

Divison: Special Programs

Name of Program/Area and Contributors

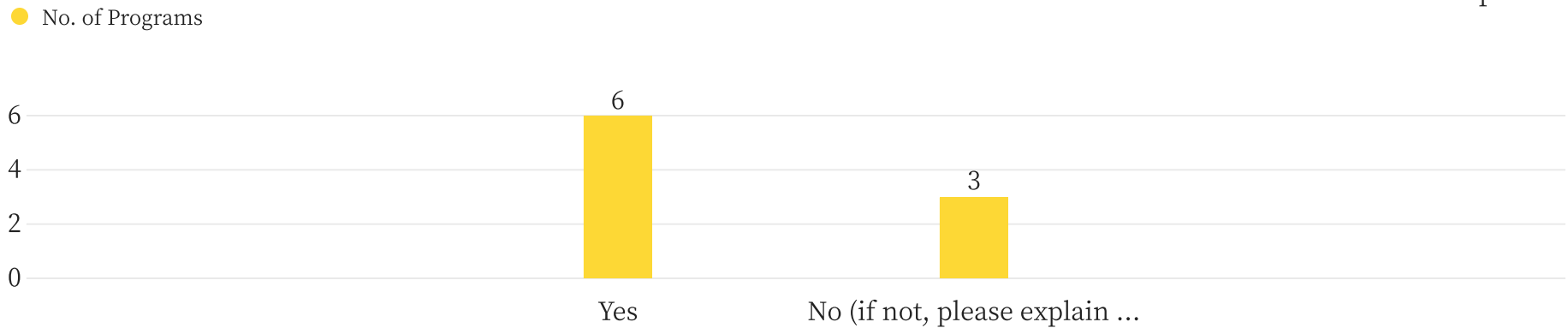
10 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
CalWORKS	Elsa Saenz and Emily Chan- CalWORKs Program	Student Services
Change It Now (CIN)	Michael R. Lai, Carmen Johnston, Jason Ames, Pedro Reynoso	Student Services
DSPS Student Services	Nathaniel Rice	Student Services
EOPS/CARE	Patricia Molina, Art Barboza, Cynthia Johnson, Sylvia Ramirez, Rachel Aziminia, Alison Kubo, Carlos Morales	Student Services
Guardian Scholars Program	Elsa Saenz	Student Services
Puente	Sandra Genera, Kenya Orochena, Shoshanna Tenn	Student Services
TRIO - ASPIRE	Roberto Mendez Program Director	Student Services
TRIO - ETS	Robin Galas	Student Services
TRIO - EXCEL	Roberto Mendez Program Director	Student Services
Umoja	Michael Thompson Tommy Reed Tom deWit	Academic Services

Responses on Service Area Outcomes for Areas in Your Division

Does your service area have two or more SAOs?

9 Responses



Explanation for Having Less than Two SAOs

10 Responses

Program/Area Name No (if not, please explain why) - Text

CalWORKS N/A

Change It Now (CIN) N/A

DSPS Student Services N/A

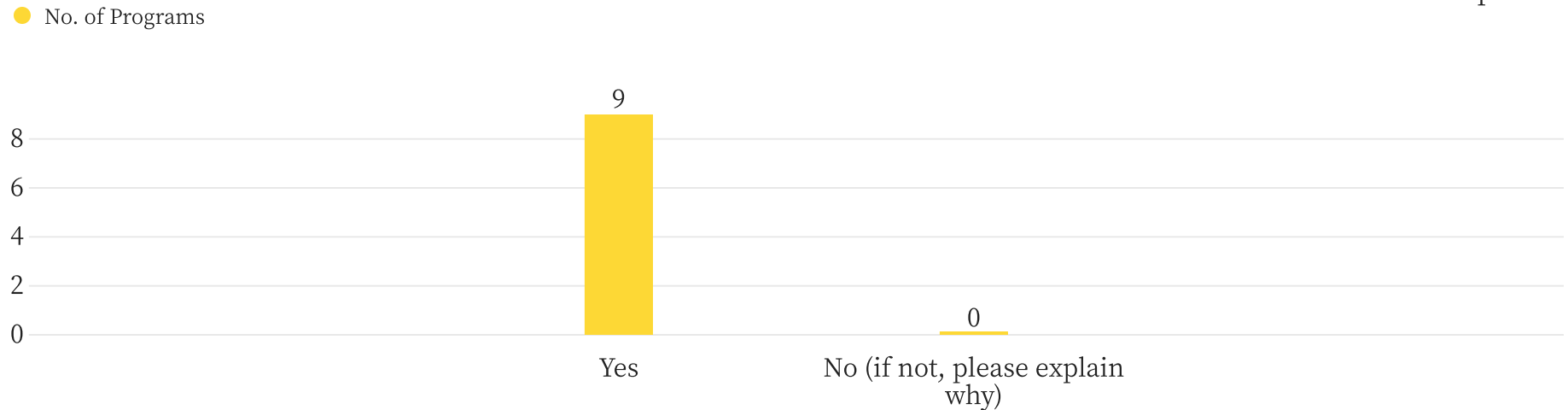
EOPS/CARE N/A

Guardian Scholars Program N/A

Puente	N/A
TRIO - ASPIRE	TRIO ASPIRE has federal objectives that govern the program, special program adds only one SAO per division
TRIO - ETS	We do serve students, but most of them are not Chabot students and thus we seem to be out of alignment with the SAOs. Also the process/questions have changed from year to year making tracking through difficult, especially with a program like TRIO ETS which is not serving “Chabot” students.
TRIO - EXCEL	N/A
Umoja	N/A

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?

9 Responses



Responses on Institutional Supports and Barriers

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?

10 Responses

Program/Area Name	Institutional Supports, Barriers and Data 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?
CalWORKS	<ul style="list-style-type: none"> o Having access to timely reporting of all our students o The ability to attribute our own CalWORKS students because it makes our data timely and accurate. o The ability to pull our own CalWORKS data from Banner and by having our own banner coding. o The ability to have access through our reports to see SSSP components, financial aid, academic standing, units enrolled, GPA, etc. o Having county CalWINN access which we pull information to report into banner. o Positive relationship with Financial Aid to fund our work-study students. o We have an automatic email set up with CCC apply which helps us screen students requesting additional information on the CalWORKS program. This helps us in outreach and capture students in the front end and we support their onboarding process.
Change It Now (CIN)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting the CIN move to Special program was a big step in CIN' s development. <input checked="" type="checkbox"/> Providing a regular budget for CIN each academic year. <input checked="" type="checkbox"/> Collaborating with Student life to explore and establish CIN space on campus. <input checked="" type="checkbox"/> Support from Dean of Language Arts to develop program and seek resources. <input checked="" type="checkbox"/> Support from Dean of Counseling to set aside dedicated counseling hours for CIN students. <input checked="" type="checkbox"/> Providing Counseling Assistant support from general counseling to set up CIN appointments. <input checked="" type="checkbox"/> Cross collaboration across disciplines: Counseling, English, Library, Ethnic Studies, and Communications Studies has been a gift
DSPS Student Services	<p>Inclusion of DSPS at many tables for campus-wide representation, opportunities to provide training and inreach at numerous venues, support for the more inclusive name change of our building, and even references by the president at all-campus events help support our overall SAO endeavors.</p>
EOPS/CARE	<p>Having access to Banner has been very helpful to monitor the progress of our students and recruit new students to meet our year goals. Having access to Degree Works so students and counselors can monitor their progress for graduation.</p>

Program/Area Name	Institutional Supports, Barriers and Data 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?
Guardian Scholars Program	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)
Puente	Having access to Learning Assistants have been particularly helpful in reaching our PAR goals. Having an MOU/Contract Agreement to provide an outline of coordination, support & professional development the campus and the Puente statewide office provide is helpful. DegreeWorks has been very helpful in creating a Student Education Plan for students to follow and have access to.
TRIO - ASPIRE	IT department able to develop a strong data report to capture set goals information to assist students.
TRIO - ETS	Integrating two grant resources (HPN/ TRIO ETS) enabled us to maximize services for all sites, and especially for two of our most resourced-challenged schools. Also the ability to hire Student Assistants has been enormously helpful in supporting our work.
TRIO - EXCEL	IT department able to develop a strong data report to capture set goals information to assist students.

Program/Area Name	Institutional Supports, Barriers and Data 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?
Umoja	<p>During the Shelter In Place the Umoja Program's Black student leaders were invited to speak on behalf of all black students at Chabot. They were invited to share some of the many challenges and struggles to stay engaged in school amidst the pandemic and protests on behalf of police violence towards black people. As a response, students penned a letter with a list Demands challenging the college to show support and solidarity to its African American students. The College responded to the letter by creating a Task Force of Administrators, Faculty members and Classified to form the Black Excellence Collective(BEC) 10x10. The work of the BEC 10X10 helped to secure support and funding to create and launch the Black Cultural Resource Center(BCRC). The BCRC was the brainchild of Umoja students who wanted to provide a space for all Black students to access resources, tutoring services, and study spaces. The college has committed to supporting the funding and institutionalization of the BCRC as a way to centralize and continue the efforts of the BEC 10X10.</p>

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?

10 Responses

Program/Area Name	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?
CalWORKS	<p>o Not having a career exploration tool on the Chabot College Website. o Career Center and website has limited resume and cover letter resources as well as internship opportunities. o Not have a list serve to post student assistants jobs available at Chabot College. CalWORKS has funds to pay CalWORKS students to place them through out the campus to gain work experince.</p>
Change It Now (CIN)	<p><input checked="" type="checkbox"/> Still working to establish CIN on the same level as other learning communities. <input checked="" type="checkbox"/> Getting campus to understand and accept CIN as a cross cultural Social Justice theme learning community. <input checked="" type="checkbox"/> Still working to set up CIN space on campus. <input checked="" type="checkbox"/> Some level of uncertainty with budget from year to year. <input checked="" type="checkbox"/> Unable to hire counseling assistant to help establish CIN cohort. <input checked="" type="checkbox"/> Evaluate how CIN students are counted and working to make it consistent with other learning communities.</p>
DSPS Student Services	<p>With a constantly cycling of the college community (especially on the instructional side), there is ongoing need for training around DSPS issues. And with new students each semester, the same is true for the student body. We will never “arrive” at our goals, but we must actively keep pursuing them or else fall behind in their advancement and collective integration into our communal practices.</p>
EOPS/CARE	<p>A lot of students have had a hard time with Asynchronous classes. Since we couldn’ t be in person they preferred the Synchronous classes because it gave them accountability to be in class and a chance to engage in live time. Also our technology was not efficient as our email system went down and effected our communication with our students.</p>

Program/Area Name	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?
Guardian Scholars Program	<p>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.</p> <p>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.</p>
Puente	<p>Not having a dedicated Puente English team has been a barrier. When a Puente English member needs to take a break, it has been hard to recruit a full-time English faculty to take on the Puente responsibility to teach the year-long Puente English courses. Training a team of English instructors would be helpful to have a rotating team when issues come up. Technology issues with campus-wide email systems not being efficient, affected communication with our students. Not having access to email a bulk of students at one time without having to contact someone who has constant contact or something else. Asynchronous courses provided our Puente students with a challenge during the Shelter-In-Place. Class-web needs to be updated to be able to provide students, staff & faculty with increased function. Not having the updated version of DegreeWorks has provided a challenge in making course recommendations for divisions in planning the upcoming semesters. Only having one full-time counselor in Puente has sometimes made it challenging to follow-up with all of the 200+ Puente students on campus to make a plan so they can reach their educational goals.</p>

Program/Area Name	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?
TRIO - ASPIRE	Not applicable
TRIO - ETS	We are adept at work-around's, but our technology is often a factor we have to navigate whether it's in seemingly simple elements like timesheets (getting signatures on forms that aren't digital is really cumbersome and our students don't have printers), our email system's stability, and not having web-based shared folders which have required us to use other systems.
TRIO - EXCEL	Not Applicable
Umoja	<p>From the time a student applies to Chabot until they register for classes there are a few areas that students can get tripped up on. While the college has improved tremendously there are still small areas where our Umoja students tend to get stuck, or lost. Financial Aid- Students are still struggling to follow the financial aid process to completion. Many of our students submit their application when they apply for school, but fail to check their classweb to complete the entire process. This happens to a large group of our students. Applying for financial aid is difficult even for the parents. The Director has worked to collaborate with Umoja to create systems and provide a liaison to capture and assist students to completion of their application. Of course there is no overnight solution, but it's trending in the right direction. Umoja Promise(UP) has two accelerated English courses running consecutively. Students take English 1 for 8.5 weeks, then English 4a for the remainder of the semester. Umoja is in year 4 of UP and students are still not able to sign up for a full schedule because there is a prerequisite block keeping them from registering for the 2nd english. This impacts their financial aid, Promise Grant status, and leaves them feeling anxiety about not having an adequate schedule. If there were a way for students who enrolled in the Umoja's Accelerated English to be automatically placed into English 4A that would alleviate this issue. It's a lot for the Umoja program because we want to provide access to college with ease, but this has been a hindrance in moving students through.</p>

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?)

10 Responses

Program/Area Name	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?)
CalWORKS	o Food Pantry o Emergency Aid o The Accessibility Center for Education provides great resources to our students and supports setting up their accommodations. o The Barnes and Noble book store is great a facilitating the purchases and invoicing of books with our special programs.
Change It Now (CIN)	<input checked="" type="checkbox"/> Technology Loan program <input checked="" type="checkbox"/> Providing blend of General counseling and Special Program counseling services. <input checked="" type="checkbox"/> Offering F hour or assign time for faculty to work on aligning curriculum and supporting students. <input checked="" type="checkbox"/> Investing and building up the Student Health services and Mental Health CARES Team. <input checked="" type="checkbox"/> Working to hire staff that reflect our student population. <input checked="" type="checkbox"/> Training and workshops from Institutional Research. <input checked="" type="checkbox"/> Creating professional development and equity workshops for staff and faculty. <input checked="" type="checkbox"/> Free first year tuition program: Chabot Promise Program. <input checked="" type="checkbox"/> Free textbooks <input checked="" type="checkbox"/> Food pantry and basic needs support. <input checked="" type="checkbox"/> Online teaching support.
DSPS Student Services	Keep having DSPS at the table – remembering students needing accommodations when doing outreach, promotion, planning, hiring, training, and course development, especially in the online arena.
EOPS/CARE	I believe all the support during the pandemic should continue. Some examples include free lunch once a week or more, enough laptops, and hotspots. For the EOPS/CARE program, our staff should continue to be accessible for our students and provide our remote services.
Guardian Scholars Program	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.

Puenete	AB 705 has provided a big difference in a positive way to help Puente students complete transfer-level English within their first year at Chabot. Synchronous courses in Puente have helped students build a sense of community, despite the distance-education that is happening because of the pandemic. Pandemic support has been helpful, like: Free breakfast & lunches for students, access to laptops and hot spots.
TRIO - ASPIRE	Development of Student Education Plan for success
TRIO - ETS	Our students access Chabot in two primary ways: as seniors who become Chabot students and through dual/concurrent enrollment. There' s been a lot of thought in onboarding and continual responsiveness and adapting of SOAR that has been helpful. I think continuing to be responsive to our feeder high schools through the Chabot Area Counseling Collaborative is key.
TRIO - EXCEL	Development of Student Education Plan to support student success

Umoja Chabot should definitely continue to... Provide the Chabot Promise grant to new full-time students. This grant has helped Umoja students to successfully complete their first year without the worry of paying for classes. This alleviates a lot of stress and anxiety. Not all students qualify to receive financial aid due to their parents income, or other discrepancies, but that doesn't mean they can pay for college. Over the years, one of the constant areas of worry for many Umoja students tends to be in the area of finances. Continue expanding and providing the option of virtual and F2F Counseling and Admissions Services: Before the pandemic, the college was in the beginning stages of offering online counseling. The shelter in place orders forced the college to move quicker and make the necessary adjustments to offer counseling financial aid and admissions services virtually. As a result, staff, faculty, and administrators have created programs and improved systems to become more fluid working remotely. Working virtually has made the college more accessible for students. It has helped them to resolve issues without having to come to campus and stand in a long line to get a short, quick answer. They can now complete student education plans, remove holds, complete services, and talk with someone during their lunch break or from the convenience of the home. Many Umoja students are working and unable to come to campus to meet with counselors, or complete financial aid and admissions tasks. Provide laptops and hot spots. This was something that was started through the pandemic, but should remain as a staple, as the school and programs adjust back to F2F. It evens the playing field for students, having a laptop and/or hotspot. It provides a level of access all students should have as they navigate their way through college. Fund Emergency Direct Aid for struggling students. Students need money. This comes up over and over again. It's in the data. It's in the surveys. Students are struggling while going to college. They work and many don't qualify for financial aid due to their parents income. Therefore, having access to emergency support/direct aid could save many students from leaving or dropping out when in a pinch. Again as mentioned in other points, this provides a level of access that all students should have access to.

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?)

10 Responses

Program/Area Name	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?)

Program/Area Name	<p>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?)</p>
CalWORKS	<p>o Available data in comparison to other Chabot parents would be helpful data to gather for the college as a whole and to compare with CalWORKS students. o 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. o Student have multiple logins and passwords with our college programs and financial aid programs. o 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. o 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. o There are some students (not in CalWORKS) that have missed the opportunity to participate in commencement because they were not aware of the step of applying in early Spring for their Degree and Certificate. They either missed the hard deadline or missed that the email communication was only to their Zone email</p>
Change It Now (CIN)	<p><input checked="" type="checkbox"/> Too many logins to and programs. Need single sign on. <input checked="" type="checkbox"/> Cranium Café program can be unreliable at times. Complicated for students. <input checked="" type="checkbox"/> Chabot Promise Program has too many steps. Limit to applying for financial aid. <input checked="" type="checkbox"/> Emails from College too many words. <input checked="" type="checkbox"/> Email system is unreliable. <input checked="" type="checkbox"/> Class Web is outdated. <input checked="" type="checkbox"/> Degree works and Class web do not work together well. <input checked="" type="checkbox"/> Inconsistent messaging of supporting Black Lives Matter movement while investing in sheriff academy. May need to address as a campus to bring communities together. <input checked="" type="checkbox"/> Cost of Access codes for Math, Science, and Business classes are difficult for some students. <input checked="" type="checkbox"/> Not enough faculty, staff/administrators are open to reflecting and interrogating their own teaching, biases, and impact on students of color.</p>
DSPS Student Services	<p>This is difficult. I would like to see the dissolution of all siloing (i.e., integrating accessibility into everything we do), but practically speaking, I am not sure how this could be accomplished, especially in terms of providing accommodations. Ideally, I would love to see all services areas be one-stop shops, instead of go here for service A and here for service B, but practically, I do not see that being fully possible or sustainable. The realities of budget and limited staffing options create real borders of service possibilities. Balancing student demand, service availability, and budget realities is not easy.</p>

Program/Area Name	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?)
EOPS/CARE	I believe that our college website can improve for new students and improve class-web. Class-Web is difficult to navigate and an updated program is needed badly. It is difficult for students to register and find classes . The W# number should be bold and in big letters right when you open the screen. Instead of the title being Student Services, it should say Register for classes, another section should say open classes, online, or in person classes. [A small image of Class-Web appears below the text]
Guardian Scholars Program	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.
Puente	The Chabot website can improve for new students. Class-web is difficult to navigate and an upgraded program is needed. The lack of adequate student loaner computers has been a hurdle for our students. The loaner computers do not allow students to use a virtual background on zoom and they are less likely to turn their computers on during the synchronous class. The loaner computers do not allow students to upload MS Office or grammarly programs that are needed for their Puente English classes. In some instances, the microphone has not worked on the loaner computers either.
TRIO - ASPIRE	Not applicable
TRIO - ETS	Concurrent enrollment needs more support: it seems behind the times that we don't have a truly digital submission process; I understand that we do submissions online but it is not automated in any way. Behind the scenes is a person doing manual entry. This very much impacts our students being able to take courses, receiving timely info, etc.

Program/Area Name 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?)

TRIO - EXCEL Not applicable

Umoja Umoja students need to be automatically registered into the second set of eight week courses in our Umoja Promise program. EVERY semester this has been a major issue for our students--this disrupts their ability to receive financial aid, be eligible for athletics, and to be considered full-time status. The college praises the success of the Umoja Promise program but blocks our students from registering in it. We have tried to address this with Director of A&R, Vice-President of Student Services, Dean of Special Programs, and every semester it is deja vu, a major hassle and puts our students into a serious bind. Our students have lost financial aid opportunities because of this for the last 3 years. Not resolving financial solutions for students preventing them from registering each semester is also an issue. Students should be able to add classes in the following term/semester, even if they owe money. Being in a situation where students cannot add classes for the following semester plays a huge role in retention and persistence, especially in Umoja. Many of our students work, have families, and hold major responsibilities that take precedence over school fees. There should be a system or agreement set up to ensure that students can register for the following semester even if fees are unpaid. They could allow students to sign a document agreeing to paying a monthly fee. Umoja needs a space. Once we are F2F, our students will need a space that represents their wants and needs. It needs to be an open community space with smaller group meeting spaces, computers, supplies, and resources. The space should also provide students with computers, break out rooms for counseling, and tutoring. President Sperling acknowledged this need and promised to include a space in her response to the Umoja Student leaders demands.

Questions Related to Staffing, Technology, Facilities, and Professional Development

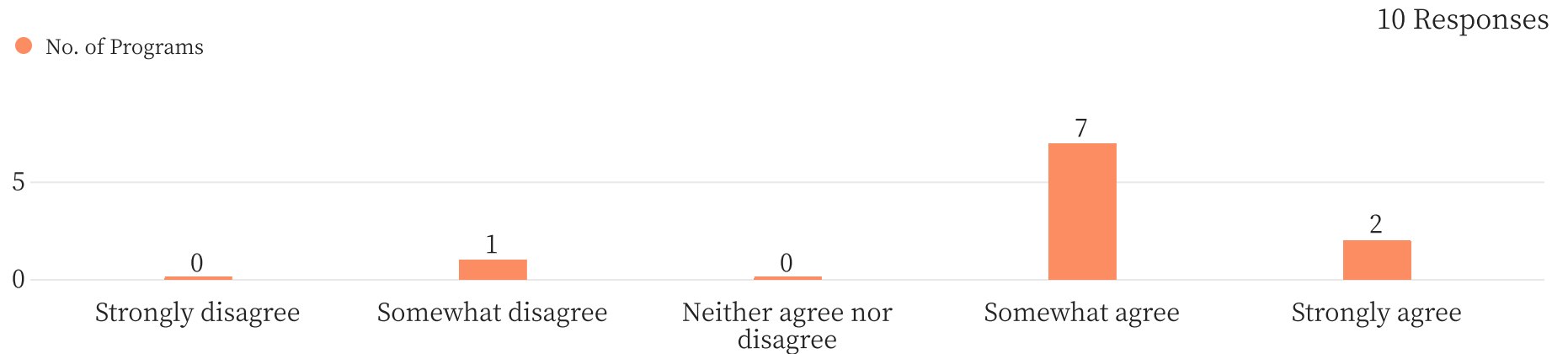
If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

10 Responses

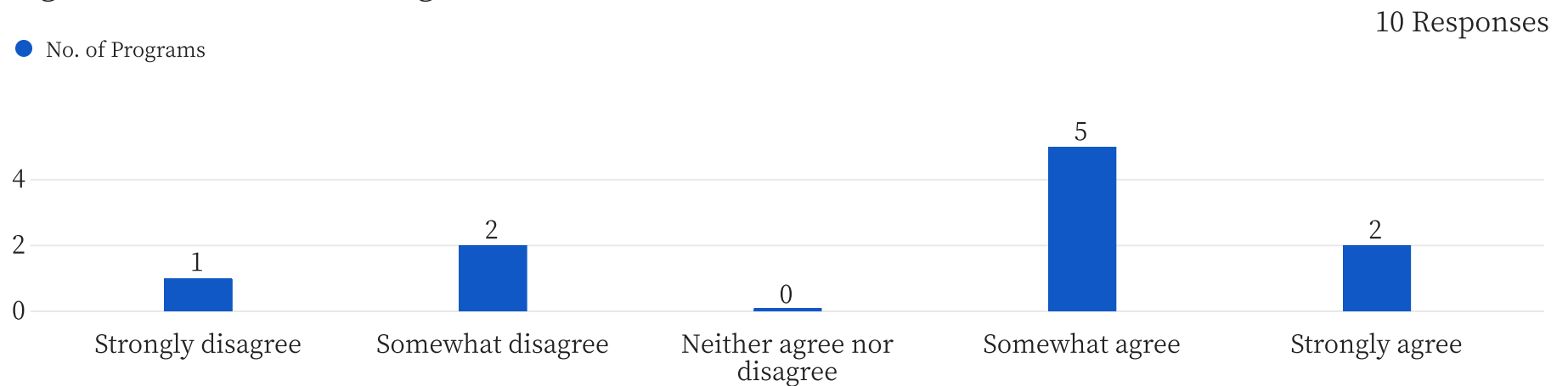
Program/ Area Name	If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
CalWORK S	N/A
Change It Now (CIN)	From Fall 2018 to Spring 2021, CIN Counselor 25 counseling hours per week were divided into approximately 50% for general counseling, 25% for APIEA/MOVEMENT students, and 25% for CIN students. Starting Fall 2021, this went to 50% for MOVEMENT students and 50% to CIN students. This change doubled the number of counseling hours available to CIN students. I am currently using SARS to track the number and type of services provided.
DSPS Student Services	COVID has greatly impacted our student population, for as many reasons as there are students. In terms of staffing, we saw a large decrease in the number of student assistants we employ, because of no in-person services, and a decrease of students in in-person classes/services that used DSPS student assistants (namely ADPE, the accessible computer lab in 2400, and tutors/scribes). We also saw some loss of professional experts, in terms of moving out of the area for various reasons.
EOPS/CAR E	Write-in note or Staff Part-time Faculty: 3 pending 2 more The number of students served are the same depending on state goals. I have noticed during the shelter in place, that the number of continuing students did drop. It has been hard recruiting and retaining our in EOPS/CARE.
Guardian Scholars Program	N/A

Program/ Area Name	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?
Puente	While the counselor/coordinator was on sabbatical in fall 2020, two part-time counselors were hired to fill-in for the full-time counselor/coordinator. The number of students served was comparable when there was a full-time counselor/coordinator and two part-time counselors. The number of services provided to students was comparable when there was a full-time counselor/coordinator and two part-time counselors. The number of services provided to the campus was less when there were part-time counselors because their load did not provide flexibility for them to attend weekly department meetings, shared-governance meetings, training, or FLEX Day activities.
TRIO - ASPIRE	TRIO ASPIRE has a set number of student they must serve per year 160. The program has always met the number so no changes regarding number of students serve.
TRIO - ETS	We have grant targets which we always meet and truthfully exceed. Our capacity has been leveraged not by full time staffing but by having two funding sources and utilizing multiple types of other services: professional services and student employees to extend our capacity.
TRIO - EXCEL	TRIO EXCEL has a set number of student they must serve per year (140). The program has always met the Number so there are no changes regarding number of students served
Umoja	N/A

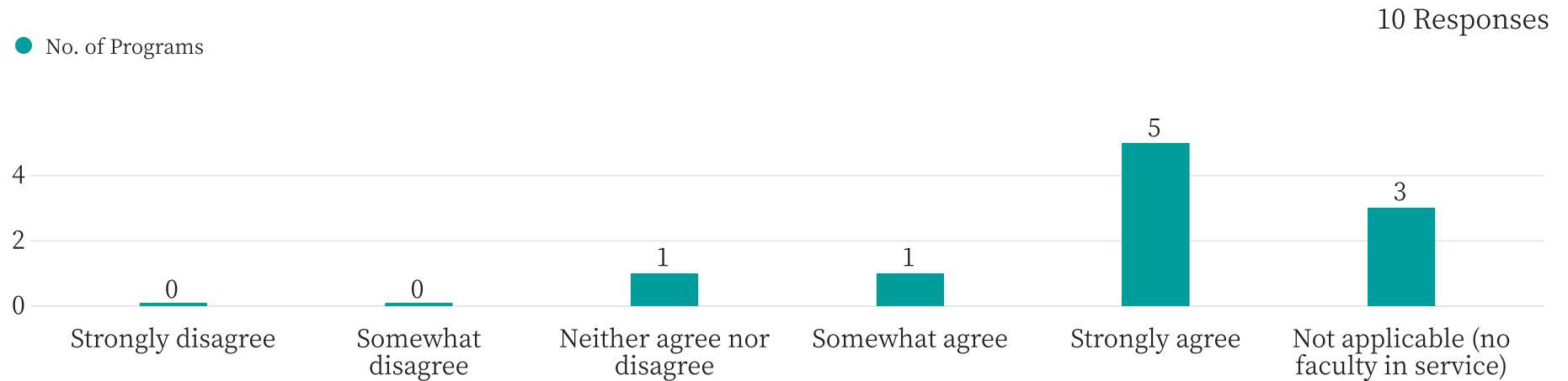
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.



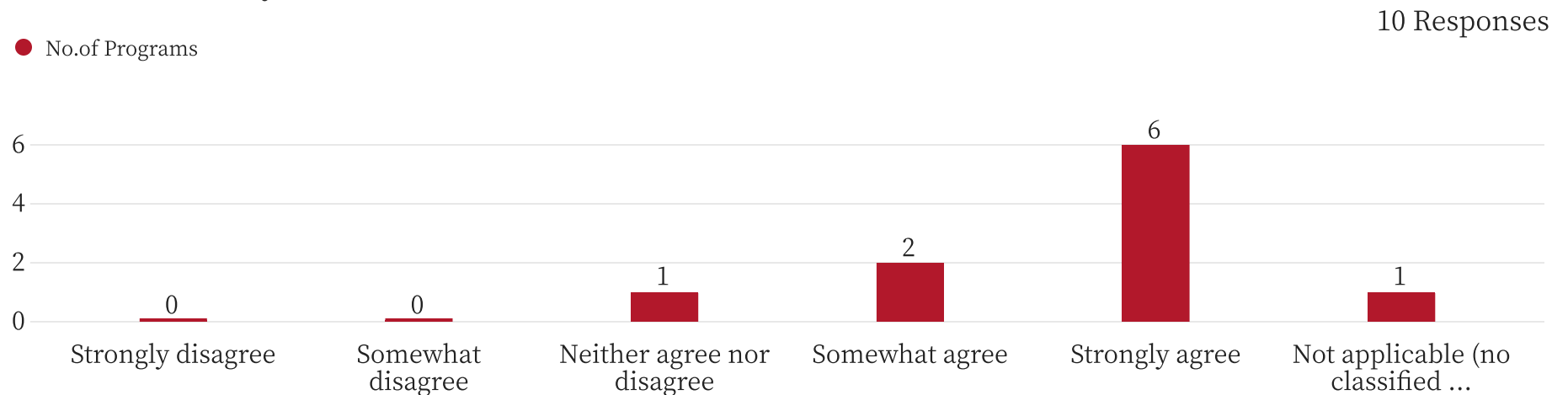
The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.



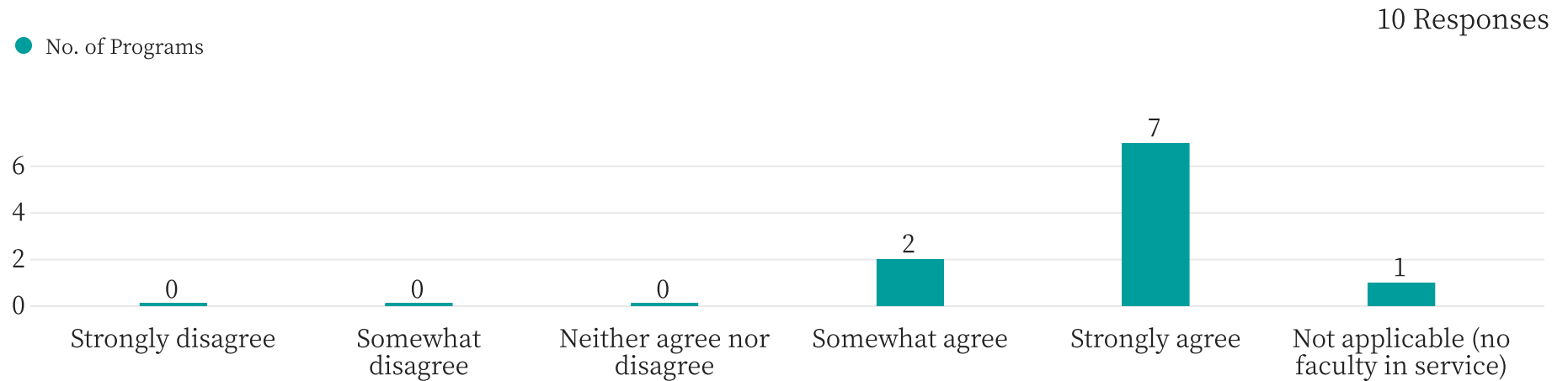
Professional Development: In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot.



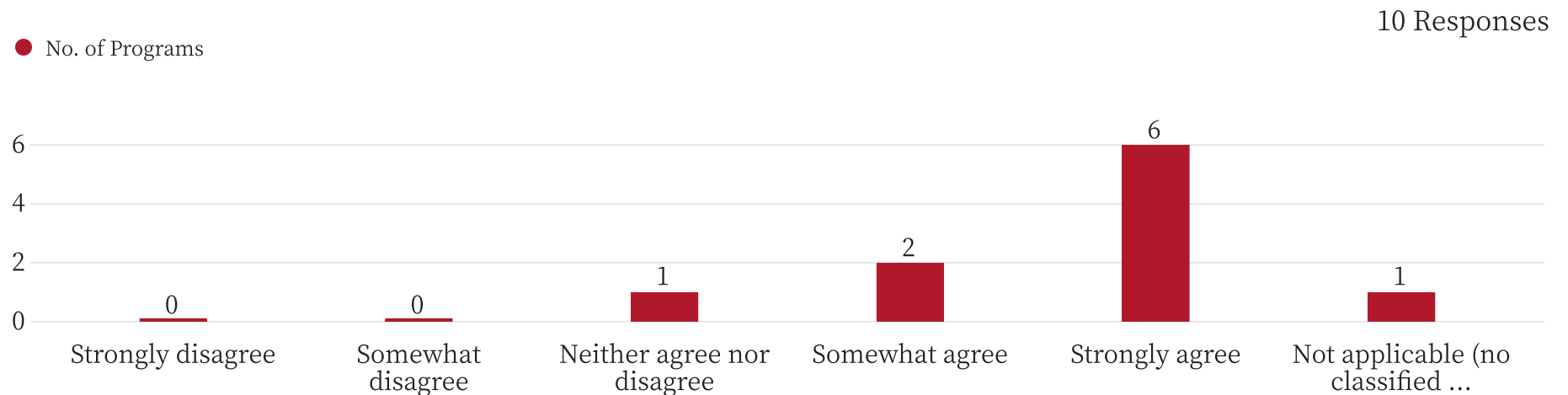
In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot.



In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot.



In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot.



Questions Related to 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.)

10 Responses

Program/Area Name	Equity and 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.)
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CalWORKS	<p>o Individuals may be deterred from applying to the CalWORKs program due to the stigma attached to receiving public assistance. o The name of the CalWORKs college program is the same as the county CalWORKs County program. Students sometimes think because they are already on CalWORKs with the county, they do not need to connect with the college program. We proactively work with the county to have student connect with us. In our literature we differentiate the two programs. o Undocumented students cannot access county benefits with CalWORKs.</p>
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Change It Now (CIN)	<p><input checked="" type="checkbox"/> Visibility tends to be barrier for CIN. Many students are unaware that Chabot College has a Social Justice learning community. <input checked="" type="checkbox"/> Technology can be a barrier. With courses and communications primarily online, it has been a challenge for some CIN students. <input checked="" type="checkbox"/> Space is an area that has been a challenge. CIN students do not have a consistent space on campus to collaborate, rest, study, and heal.</p>
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DSPS Student Services	<p>For barriers, the ones that seem to come up is knowledge of the process to access services, and sometimes even just that services exist. This largely has to do with the type of student and their past experiences (traditional/straight from highschool, versus nontraditional/older students, who may not have had accommodations when last in school) and also possibly personal biases/stigma a student might associate with accommodation services. At certain impacted times of the year, historically there have been challenges with having enough counseling appointment slots (as DSPS appointments are an hour long), but most of the year this is not an issue. As far as disproportionate impacts, our representation is similar to the campus at large in terms of ethnic makeup in general, but we are 2x represented with African-American students as the campus as a whole. This is a deeper issue though, not Chabot-specific, and is the carryover of experiences and general practices at the K-12 level (in terms of frequency of referral for disability assessment).</p>
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Program/Area Name	Equity and 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.)
EOPS/CARE	We need the supplemental SARS program so students can access our counselors zoom links without having to look them up. We also need faster Wifi in the area so students and staff can work outside.
Guardian Scholars Program	GSP programming 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.
Puente	Since Puente is tied to English classes, students must be eligible by the English self-placement assessment to have access to the Puente English classes. An incentive for students to join Puente can be for Puente to have priority registration like many of the other Special Programs in our department, which is not offered now.
TRIO - ASPIRE	NO
TRIO - ETS	It's getting the word out to all eligible students which is difficult because of the number of sites and potential students and we are in a very saturated market. Most of our sites have multiple college-readiness programs and services and I can imagine it being difficult for students to recognize what they need to best support their journey.
TRIO - EXCEL	NO
Umoja	N/A

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?

10 Responses

Program/Area Name	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?
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Program/Area Name	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?
CalWORKS	o Yes, our hours are accessible for students in person and on-line. o Our CalWORKs team is flexible and accommodate to our students needs for their intake and counseling appointments.
Change It Now (CIN)	<input checked="" type="checkbox"/> Yes. CIN counseling appointments are primarily during the day but when needed, we have set up counseling appointments and workshops in the evening and provided services on the weekends. <input checked="" type="checkbox"/> CIN Instructors are responsive in their work with students.
DSPS Student Services	At the moment students can access DSPS services in-person twice a week during the day, but we are returning evening services once a week in about 2 weeks. Online services are always available and we continue to add what is available online. At the moment, return to campus policy relating to COVID is what is determining our on-campus presence. In spring of 2022 these are scheduled to return to 5 days a week in-person service availability.
EOPS/CARE	Yes, students have access to us starting at 9 until 6pm. They can also send us email on our EOPS email and Canvas, or leave messages on our Google Voice#. They have access to ask a question on ESARS online counseling through email, anytime of the day.
Guardian Scholars Program	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.
Puente	Our students have access to our services during all three scenarios. Our contact information is on the Chabot Puente website. Students are eligible to text or email to request services.
TRIO - ASPIRE	Student can access our service Monday – Friday online during the day and late afternoon. All of the current services are online
TRIO - ETS	Yes though not on the weekends, but in every other way.
TRIO - EXCEL	Student can access our service Monday – Friday online during the day and late afternoon. All of the current services are online
Umoja	N/A

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?

10 Responses

Program/Area Name	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?
Program/Area Name	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?
CalWORKS	Student have to apply with the county and then wait for approval from the county before they can access services with the Chabot CalWORKS program. Once the student is approved we can enroll them immediately.
Change It Now (CIN)	<input checked="" type="checkbox"/> CIN appointments have been a lot more available with move to Special Programs counseling. Students can get same day or up to 2 weeks out appointments. <input checked="" type="checkbox"/> CIN Counselor aims to respond to student within 24-72 hours.
DSPS Student Services	The service we provide that takes the most time is Braille books, the most difficult of which is math. For this, we work with an external state service provider, as producing this material is *extremely* laborious and time-intensive. Luckily, with changes in both technology and the Braille code itself, very few students use physical Braille any more, so this is rarely an issue. There are no low-cost alternatives for this particular service.
EOPS/CARE	The only times students have to wait is during drop-ins for Mid-term Progress report and Term End/Priority Registration. For Priority Reg, we have been trying to resolve any issues for registration so their time won't be long and their registration won't be held up. For Mid-term Progress Reports we are trying to have more people online so it will be less time waiting.
Guardian Scholars Program	N/A

Program/Area Name	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?
Puente	If students have taken an AP English test and are not eligible for English 1 in the fall semester, then they have to wait to take English 4A in the spring. This can seem like a long wait for students. There can be another cohort of English 4A offered in the fall for students who fit this scenario, or were not able to take or pass English 4A in the spring semester.
TRIO - ASPIRE	NO
TRIO - ETS	No; students can access services immediately and we work expediently to set up services at the school level.
TRIO - EXCEL	NO
Umoja	N/A