Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Student Services Fall 2021 Comprehensive PAR.** We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit this completed template with attachments to your Dean/Director/Manager by **10/11/21**. Your Dean/Director/Manager will provide you with feedback and then you will enter the information on this template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

## Background Information:

- What organizational unit does your program/area belong to?

  ___ Academic Services
  ___ Administrative Services
  **X** Student Services
  ___ Office of the President

- Name of your Program, Discipline, Area or Service:

  **Black Cultural Resource Center, Academic Pathways & Student Success**

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

  **Brian Augsburger**

- What division does your Program/Area reside in?

  **X** Academic Pathways and Student Success
  ___ Applied Technology and Business
  ___ Arts, Media, and Communication
  ___ Counseling
  ___ Health, Kinesiology and Athletics
  ___ Language Arts
  ___ Science and Mathematics
  ___ Social Sciences
  ___ Special Programs
  ___ Student Services

## Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the PAR App Program Review Reports.
Click on:
    - PAR App Program Review Reports.
    - Then "Select Academic Year" on the top (choose 2018-19)
    - Then "Submissions" (in the left hand toolbar)
    - Then find your area and click "View" in the right most column
    - For **Academic Areas**, find question 8: "Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?"
    - For **Service Areas**, find question 8: "Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?"
    - For **Administrative Areas**, find question 9: "Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?"

You should be able to see what you submitted as goals in the last comprehensive PAR. Please note that the "goals" you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

| Goal from Previous Cycle | Status of Goal | Outputs or measures (e.g students served, program change made, etc.) Please explain. |
|---|---|---|
| 1. Not Applicable | ___ Achieved<br>___ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The BCRC is a new area and was not part of the previous PAR Cycle. |
| 2. Not Applicable | ___ Achieved<br>___ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The BCRC is a new area and was not part of the previous PAR Cycle. |
| 3. Not Applicable | ___ Achieved<br>___ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The BCRC is a new area and was not part of the previous PAR Cycle. |
| 4. Not Applicable | ___ Achieved<br>___ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The BCRC is a new area and was not part of the previous PAR Cycle. |

| | | |
|---|---|---|
| 5. Not Applicable | ___ Achieved<br>___ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The BCRC is a new area and was not part of the previous PAR Cycle. |

## 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 BCRC is a new area thus there is no previous data. The BCRC will begin to collect data through SARS Trak on the number of students served & the number of services provided.**

- Does your service area have two or more SAOs?
  __**X**__ Yes
  ___ No

If not, please explain why.



- Are your service area's SAOs publicly posted on your website?
  ___ Yes
  __**X**__ No
If not, please explain why.

__**The BCRC is a new program and the website is currently being developed. New SAOs will be posted on the new website.**__

For service areas that directly serve students, often the SAOs will be connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursuing. Chabot's ILOs include: critical thinking, communication, civic & global engagement, information & technological literacy, and development of the whole person. Descriptions of the ILOs are listed on the Outcomes and Assessment webpage. For service areas that do not directly serve students, think about how your service might provide resources that other Chabot employees might utilize to support ILO development. For example, Institutional Research provides data on the assessment of all the ILOs, thus *indirectly* supporting the development of all of the ILOs. In the chart below, please: 1) write down at least two SAOs for your area (feel free to write more!); 2) check off which ILOs your SAOs are directly or indirectly connected to, and 3) briefly explain how your SAOs support Chabot's mission, vision or values.

| Service Area Outcomes (SAOs) | Which Institutional Learning Outcomes are your SAOs connected to? *Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.* | **Briefly** describe how your SAO supports the college mission, vision or values (1-2 sentences). |
|---|---|---|
| 1. The BCRC will ensure students are engaged and learning about the Black/African diaspora. | __**X**__ Critical Thinking<br>__**X**__ Communication<br>__**X**__ Civic & Global Engagement<br>__**X**__ Information & Technological Literacy<br>__**X**__ Development of the Whole Person | This SAO supports the college values in providing a space for teaching and learning about the Black/African diaspora in a supportive space to close equity gaps in serving Black students. |
| 2. The BCRC will spearhead culturally responsive mental health & wellness support services for Black students | ___ Critical Thinking<br>___ Communication<br>___ Civic & Global Engagement<br>___ Information & Technological Literacy | This SAO the college mission by providing access to culturally responsive services to close equity gaps in serving Black students. |

| | | |
|---|---|---|
| | __X__ Development of the Whole Person | |
| 3.The BCRC will provide a safe & collaborative space for students of the Black/African diaspora to connect with each other and engage with campus staff in support of student retention and persistence term to term. | ___ Critical Thinking<br>__X__ Communication<br>__X__ Civic & Global Engagement<br>___ Information & Technological Literacy<br>__X__ Development of the Whole Person | This SAO aligns with our college values by creating an inclusive space for students to build community and learn from one another. |
| 4. | ___ Critical Thinking<br>___ Communication<br>___ Civic & Global Engagement<br>___ Information & Technological Literacy<br>___ Development of the Whole Person | |

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

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

- Were at least two of your SAOs assessed since the previous comprehensive PAR?
  ___ Yes
  __X__ No

If not, then please explain why.

**The BCRC is a new program and has not participated in previous program area review cycles.**

- 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. Not Applicable | ___ Survey<br>___ Data Collected by IR<br>___ Data Collected by your area<br>___ Other<br>_____ | | |
| 2. Not Applicable | ___ Survey<br>___ Data Collected by IR<br>___ Data Collected by your area<br>___ Other<br>_____ | | |
| 3. *(optional)* | ___ Survey<br>___ Data Collected by IR<br>___ Data Collected by your area<br>___ Other<br>_____ | | |
| 4. *(optional)* | ___ Survey<br>___ Data Collected by IR<br>___ Data Collected by your area<br>___ Other<br>_____ | | |

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

## Institutional Supports, Barriers and Data

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

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  **The development of the BCRC has been supported by a number of different services areas across campus. Initially, the work of the Umoja community and Umoja student leaders brought attention to the need for the BCRC space and facilitated discussions on the development of the center. The Facilities Committee, supported the request for space on campus, while the VP of Student Services & VP of Academic Services supported the procurement of supplies and the hiring of temporary staffing. President Sperling's support for the 10x10 initiative and the development of the BCRC space has also played a significant role in our ability to build the capacity of the BCRC. The SASE committee has also offered unwavering support of the BCRC space which has had a huge impact on our ability to serve students.**

- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  **NA**

- 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?)
  **Chabot must continue to adapt and be innovative when it comes to developing new ways to reach our students. We are learning a few things from COVID about access. Who has access to technology, who needs access to in-person campus services in order to feel connected to the college and who prefers or has a need for remote/virtual courses & student services. Our students have been asking for more availability of remote services. We hope that the college is able to be creative in how it continues to offer virtual services as we begin to welcome students back to campus by continuing to offer virtual services for the students who need them. Additionally, we need continued institutional support and adequate funding to support the development and growth of culturally responsive support services. We have learned that the cohort model works well for many Black students, giving them an opportunity to build connection and community on our campus. The mental health services provided in various spaces on campus have been helpful for students in maintaining personal health and wellness.**

- 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?)
  **Community Outreach – Currently each area is responsible for building their community partnerships and networks and developing their own outreach plan. This approach has had good results for some but could be strengthened by a more centralized community outreach team that supports all programs in building community partnerships and conducting community outreach. Outreach takes time, money and people power.**
  **Mental Health – We are learning more from our students that mental health and wellness is a growing concern of theirs while in college. Our CARES Mental Health team does a good job at providing outreach regarding their services & provide great support to our students but they might not have the capacity to serve the growing need for mental health support. Some programs have decided to include mental health & wellness workshops in their programming & budgets. Mental health & wellness should continue to be a focus across campus in order to continue to address the mental health & wellness needs of our students.**

**Website – We have received feedback from students that our current college website is difficult to navigate. There may be missed opportunities for connections to Special Programs if a student does not know that they exist, or where to find them on the website. Our college has such wonderful programming and support services. Especially now, when much of our learning and support services are happening virtually, our campus services & academic programs should be easy to locate & navigate.**
**Funding – Our cultural spaces and programming on campus should have continued institutional support with ongoing funding to support their growth & capacity to serve students.**

- 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.)
**Age and current career level, working/student parents would be helpful. A lot of our support services and programming is aimed at "new" college students who have recently graduated from high school. While there may be a high need to support new incoming students there may be ways for our college to be more inclusive in our messaging and programming for older adults, working parents, and students who are returning to college for a career change.**

## 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 | 1 | **X** Decreased<br>___ Stayed roughly the same<br>___ Increased |
| Part-time Faculty | 0 | **X** Decreased<br>___ Stayed roughly the same<br>___ Increased |
| Full-time Classified Professionals | 0 | **X** Decreased<br>___ Stayed roughly the same<br>___ Increased |
| Part-Time permanent or Hourly Classified Professionals | 1 | ___ Decreased<br>___ Stayed roughly the same<br>**X** Increased |
| Student Employees | 5 | ___ Decreased<br>**X** Stayed roughly the same<br>___ Increased |

| | | |
|---|---|---|
| Independent Contractors/Professional Experts | | ___ Decreased<br>___ Stayed roughly the same<br>___ Increased |

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
**The BCRC will begin to collect data on number of students served in Spring'22**

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?
**Currently the representation of our staffing matches the intended student population that the BCRC will serve.**

**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
  - **X** Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
**Students use the BCRC space to conduct research, write papers, and print documents for class projects. Additionally, BCRC staff will need to print promotional materials for campus events, sometimes in large quantities. Currently, the computers in the BCRC are fairly old and slow. If there is an opportunity to upgrade the student computing stations, that would support student learning and research. The BCRC space may have the need for a high-capacity printer/copier/scanner similar to the ones that can be found in other student service areas in the 700 Building and in El Centro.**

**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
  - **X** 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
    - **_X_** 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
    - **_X_** 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
    - **_X_** 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
    - **_X_** Neither agree nor disagree
    - ___ Somewhat agree
    - ___ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  **The professional development activities that our staff have participated in build our capacity to serve our students by increasing our knowledge of campus resources & campus technology. The faculty member in the area has participated in flex day professional development around equity in hiring, campus resources, Umoja practices & serving Black students, Cranium Café training, Dream Center workshops on serving undocumented students, and others.**

## 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.)

**Currently it may be difficult for parents and working adults to access our services if they are not available to reach us during 9-5 M-F business hours.**

- 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?
  **The BCRC is planning to have regular open "office hours" on campus in the spring as well as virtual lobby for students to access staff daily. We will offer access to staff in the late afternoons a few days a week & will continue to conduct needs surveys to determine student needs in the evenings & weekends**

- 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?
  **NA**

## 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 *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* | EMP Alignment | Equity DI Group Alignment | SCFF Metric Alignment |
|------|------|------|------|------|

| | (e.g., longer-term results like course success rates or degrees earned) for your goal. | | | |
|---|---|---|---|---|
| 1. Provide culturally responsive academic counseling & support services to students | The BCRC will provide culturally responsive academic counseling to 50-75 students per semester. | ___ Equity<br>___ Access<br>___ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>___ Community and Partnerships | __X__ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>__X_ LGBT<br>___ DI Gender<br>___ Other<br>_____ | ___ Enrollment/FTES<br>__X__ Transfer level English, math or ESL achievement<br>__X__ Degree or certificate completion<br>__X_ Transfer<br>___ CTE Units<br>___ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>___Other_____ |
| 2. Provide access to culturally responsive mental health & wellness services to students | The BCRC will offer mental wellness workshops & group counseling in partnership with the CARES Mental Health Team and a community partnership with an outside contractor. We aim to serve 30-45 students per semester with weekly mental health group sessions and workshops | __X__ Equity<br>__X__ Access<br>___ Pedagogy and Praxis<br>___ Academic and Career Success<br>__X__ Community and Partnerships | __X__ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>__X_ LGBT<br>___ DI Gender<br>___ Other<br>_____ | ___ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>___ Degree or certificate completion<br>___ Transfer<br>___ CTE Units<br>___ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>___Other_____ |
| 3. Provide culturally relevant workshops topics such as transfer, financial aid, and career exploration. | The BCRC will provide 3 roundtable style workshop/forums to address topics of concern for Black students at Chabot. We aim to engage 15-25 | ___ Equity<br>___ Access<br>___ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>__X__ Community and Partnerships | __X__ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth | ___ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>___ Degree or certificate completion<br>__X_ Transfer<br>___ CTE Units<br>__X__ Attainment of a Living Wage |

| | | | |
|---|---|---|---|
| students per workshop. | | __X__ LGBT<br>___ DI Gender<br>___ Other<br>_____ | ___Supplemental Metric (Financial aid or AB 540)<br>___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.

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Vendor Name | Brief Job Description/Tasks | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Length of Contract in Months (1, 2, 10, 12, etc.) | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 1** | 1 | **Black Transfer Week** | __X__ New ___ Updated ___ Repeat | TBD | Guest Speakers related to HBCU Transfer Experience, Career Exploration in STEM and other fields. | The work of the BCRC directly aligns with the mission critical priorities #1 & #2. By offering guest speakers on Black student transfer experience, career exploration we are giving students an opportunity to explore the possibilities of | 1 | __X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | $3500 |

| | | | | | | career and education. | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Item 2** | 2 | **Black Transfer Week** | __X__ New<br>___ Updated<br>___ Repeat | TBD | Black Transfer Week Food & "Swag" for students | The work of the BCRC directly aligns with the mission critical priorities #1 & #2. The BCRC Black Transfer Week offers students an opportunity to explore the possibilities of career and education. | | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1500 |
| **Item 3** | | | ___ New<br>___ Updated<br>___ Repeat | | | | | ___ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | |

**Equipment Requests**

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

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

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

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Initiatives (2-3 sentences). | | |
| **Item 1** | 1 | **BCRC Office Supplies** | __ New <br> __ Updated <br> __X__ Repeat | Office Depot | BCRC Office Supplies ie. Paper, printer ink, poster boards, mailing supplies, books for lending library | The work of the BCRC directly aligns with the mission critical priorities #1 & #2. By creating a safe and inviting collaborative space, we are building community with our students | | __X__ Annual <br> __ 2022-23 <br> __ 2023-24 <br> __ 2024-25 | 2800 |
| **Item 2** | 2 | **BCRC Printer Copier** | __X__ New <br> __ Updated <br> __ Repeat | TBD | | The work of the BCRC directly aligns with the mission critical priorities #1 & #2. By creating a safe and inviting collaborative space, we are building community with our students | 1 | __ Annual <br> __X__ 2022-23 <br> __ 2023-24 <br> __ 2024-25 | |
| **Item 3** | | | __ New <br> __ Updated <br> __ Repeat | | | | | __ Annual <br> __ 2022-23 <br> __ 2023-24 <br> __ 2024-25 | |

**Facilities Requests**

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

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

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Brief Item Description | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|
| **Item 1** | | **None at the time** | __ New __ Updated __ Repeat | | | __ Annual __ 2022-23 __ 2023-24 __ 2024-25 | |
| **Item 2** | | | __ New __ Updated __ Repeat | | | __ Annual __ 2022-23 __ 2023-24 __ 2024-25 | |
| **Item 3** | | | __ New __ Updated __ Repeat | | | __ Annual __ 2022-23 __ 2023-24 __ 2024-25 | |

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

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

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

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Classification | Position Title | Avg. hours per week (5, 20, 40, etc.) | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Position 1** | 1 | **BCRC** | **_X_** New<br>___ Updated<br>___ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>**_X_** Faculty FT<br>___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | BCRC Faculty Coordinator | 40 | The addition of a BCRC Faculty Coordinator will support Chabot's mission critical priority #1 by prioritizing equity for Black students. The Faculty Coordinator will develop culturally responsive programming to support the needs of students of the Blac/African Diaspora on our campus. | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | 130,000 |
| **Position 2** | 2 | **BCRC** | **_X_** New<br>___ Updated<br>___ Repeat | ___ Admin FT<br>**_X_** Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | FT BCRC Counselor Assistant | 40 | The addition of a BCRC Counselor Assistant will also support Chabot's mission critical priority #1 by prioritizing equity for Black students. The Counselor Assistant will assist the director developing culturally responsive programming to support the needs of students of the Blac/African Diaspora on our campus. The Counselor assistant will also support community outreach what will address | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | 85,000 |

| | | | | | | | | |
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| | | | | | | | mission critical priority #2 of removing barriers to enrollment and application. | |
| **Position 3** | 3 | **BCRC** | **X** New ___ Updated ___ Repeat | ___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____ | PT Counse lor | 16 | The addition of a BCRC Counselor will also support Chabot's mission critical priority #1 by prioritizing equity for Black students. The Counselor will offer direct counseling support to students through the BCRC. The Counselor will also address mission critical priority #4 by offering academic and career advising to students of the Black/African diaspora. | **X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | 50000 |

- The Faculty Prioritization Committee requires a completed **Faculty Prioritization Form** if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

**Professional Development, Travel, and Conferences**
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Brief Description (1-2 sentences) | What Type of PD Request? | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Number of Attendees (1, 5, 10, etc.) | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Request 1** | 1 | **BCRC** | **_X_** New ___ Updated ___ Repeat | Annual Umoja Conference. The Umoja XV Conference theme invites participants to engage in a critical dialogue about the challenges that impact African American students attuned and the legacy of the African Diaspora. At the Umoja XV Conference, students, partners institutions, and other | ___ In-person conference with travel **_X_** Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____ | Allowing the BCRC staff to attend the annual Umoja conference will help to keep our work grounded in the Umoja guiding principles & learn from other colleges who are also serving Black students (Mission Critical Priority #1) | 8 | **_X_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | $5000 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | stakeholders will be actively engaged in exploring solutions that ensure student success for African Americans. | | | | |
| **Request 2** | | | ___ New<br>___ Updated<br>___ Repeat | | ___ In-person conference with travel<br>___ Online conference/webinar<br>___ On-Campus Training<br>___ On-Campus Speaker<br>___ Other<br>_____ | | | ___ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 |
| **Request 3** | | | ___ New<br>___ Updated<br>___ Repeat | | ___ In-person conference with travel<br>___ Online conference/webinar<br>___ On-Campus Training<br>___ On-Campus Speaker<br>___ Other<br>_____ | | | ___ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 |

**Supplies Requests**

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

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

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Brief Item Description (1-2 sentences) | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Quantity (1, 2, 10, 12, etc.) | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|---|
| Item 1 | | **BCRC** | **X** New ___ Updated ___ Repeat | Annual BCRC office supplies. | BCRC will need to replenish its office supplies annually in order to continue to serve students. | | **X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | 2500 |
| Item 2 | | | ___ New ___ Updated ___ Repeat | | | | ___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | |
| Item 3 | | | ___ New ___ Updated ___ Repeat | | | | ___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25 | |

**Technology Requests**

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

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

| | Rank (1, 2, 3, etc. after all requests have been entered) | Project Name Use the same project name for all requests related to a large project or put 'individual request' | New, Updated, or Repeat Request | Was the feasibility of the request discussed with IT? | Brief Item Description (1-2 sentences) | Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Quantity (1, 2, 10, 12, etc) | Year(s) Needed | Estimated Cost Per Year (Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 1** | 1 | **Black Cultural Resource Center** | **_X_** New <br> ___ Updated <br> ___ Repeat | **_X_** Yes <br> ___ No | The BCRC needs to update older/slower desktop computer models. | Upgrading the technology in the BCRC will address Mission Critical Priority #1 & #4. By providing current technology services to students in the BCRC we are prioritizing equity for Black students who will be utilizing the space. Additionally, the upgraded technology will support the BCRC's goal of providing holistic support services to assist students with meeting their academic goals. | 6 | ___ Annual <br> **_X_** 2022-23 <br> ___ 2023-24 <br> ___ 2024-25 | 6500 |
| **Item 2** | | | ___ New <br> ___ Updated <br> ___ Repeat | ___ Yes <br> ___ No | | | | ___ Annual <br> ___ 2022-23 <br> ___ 2023-24 <br> ___ 2024-25 | |
| **Item 3** | | | ___ New <br> ___ Updated <br> ___ Repeat | ___ Yes <br> ___ No | | | | ___ Annual <br> ___ 2022-23 <br> ___ 2023-24 <br> ___ 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.

**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_nXrOaLloFxlT1xbqw/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.

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, admin chair Christina Read cread@chabotcollege.edu, or classified professional chair Kathleen Stanley kstanley@chabotcollege.edu.