

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:

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

Elsa Saenz – Guardian Scholars Program

- 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. Provide a strong start.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> All students receive a comprehensive student education plan so that they have a clear understanding of the courses and time commitment to reach their educational goal. Students are informed of the learning communities such as UMOJA, Puente, and FYE to promote co-cohort learning experiences. In the fall 2019 and spring 2020 a new and returning student orientation were offered

		<p>the week prior to classes starting for students. The student orientations were held in computer labs so that students completed their checklist after the presentation. The check list included completing financial aid requirements, connecting students to zone mail and scheduling and SEP appointment for new students.</p> <ul style="list-style-type: none"> • In the Spring of 2020 Beyond Emancipation(BE) joined the GSP team as a volunteer offering on site services 2 days a week. BE also support students with the on-boarding process. • We did outreach to Alameda County and foster youth community and housing programs prior to the semester starting to connect with students early on a provide a warm hand off and to promote our early orientation.
2.Support student success and course completion:	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> • When eligible, GSP students are encouraged to apply for the EOPS book voucher. In 2019-2020 through the John Burton Book Fund, GSP was awarded \$4,000 and provided 20 \$200 book vouchers to GSP students. • All students received multiple communication

		<p>during shelter in place if they were in need of chrome books and hotspots. 20 students received new chrome books to keep from Ifoster.</p> <ul style="list-style-type: none"> • 20 students received mobile hot-spots from Ifoster. • We continue to provide on-going communication by text and email with important date reminders. • Midterm progress reviews are given out to students every fall and spring semester to help track how they are doing mid-way into the semester. The counselor will schedule an in-person appointment with students that have C, D or F's. This give us the opportunity introduce tutoring and other study habits. • GSPs has a calculator program for students to check out for the entire semester.
3. Sustain persistence towards completion.	<p> <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>	<ul style="list-style-type: none"> • GSP partners with EOPS and CalWORKs in offering workshops each semester. • With Degree Works students now have access to view their educational plan. • GSP students have a liaison at Financial Aid whom they can email and call directly for support and to complete the

		Chaffe grant process.
4. Finalize completion.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	<ul style="list-style-type: none"> • On our master list, we keep track of all our students intended major degrees/certificates, last semester and if they plan to transfer. • Our GSP counselor assisted students with their CSU applications and connected them with resources at the transfer center. • A virtual End of Year celebration to recognize student's accomplishments and graduates was offered.

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 GSP programs started to capture data to compare GSP participants, non-GSP foster youth and all other Chabot students since the Fall of 2018. We have a two-page document that compares student characteristics (Race-ethnicity, age, educational goal, residence, attendance status) and success outcomes (Success rate, persistence from fall to spring, degrees, Pell grant and Programs Grant recipients) which is produced by the Office of Institutional Research. We are fortunate to have this data for Fall 2018, Fall 2019 and Fall 2020.

The GSP program periodically pulls the GSPC banner report to support with our case management support for students. The Banner report provides the students served, SEP, Financial Aid, Academic Standing/Probation, SSSP Componentes, Units enrolled, Years left on Cash Aid.

The SARS reports provides the following: Number of student appointments, drop-in services, type of appointments (SEPC, Career, Intake), orientation attendance, workshop attendance, number of unduplicated students seen.

Excel: The GSP program maintains an in-house master list that supports us in case managing our students. We track the students' progress, expectant graduation date and graduates.

- Does your service area have two or more SAOs?
☒ Yes
☐ No

If not, please explain why.

- Are your service area's SAOs publicly posted on your website?
☐ Yes
☒ No

If not, please explain why.

We do not use the direct SAO language on the GSP program's website but we do state what are the programs benefits and services which are the goals of the SAO. Such as completing an SEP with access to academic counseling and supportive services.

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</i>	Briefly describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
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	<i>area indirectly supports.</i>	
1. Guardian Scholar students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than self-identified foster youth not in GSP.	<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	Completing core services supports the college mission by helping students farthest from opportunity complete their educational goal in a timely manner.
GSP students will apply and access financial aid.	<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	GSP students will receive equitable support to apply and access financial resources to remove barriers in completing their educational goals.
	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
4.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <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.

- 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
2 Guardian Scholars Students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than self-identified foster youth not in GSP.	<input type="checkbox"/> Survey <input checked="" type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other Data Mart _____	Fall 2019	Click HERE for the Fall 2019 two-page document that compares GSP/Non-GSP & Other Student Characteristics (Race-ethnicity, age, educational goal, residence, attendance status) and success outcomes (Success rate, persistence from fall to spring, degrees, Pell grant and Programs Grant recipients) *For Qualtrics I can copy a & paste the data directly
Guardian Scholars Students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than self-identified foster youth not in GSP.	<input type="checkbox"/> Survey <input checked="" type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other DATA Mart _____	Fall 2020	Click HERE for the Fall 2020 two-page document that compares GSP/Non-GSP & Other Student Characteristics (Race-ethnicity, age, educational goal, residence, attendance status) and success outcomes (Success rate, persistence from fall to spring, degrees, Pell grant and Programs Grant recipients) *For Qualtrics I can copy a & paste the data directly

<p>4. (optional)</p>	<p> <input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____ </p>	<p>Lessons Learned:</p> <ul style="list-style-type: none"> -Providing summer programming supported the on-boarding/college enrollment for the fall 21 semester. -Unfortunately, we are limiting our outreach due to human capacity. There is a large number of self-identified foster youth at Chabot College not connected with GSP services. For Fall 2019 229 non-GSP foster youth students and Fall 2020 206 non-gsp foster youth. -Persistence for GSP students increased for the Fall 2020. -GSP students are low-income 95% are receiving CA Promise Grant and 46% Pell Recipient
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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?
 - Having access to timely reports of GSPC attributed student participants.**
 - The ability for the program coordinator to attribute GSPC students because it makes our data timely and accurate.**

- The ability to pull our own GSPC data from Banner and by having our own banner coding.
- The ability to have access through our reports to see SSSP components, financial aid, academic standing, units enrolled, GPA, etc.
- Positive relationship with Financial Aid and having a Liaison that directly serves students with the Chaffee grant, etc.
- Admissions and Records set it up for the GSP coordinator to receive an automatic email generated by CCC apply every time a student indicates they were in foster care. This helps us in outreach and capture students in the front end and we support their onboarding process. (However, due to human program capacity we limit our front-end outreach to students that are 25 and under)
- 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?
 - To receive priority registration, a foster youth must be attributed with 669C by Admissions and Records. The GSP counselor forwards the students' Ward of Court letter to Admissions and Records to confirm foster care history and eligibility for priority registration. Unfortunately, we have found some students do not receive their attribute timely to receive priority registration.
 - When a student turns 26, they are no longer eligible for priority registration and their attribute of 669C is removed. GSP created a new attribute with A&R of FFYC to capture a student as "forever foster youth" so we can differentiate between confirmed foster youth and self-identified foster youth regardless of age. Students are not being attributed FFYC so once they age out of receiving priority registration, we no longer have that data of confirmed foster youth status.
 - Being provided timely reports would support the staff from GSP in our efforts to help the on-boarding and retention of high school foster youth enrolled in concurrent/dual enrollment courses.
 - Not having a career exploration tool on the Chabot College Website.
 - Career Center and website has limited resume and cover letter resources as well as internship opportunities.
 - Not have a list serve to post student assistants' jobs available at Chabot College.
 - Our GSP student numbers are increasing and our Guardians have high needs requiring additional support from a GSP counselor or coordinator. We only offer 15 hours of counseling a week, which is not enough to support the need and offer additional programming such as work shop or activities.
 - GSP offered counseling and services for the first time the summer of 2021 because we received an outside grant for \$50,000 which covered the summer hours of the GSP counselor and student assistant. We would like to request summer counseling and programming for GSP to become a funded priority in the summer. For summer 2021 semester, 31 unduplicated students received services and there were 94 appointments with the GSP counselor.
- 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?)
 - Food Pantry
 - Emergency Aid
 - The Accessibility Center for Education provides great resources to our students and supports setting up their accommodations.

- **The Barnes and Noble book store is great a facilitating the purchases and invoicing of books with our special programs.**
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- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to **students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
 - **Our college PDF forms create a challenge for our students that do not know the process of downloading a PDF to then make it fillable and to sign off. Some possible solutions would be to offer Adobe Acrobat to the whole campus (paid service), 365 Microsoft forms for students and for college report request, etc.**
 - **Student have multiple logins and passwords with our college programs and financial aid programs.**
 - **Send on-going consistent communication (email & text) to registered students. We have great resources such as videos that were created on how to access/forward your ZoneEmail, etc that all students can benefit from receiving via email communication and then accessing.**
 - **Promote the financial aid appeal date on the important dates section of the college. Promote one college calendar that includes both the A&R and Financial Aid dates.**
 - **Ensure students will be attributed in a timely manner. If a student is not attributed, they can miss the opportunity to enroll in classes, such as the Spanish ECD Co-hort or receive priority registration for GSP.**
 - **Quicker turnaround time after submitting a data request. Timely student data allows programs to outreach to students to support their on-boarding and retention.**

- 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	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

Full-time Classified Professionals	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	2	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input checked="" type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

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

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)

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. N/A
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Strongly agree
 - ☒ Not applicable
- 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
 - ☒ Not applicable
- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

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.)
- 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?
 - **GSP programing is limited to Monday and Wednesday 9:00-5:00.**
 - **The GSP counselor is providing online services.**

- **Additional staffing would be needed to support GSP students outside of Monday and Wednesday hours. Elsa Saenz, GSP Coordinator has limited F-hours to support GSP programming however, will never turn a student away or respond to emails.**
- **In order to guarantee that GSP services are offered at Chabot College in the summer terms, college SEA or SASE funding would need to prioritize additional funding for summer counseling and student assistant hours.**

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- Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
 - **GSP students must plan out in advance to schedule their appointment with the GSP counselor because her schedule is regularly full one to two weeks out. Sometimes, students have a quick question or high needs and unfortunately GSP does not have the capacity for drop ins support from the 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	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	results like course success rates or degrees earned) for your goal.			
<p>SAO #1 Goals:</p> <p>Counselor will meet with every student to complete a student education plan and provide guidance on navigating Class-Web to access and monitor their student education plan through Degree Works.</p>	<p>90% of students will have a Student Education Plan.</p>	<p><input checked="" type="checkbox"/> Equity</p> <p><input checked="" type="checkbox"/> Access</p> <p><input type="checkbox"/> Pedagogy and Praxis</p> <p><input checked="" type="checkbox"/> Academic and Career Success</p> <p><input type="checkbox"/> Community and Partnerships</p>	<p><input checked="" type="checkbox"/> African American/Black</p> <p><input checked="" type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input checked="" type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input checked="" type="checkbox"/> Disabled</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> LGBT</p> <p><input checked="" type="checkbox"/> DI Gender</p> <p><input type="checkbox"/> Other _____</p>	<p><input checked="" type="checkbox"/> Enrollment/FTES</p> <p><input checked="" type="checkbox"/> Transfer level</p> <p>English, math or ESL achievement</p> <p><input checked="" type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input type="checkbox"/> Attainment of a Living Wage</p> <p><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)</p> <p><input type="checkbox"/> Other _____</p>
<p>SAO #2 Goals:</p> <p>Students will use technology to navigate through the completion of FAFSA, Web Grants, Class-Web, Financial Aid to do list, Bank Mobile.</p>	<p>80% of GSP students will complete the financial aid packet by the July due date.</p> <p>Submit a Financial Aid Appeal as needed.</p> <p>Apply for college sponsored emergency aid and Scholarships.</p>	<p><input checked="" type="checkbox"/> Equity</p> <p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Pedagogy and Praxis</p> <p><input checked="" type="checkbox"/> Academic and Career Success</p> <p><input checked="" type="checkbox"/> Community and Partnerships</p>	<p><input checked="" type="checkbox"/> African American/Black</p> <p><input checked="" type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input checked="" type="checkbox"/> Disabled</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> LGBT</p> <p><input checked="" type="checkbox"/> DI Gender</p> <p><input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Enrollment/FTES</p> <p><input type="checkbox"/> Transfer level</p> <p>English, math or ESL achievement</p> <p><input type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input checked="" type="checkbox"/> Attainment of a Living Wage</p> <p><input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540)</p> <p><input type="checkbox"/> Other _____</p>
<p>SAO #3 Goals:</p> <p>GSP staff will support GSP students in retrieving their foster care</p>	<p>100% of students that are eligible and have submitted their foster care confirmation</p>	<p><input checked="" type="checkbox"/> Equity</p> <p><input checked="" type="checkbox"/> Access</p> <p><input type="checkbox"/> Pedagogy and Praxis</p> <p><input checked="" type="checkbox"/> Academic and Career Success</p>	<p><input checked="" type="checkbox"/> African American/Black</p> <p><input checked="" type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input checked="" type="checkbox"/> Pacific</p>	<p><input checked="" type="checkbox"/> Enrollment/FTES</p> <p><input checked="" type="checkbox"/> Transfer level</p> <p>English, math or ESL achievement</p> <p><input checked="" type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p>

documentation and be timely with forwarding to Admissions and Records so they can be attributed 669C allowing access to priority registration dates.	documentation will receive priority registration.	<input type="checkbox"/> Community and Partnerships	Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> LGBT <input checked="" type="checkbox"/> DI Gender <input type="checkbox"/> Other 	<input type="checkbox"/> 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	N/A		<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2	N/A		<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3	N/A		<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Equipment Requests

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

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

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

Facilities Requests

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

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

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

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	GSP	<input checked="" 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 checked="" type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	Part- Time Counse lor Or a full time Coordi nator/ Counse lor	15	AB12 increased the foster care age to 21. Students that were or are in foster care require trauma informed support and staff training because there are state services and financial resources specific to this DI group at Chabot College.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Position 2	2	GSP	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input checked="" type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____			AB12 increased the foster care age to 21. Students that were or are in foster care require trauma informed support and staff training because there are state services and financial resources specific to this DI group at Chabot College.	<input checked="" 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"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	

				<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="text"/> 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			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Request 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Request 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Supplies Requests

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

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

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

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		Career Coach	<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		Handshake	<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Categorical Funding Applications:

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

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

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

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

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbXnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

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