

## 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](mailto:dkunkelwu@chabotcollege.edu) and Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu).

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### 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:

**Office of the Vice President, Student Services**

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

**Matt Kritscher**

- 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, <b>program change made</b> , etc.) Please explain.
1. Facilitate development of Guided Pathways and College Promise that moves the needle for increased equitable outcomes	<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	Faculty have developed program maps, pathway branding, and integrated counseling  College Promise is now provided for first-time, full-time students, majority of whom are first generation students of color
2. Complete implementation of Degree Works and Early Alert systems to increase counseling effectiveness and timely interventions	<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	DegreeWorks is fully operational and used by all counselors, evaluators and students for educational planning and progress audits  Advanced transit reports are under final development for identifying students near completion to enhance proactive awarding of certificates and degrees
3. Ensure training of responsible employees	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress	Dream Center Grand Opening January 31, 2019

<p>for compliance and campus safety around Title IX, undocumented students, student conduct and retention</p>	<p><input type="checkbox"/> Not achieved but still relevant  <input type="checkbox"/> Not achieved and no longer relevant</p>	<p><a href="http://www.chabotcollege.edu/student-services/dreamers/dream-center.php">http://www.chabotcollege.edu/student-services/dreamers/dream-center.php</a></p> <p>Dream Center hosted <a href="#">Undocumented Students Action Week</a> each year:  October 14-17, 2019  October 19-23, 2020  October 18-22, 2021</p> <p>VPSS provided De-escalation Strategies Workshops Fall 2021</p> <p>Purchased Maxient student conduct records system in collaboration with LPC  <a href="https://www.maxient.com/">https://www.maxient.com/</a> with shared Mental Health Services Grant funds</p> <p>Configured user levels, locations, templates, workflows and reporting across the colleges/district</p> <p>Trained Administrators, Executive and Administrative Assistants on Maxient <a href="#">Student Conduct</a> online reporting and case management system protocols customized for each campus with coordinated workflows and templates</p> <p>Provided Title IX Coordinator and Administrator Level I Training and Certification at ATIXA Title IX Coordinator's Training 2020 Virtual Course and Annual Conference for Chabot's Title IX Coordinator - Dean of Counseling</p>
<p>4. Continue strategic enrollment growth, including growth of service areas to meet student needs and interests</p>	<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>	<p>The pandemic has significantly affected enrollment with a 21% fall 2019 to fall 2021 decline.</p> <p>African American and Latinx students were disproportionately affected by online instruction and services access</p> <p>Shelter-in-place prompted immediate full-scale implementation of consistently formatted fully-remote online student services for all student services departments and programs</p> <p>Provided Student Laptop Lending Program  <a href="http://www.chabotcollege.edu/students/tech/">http://www.chabotcollege.edu/students/tech/</a>  Provided weekly no-contact drive through food distribution to 2500-3000 people per week for over a year</p> <p>Developed Community Resources Guide</p>

		<a href="http://www.chabotcollege.edu/students/community-resources.php">http://www.chabotcollege.edu/students/community-resources.php</a>  Developed SparkPoint Center in partnership with United Way Bay Area <a href="http://www.chabotcollege.edu/student-services/student-equity/sparkpoint/index.php">http://www.chabotcollege.edu/student-services/student-equity/sparkpoint/index.php</a>  Hosted Virtual Launch of Chabot SparkPoint Friday, February 5, 2021  Developed 10 x 10 Black Excellence Collective Villages each with \$30,000 in SEA funding to engage African American students during pandemic and transition to remote learning
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. Learning Outcomes

- For services areas that directly serve *students*, SAOs are often stated in terms of *student learning outcomes*.
  - Example: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
- For services areas that directly serve *Chabot employees*, SAOs could be stated in terms of what Chabot employees will learn or gain from the service.
  - Example: Employees will demonstrate basic knowledge of HR policies and procedures for taking time off and accessing benefits.

### 2. Outcomes that measure the Quality of Key Functions, Services and Processes

- SAOs can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions, services, and processes* within the service area unit.
  - Example: The Office of XYZ will accurately respond to student inquiries about ABC within seven days.
  - Example: Campus employees will receive mail in a timely and accurate manner.

### 3. Outcomes that Promote Campus-Wide Functions & Enhance the Achievement of the College Mission

- Outcomes can also articulate what the services are intended to promote (e.g., understanding, knowledge, awareness, appreciation, etc.). The things services promote should be associated with operating procedures or services that promote achievement of the college mission.
  - Example: The Office of Institutional Research will provide the Chabot community with data to promote inclusive excellence in support of equity.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; [Hartnell College Service Area Outcomes Guide](#) (Accessed 2021); [Imperial College Service Area Outcomes](#) (Accessed 2021); [Mendocino Service Area Outcomes Revisions](#) (Accessed 2021).

- 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 VPSS Office utilizes data from Banner (student records, finance, applicants, registrants, etc.), 25Live (CC-Events), SARS (Scheduling and Reporting System), DegreeWorks (SEP/Degree Audits), District Public Relations, Communications and Government Relations (market research including student surveys, focus groups and interviews as well as digital impressions and geo-fencing), Social Media (Instagram, Facebook, Twitter), Constant Contact, Survey Monkey, College OIR and Webmaster.**

- Does your service area have two or more SAOs?

☒ Yes  
☐ No

If not, please explain why.

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

☒ Yes  
☐ No

If not, please explain why.

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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>	<b>Briefly</b> describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
1. Create a dynamic learning environment through culturally responsive programs and services that promote student access, equity and success	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	<p>Creating a dynamic learning environment supports Chabot's mission of being a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community.</p> <p>Providing culturally responsive programs that promote student access, equity and success also directly support the mission of revitalizing, and sustaining learning and support services driven by a goal of equity to empower students to achieve their goals and lead us towards an equitable and sustainable world.</p>
2. Engage students intentionally with communities, educational and career pathways in support of lifelong personal and professional development.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	<p>Engaging students with communities, educational and career pathways aligns with the College Vision of empowering students to reach their academic and career goals and to lead in sustainability, innovation, and equity in their communities and the world.</p>
3.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
4.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy	

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

Click on:

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

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

☒ Yes

☐ No

If not, then please explain why.

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

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

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

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
1. Create a dynamic learning environment through culturally responsive programs and services that	<input type="checkbox"/> Survey	2019	Over 1,330 events were provided by over 97 different clubs, departments, associations, and
	<input type="checkbox"/> Data Collected by IR	2020	
	<input type="checkbox"/> Data Collected by your area	2021	
	<input checked="" type="checkbox"/> Other 25Live CC-Events Database/Scheduling System		

<p>promote student access, equity and success</p>		<p>programs in FY 19-20</p> <p>Over 1,095 events were provided by over 97 different clubs, departments, associations, and programs in FY 19-20</p> <p>A dramatic 88% decrease in CC-Events in FY 20-21 due to pandemic and campus closure to non-essential programs and services</p> <p>Just over 130 events were provided by over 97 different clubs, departments, associations, and programs in FY 20-21, almost half of which were actually virtual Transfer Center workshops</p>
<p>2. Engage students intentionally with communities, educational and career pathways in support of lifelong personal and professional development.</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  <input type="text"/> </p>	<p>Constant Contact Fall Registration Emails Sent Report showed 12%-34% open rates with the highest being the Register for Fall Classes Now! Sent 8.13.21, five days before fall semester start</p> <p>Click rates ranged from .5% to 16% (which concurrently had the lowest open rate)</p>



			<p>Spring 2021 Virtual Commencement Ceremony click rate was nearly 10%</p> <p>Mongoose Cadence Texting System implemented throughout the year to pro-actively engage students in communities, learning and career pathways to promote student development</p> <p>For example, Student Services areas combined sent 169,387 student texts in the last year, with a 92% delivery rate (that 92% is due to wrong numbers and landlines in the system), and only 10 of those delivered messages were not read. “That is a great communication rate” – DSPS Director Rice</p>
3. <i>(optional)</i>	<input type="checkbox"/> Survey <input type="checkbox"/> Data Collected by IR <input type="checkbox"/> Data Collected by your area <input type="checkbox"/> Other _____		
4. <i>(optional)</i>	<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

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## 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?  
**PRMG, Graphics, Webmaster, ITS, Student Services Administrators/Coordinators/Supervisors and Program Leads brining the content, accessibility, electronic communications and strategic landing pages with metrics for analysis using Constant Contact Email with URL links, Mongoose Texting, SARS, and then Google Voice for Peer Guide Support Line along with 25<sup>th</sup> Hour CRM for tracking and follow-up.**
- 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?  
**It has been somewhat challenging to manage during the pandemic and partial campus operations with implementing safety protocols and addressing health and mental health concerns among the community, with somewhat outdated administrative processes in remote and hybrid working conditions with a variety of schedules, contracts, regulatory changes, new mandates, changing federal government administration, and budget scenarios, along with email outages, student administration system upgrades, staffing attrition and lower applicant pools with significant vacancies in key areas.**
- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)  
**Providing laptops and hotspots has been critical for student online learning and services access; we should buy a larger supply each year and forgive the return upon completion of 24 or more units in each academic year.**  
**Hiring Outreach and Basic Needs Director and staff, supporting CARES Team MH counseling services expansion, opening the new Food Pantry 3800 bldg., and continuing the Free Breakfast Snack/coffee service along with continued staff training and transition to Banner Recruit for communications and analytics will help us continue our advancement of integrated, pathway supporting, hybrid online and in-person real time service structures, platforms and delivery.**
- 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?)

**The college district could advance more quickly to meeting student needs with more agility in hiring temporary staff, purchasing in shorter time-periods time-sensitive items, and inter-organizational budget transfers, PAF approvals, and online requisitions at the department level along with single sign-on student portal system and better emailing branding. More picnic tables, computer kiosks, and EV charging to facilitate student access, along with health/vaccination verification health contractors for mandated vaccination facilitation of in-person student services.**

- 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.) ,

**It would be good to see students who are Asian have more selections as well as students who are Black but not African American; It would also be good to have disaggregation on students who are parents or caretakers.**

## Staffing Analysis

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

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

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

**The total number of Chabot College events decreased 88% over the past three years, most dramatically in the last year during the pandemic FY 20-21. Staffing decreased in independent contractors and professional experts, especially with restrictions on hiring temporary staff even with state and federal stimulus grants designed with one-time spending requirements for this purpose.**

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

**The office of the VPSS consists of two employees: VPSS and Executive Assistant. We are not really a representative sample size, but are 50% employees of color and women.**

#### 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)

**We are looking forward to using Recruit and the new ClassWeb self-service with single sign-on as well as inter-organizational electronic budget transfer, requisitions and PAF approvals with payroll detail level reports.**

#### Facilities

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☒ Somewhat agree
  - ☐ Strongly agree

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

#### Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered by/at Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
  - ☐ Not applicable (no faculty in service)
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered by/at Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered outside of Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
  - ☐ Not applicable (no faculty in service)
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered outside of Chabot.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☒ Strongly agree
- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?  
There are numerous significant ways in which these professional development experiences contributed to improving Student Services programs and services, student equity in learning and achievement. For example, the entire constellation of instruction, administrative, academic and student services support graduated the largest class in the college's storied 60 year history. Over 1,425 students graduated with a Certificate or Degree from Chabot College in the 2020-2021 year, the year of the pandemic. The incredibly quick transition to fully online instruction in Canvas and student services using Cranium Café for counseling, peer guides, A&R, Financial Aid chats, Zoom for New Student Orientations and Transfer Center Workshops was the glue between Chabot College students and their instructors, services professionals and behind the scenes essential services employees. For example, the Dean attending the Title IX virtual training, the counselors attended the ETS UC/CSU counselors' conference, the CARES Team provided Mental Health First Aid training to Campus Safety and various student services areas, as well as the VPSS provided categorical and grants funding to support

**professional development in all areas of the division. 99% were virtual conferences and trainings over the past 18 months, with in-person conferences planned to resume in the new year 2022.**

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## Equity in Access to Services

- What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

**Transportation, housing, food security, mental and physical health support, technology access and other basic needs have been extremely aggravated by the pandemic from already crisis levels among significant portions of the student body. These barriers have disproportionately affected our lowest income, students of color and students with disabilities, and students who are parents who have childcare and schooling access barriers during the past 18 months of the pandemic. The college strives to provide accommodations for these barriers through direct aid, food distribution, community resources, mental health counseling services virtually, health center covid-19 testing and vaccination, free daily breakfast/coffee program, laptop/hotspot lending, STEM Center computers and study space, online tutoring, Canvas Student Resource Hub, but the needs have far outreached the college's resources by my estimate 100 times more.**

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

**Students can email the VPSS, Executive Assistant or call the office including day, late afternoon and often into the evening until 7 PM. Our office of the VPSS website has recently been updated: [www.chabotcollege.edu/studentservices](http://www.chabotcollege.edu/studentservices)**

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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?

**Providing background checks, religious and medical exemptions from covid-19 vaccination, email response to complex student issues and residency reclassification and other student complaints usually take the longest to resolve due to hybrid working conditions, complexity and volume, as well as students not following protocols and available information resources. I am proposing a new service to help mediate the transition to vaccination verifications for in-person student services, along with reducing administrative process barriers described above. The new Dream Center Coordinator will help reduce wait time on residency reclassification petitions.**

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## 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. Implement Recruit to track, engage applicants, re-engage DI students who have stopped out, and manage prospective students in cohorts	20 Student Services employees will utilize Recruit in their positions by Fall 2022; 10 Phone Call Outreach Project staff will utilize 25 <sup>th</sup> Hour CRM that will integrate with CRM once online	<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 type="checkbox"/> Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native <input checked="" type="checkbox"/> Pacific Islander/Hawaiian <input checked="" type="checkbox"/> Disabled <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input 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 type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input checked="" type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
2. Develop Comprehensive Basic Needs Center	Personnel hired including Director, Specialist and Assistant	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Native American/Alaska Native	<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 type="checkbox"/> Transfer

		<input type="checkbox"/> Community and Partnerships	<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 checked="" type="checkbox"/> Other <u>Student parents</u> _____	<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 checked="" type="checkbox"/> Other <b>Hope</b>
3.		<input type="checkbox"/> Equity <input type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> Latinx <input type="checkbox"/> Native American/Alaska Native <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other _____	<input type="checkbox"/> Enrollment/FTES <input type="checkbox"/> Transfer level English, math or ESL achievement <input type="checkbox"/> Degree or certificate completion <input type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____



## 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Job Description/Tasks</b>	<b>Justification BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Length of Contract in Months</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Item 1</b>	1	<b>Vaccination verification site contract</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Bright Star	Staff "check-points" across Campus with contractors to validate Student compliance with COVID vaccinations, current negative COVID tests as well as exemptions. This process is performed in the Cleared4 software	Support safe return to campus with new vaccination mandate to support students who rely on in-person instruction and services including students who are DI, science and/or CE based, athletics, arts, music, theater and other areas	1 year	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$100,000

					provided by the District. “checkpoints” at the Student Center, Library and Cafeteria				
<b>Item 2</b>	2	Student Equity Scorecard	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	USC Center for Urban Education	To systematically assess and plan to eliminate student equity gaps with integrated resources focused on successful practices, structures, systems, pedagogy and professional development	Recommended by SASE in support of Student Equity Pan, EMP	1 year	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$30,000
<b>Item 3</b>			<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.

	<b>Rank</b> (1, 2, 3, etc. after all	<b>Project Name</b> Use the same project name for all requests	<b>New, Updated, or Repeat Request</b>	<b>Vendor Name</b>	<b>Brief Item Description</b>	<b>Justification BRIEFLY</b> justify how this spending relates	<b>Quantity</b> (1, 2, 10, 12, etc.)	<b>Year(s) Needed</b>	<b>Estimate d Cost Per Year (Total \$)</b>
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	requests have been entered)	related to a large project or put 'individual request'				to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
<b>Item 1</b>	1	<b>Electronic eMarqui for 700 building</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Unsure	A full-color, digitally-programmable website accessed eMarqui message board mounted outside the 700 building to inform the public and campus community about hours of operation, important announcements, websites and resources for access, equity and success support information and services referrals	This project ties directly to the re-engagement, community and student awareness of services, basic needs, online referrals and real-time programming requirements of an ever changing services environment to best support students who are DI and second language learners	1	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$50,000
<b>Item 2</b>			<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	
<b>Item 3</b>			<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	

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### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Item Description</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year (Total \$)</b>
<b>Item 1</b>	1	<b>Banner Display Posts/Frame at Hesperian and Turner Court</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	A three post Banner Display frame to hang two banners facing Hesperian Blvd. at Turner Court with messages such as "Welcome Back Gladiators"	This area is a under-utilized high-traffic corner of one of the main entrances to the college that could benefit from a more collegial look and the college enrollment awareness could be supported with registration and campus event banners being hung to promote the college	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$10,000
<b>Item 2</b>			<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	
<b>Item 3</b>			<input type="checkbox"/> New <input type="checkbox"/> Updated			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23	

			___ Repeat			___ 2023-24 ___ 2024-25	
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### 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Classification</b>	<b>Position Title</b>	<b>Avg. hour s per week</b> (5, 20, 40, etc.)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Position 1</b>	1	Basic Needs and Outreach Center	<input checked="" type="checkbox"/> New ___ Updated ___ Repeat	<input checked="" type="checkbox"/> Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Basic Needs and Outreach Director	40	To meet basic needs to support outreach, recruitment, enrollment, retention and graduation of students farthest from opportunity who are DI for access, retention and success	<input checked="" type="checkbox"/> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	\$150,000 From ongoing Basic Needs Center state categorical funding
<b>Position 2</b>	2	<b>CalFRESH Outreach Contract for Basic Needs Center</b>	<input checked="" type="checkbox"/> New ___ Updated ___ Repeat	___ Admin FT <input checked="" type="checkbox"/> Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour	<b>CalFRESH Outreach Specialist</b>	40	To meet basic needs to support outreach, recruitment, enrollment, retention and graduation of students farthest from	<input checked="" type="checkbox"/> Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	\$100,000 From ongoing CDSS CalFRESH Outreach

				<input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <input type="checkbox"/>			opportunity who are DI for access, retention and success		Contract funding
<b>Position 3</b>	3	<b>BCRC Basic Needs Satellite Center</b>	<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 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 <input type="checkbox"/>	<b>BCRC Basic Needs Counselor Assistant</b>	40	To meet basic needs to support outreach, recruitment, enrollment, retention and graduation of students farthest from opportunity who are DI for access, retention and success	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$75,000 from ongoing Basic Needs Center state categorical funding

- 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.

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put 'individual request'	<b>New, Updated, or Repeat Request</b>	<b>Brief Description</b> (1-2 sentences)	<b>What Type of PD Request?</b>	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	<b>Number of Attendees</b> (1, 5, 10, etc.)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year</b> (Total \$)
<b>Request 1</b>	1	<b>RP Group Strengthening Student Success</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Basic Needs Summit	<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 _____	To meet basic needs to support outreach, recruitment, enrollment, retention and graduation of students farthest from opportunity who are DI for access, retention and success	5	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$2,500
<b>Request 2</b>	2	<b>CSSO Association Annual Conference</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Bring more student services professional as a team to this annual conference	<input checked="" type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	To support student services professional development and advancement opportunities	6	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3,000

<b>Request 3</b>			<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="text"/>			<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.

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

	<b>Rank</b> (1, 2, 3, etc. after all requests have been entered)	<b>Project Name</b> Use the same project name for all requests related to a large project or put ‘individual request’	<b>New, Updated, or Repeat Request</b>	<b>Was the feasibility of the request discussed with IT?</b>	<b>Brief Item Description</b> (1-2 sentences)	<b>Justification</b> <b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	<b>Quantity</b> (1, 2, 10, 12, etc)	<b>Year(s) Needed</b>	<b>Estimated Cost Per Year (Total \$)</b>
<b>Item 1</b>	1	<b>Laptops/Hotspots</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	laptops with hotspots	Student connectivity is crucial to student learning, services and equitable support	1,000	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$1 m
<b>Item 2</b>	2	<b>Wifi near 700 building</b>	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Wifi hubs are needed in 700 bldg. breezeway	Return to campus requires flexible use of outdoor spaces adjacent to service buildings	3-4	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$10,000
<b>Item 3</b>			<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://forms.gle/ZXC65S6NscLMCz8G7>

Please note that SASE may request additional information after you submit the application. Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro [gchaparro@chabotcollege.edu](mailto: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](https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbXnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link)

- Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu).

If you have any other questions about the CE funding process, please contact the Career Education Committee Tri-Chairs: faculty chair Connie Telles [ctelles@chabotcollege.edu](mailto:ctelles@chabotcollege.edu), admin chair Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu), or classified professional chair Kathleen Stanley [kstanley@chabotcollege.edu](mailto:kstanley@chabotcollege.edu).