities Requests

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	CIN Space	New <u>x</u> Updated Repeat	Updating balcony space in Building 2300 Making plans for CIN with new Student learning center	Space is essential for building community, providing counseling and tutoring support, and homework and study hall space.	Annual 2022-23 2023-24 2024-25	

Item 2			New			Annual	
			Update d			2022-23	
			Repeat			2023-24	
						2024-25	
Item 3			New			Annual	
			Update d			2022-23	
			Repeat			2023-24	
						2024-25	

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

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

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

	Ran k (1, 2, 3, etc. after all requ ests have been enter ed)	Project Name Use the same project name for all requests related to a large project or put 'individu al request'	New, Update d, or Repeat Request	Classificatio n	Posi tion Titl e	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) Neede d	Estima ted Cost Per Year (Total \$)
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Position 1	1	Part time CIN Counseling Assistant	<input type="checkbox"/> New <input checked="" type="checkbox"/> Updated Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT Classified Hourly <input checked="" 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	Counseling assistant 1	15-17 hours per week	Help with building a cohesive CIN cohort will have a positive impact on all things related to our college	<input checked="" type="checkbox"/> Annual 2022-23 2023-24 2024-25	Counseling assistant 1 hourly rate
Position 2			<input type="checkbox"/> New <input type="checkbox"/> Updated Repeat	<input type="checkbox"/> Admin FT Classified FT Classified Hourly 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				Annual 2022-23 2023-24 2024-25	
Position 3			<input type="checkbox"/> New <input type="checkbox"/> Updated Repeat	<input type="checkbox"/> Admin FT Classified FT Classified Hourly				Annual 2022-23 2023-24	

				Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other				2024- 25	
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- 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	NCORE	New Updated <input checked="" type="checkbox"/> Repeat	National conference on race in higher education Professional development opportunity to enhance our equity and lens	<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	NCORE is the premier social justice conference and it is essential that CIN participates to ensure we are up to date in our social justice and community organizing work	4	<input checked="" type="checkbox"/> Annual 2022-23 2023-24 2024-25	\$1000 per person
Request 2			New Updated 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			Annual 2022-23 2023-24 2024-25	

					Speaker ___ Other				
Request 3			New Update d Repeat		___ In-person conference with travel ___ Online conference/ webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other			Annual 2022-23 2023-24 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			___ New Updated Repeat			1	Annual 2022-23 2023-24 2024-25	
Item 2			___ New Updated <u>x</u> Repeat			1	<u>x</u> 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	Project Name Use the same	New, Updated, or Repeat	Was the feasibility of the request	Brief Item Description	Justification BRIEFLY justify how this spending	Quantity (1, 2, 10,	Year(s) Needed	Estimated Cost
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	all requests have been entered)	project name for all requests related to a large project or put 'individual request'	Request	discussed with IT?	(1-2 sentences)	relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	12, etc)		Per Year (Total \$)
Item 1			New Updated Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No	Old surface provided by college has problems connecting with internet			Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				Annual 2022-23 2023-24 2024-25	
Item 3			New Updated Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				Annual 2022-23 2023-24 2024-25	

Categorical Funding Applications:

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

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

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

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

https://docs.google.com/forms/d/e/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.