Hello All, Fall 2021 Comprehensive Program and Area Review (PAR):

Student Services Areas

Dear Chabot Community,

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

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

Background Information:

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

  X Academic Services

  ___ Administrative Services

  ___ Student Services

  ___ Office of the President

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

  ___ **Guided Pathways**

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

  ___ **Abby Patton, Alice Hale, Jennifer Lange, Emmanuel Lopez, Ben Barboza, Dara Greene, Lannibeth Calvillo, Safiyyah Forbes, Katrin Fields**

- 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.N/A- First time completing PAR	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
2.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
3.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
4.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
5.	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	

Service Area Outcomes

All service areas are required to have two or more service area outcomes (SAOs). These SAOs should be publicly posted on your service's website. In general, SAOs (as with PLOs) tend to be enduring and overarching aims for your service area/program. (As noted above, SAOs are distinct from the goals created for a comprehensive PAR year which are more specific, are expected to be completed over the

PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs.)

There is more than one type of SAO.

1. **Learning Outcomes**

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

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

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

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

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

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

- What data* does your service area regularly collect and store in Banner or some other campus storage system?

*Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

Our service area currently does not collect data as the project is still in the development and implementation phases. In the future we would like to collect data on # of student in each pathway,

success and persistence rates, and disaggregated data by race/ethnicity, income status, first generation to college, age, and degree/certificate completion.

- Does your service area have two or more SAOs?

__X__ Yes

____ No

If not, please explain why.

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

____ Yes

__X__ No

If not, please explain why.

Working with Web Master to update

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

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? *Note: for service areas that do not directly serve students, it is*	**Briefly** describe how your SAO supports the college mission, vision or values (1-2 sentences).

	okay to check off ILOs that your service area indirectly supports.	
Student will realize their educational goals through a student-centered approach to college services, counseling and program design providing clear navigation to degrees, certificates, transfers, careers, and personal growth	**X**Critical Thinking **X**Communication **X**Civic & Global Engagement **X**Information & Technological Literacy **X**Development of the Whole Person	Guided Pathways builds on Chabot's campus-wide strategic planning processes (e.g., Program and Area Review, Environmental Scan, and Educational Master Plan), and incorporates continually evolving efforts to meet the needs of students.
Guided Pathways will better integrate services and instruction in the areas of new student onboarding and Learning and Career Pathways to reduce existing equity gaps in achievement, completion and transfer for Latinx, Black, Indigenous, and First-Generation to College students.	**X**Critical Thinking **X**Communication **X**Civic & Global Engagement **X**Information & Technological Literacy **X**Development of the Whole Person	Guided Pathways framework through an equity lens allows targeted support for racially minoritized and disproportionately impacted students, which is consistent with our college mission and Educational Master plan.
4	___ Critical Thinking ___ Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ 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.

This is the first year our area creates SAOs

- 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 <u>utilizing data</u> (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
N/A	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		
2.	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		
3. *(optional)*	___ Survey		

	___ Data Collected by IR ___ Data Collected by your area ___ Other		
4. *(optional)*	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		

- 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?

N/A- First time submitting PAR and creating SAOs.

- 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?

N/A- First time submitting PAR and creating SAOs.

- 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?)

Creation of continuously updated program MAPs with linkages to relevant resources and just-in-time information about activities and supports appropriate for their stage on their educational path.

Ensuring student-voice has a leading role in the conversations around the redesign of new student onboarding processes, the creation of Student Success Teams, and the design of the College's new website.

- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)

Our onboarding systems are currently complicated and provide limited access to support for our students. We need to provide a clear and user friendly website that incorporates our student maps and career exploration options so that students can more easily navigate through our onboarding steps and making informed and guided decisions.

- 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.)

In the future, we would like to see data enrollment, persistence, math/English transfer level course success rates and graduation/transfer, degree/certificate completion disaggregated based on Learning and Career Pathways and by programs

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	2 faculty- 3 CAH per semester with various faculty serving as nav guides	___ Decreased **X** Stayed roughly the same ___ Increased

Part-time Faculty		___ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals	0	___ Decreased ___ Stayed roughly the same ___ Increased
Part-Time permanent or Hourly Classified Professionals	0	___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	10- Students are supporting the Guided Pathways Student Council at about 2 hours per week.	___ Decreased ___ Stayed roughly the same **X** Increased
Independent Contractors/Professional Experts	1- We plan to hire a project manager to support the implementation and integration of various systems.	___ Decreased ___ Stayed roughly the same **X** 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?

N/A

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?

Our efforts serve all students at the college. Currently our GP leads and navigation guides do not reflect the student population; however, we have expanded participation of staff and students, getting us closer to representing DI populations.

Technology

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

X Strongly disagree

___ Somewhat disagree

___ Neither agree nor disagree

___ Somewhat agree

___ Strongly agree

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

We will be implementing META this year and will also be working with our webmaster to have a comprehensive website with our Learning and Career Pathways.

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

X Neither agree nor disagree

___ Somewhat agree

___ Strongly agree

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

Professional Development

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

___ Strongly disagree

___ Somewhat disagree

___ Neither agree nor disagree

___ Somewhat agree

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

___ Neither agree nor disagree

X 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

X Neither agree nor disagree

___ Somewhat agree

___ Strongly agree

___ Not applicable (no faculty in service)

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

___ Strongly disagree

___ Somewhat disagree

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 experiences have contributed greatly to exposure and better understanding of practices and initiatives across the state in implementing Guided Pathways.

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.)

 Our services are currently not accessible to students since we are still in the development and implementation phases.

- 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?

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?

N/A

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.,	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

	direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.			
Redesign Chabot's new student onboarding process in accordance with the development of the Learning and Career Pathways at Chabot College.	A redesigned Learning and Career Pathways website that students believe is user-friendly and helpful through user-based focus groups and surveys.	**X**Equity **X**Access ___ Pedagogy and Praxis **X**Academic and Career Success ___ Community and Partnerships	**X**African American/Black **X**Latinx **X**Native American/Alaska Native **X**Pacific Islander/Hawaiian **X**Disabled **X**Foster Youth **X**LGBT **X**DI Gender ___ Other	**X**Enrollment/FTES **X**Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage **X**Supplemental Metric (Financial aid or AB 540) ___Other
The establishment of six (6) of Student Success Teams for each of the Learning and Career Pathways to connect students with resources to provide students with sustained, strategic, and personalized support.	Chabot employees who are members of the Student Success team will assess the teams as supportive to students learning and achievement. Students who participate in the Student Success teams will assess the teams as supportive to their learning	**X**Equity **X**Access ___ Pedagogy and Praxis **X**Academic and Career Success **X**Community and Partnerships	**X**African American/Black **X**Latinx **X**Native American/Alaska Native **X**Pacific Islander/Hawaiian **X**Disabled **X**Foster Youth **X**LGBT **X**DI Gender ___ Other	**X**Enrollment/FTES ___ Transfer level English, math or ESL achievement **X**Degree or certificate completion **X**Transfer ___ CTE Units **X**Attainment of a Living Wage **X**Supplemental Metric (Financial aid or AB 540) ___Other

	and achievement.			
Develop the Guided Pathways Student Council to influence the decision-making process around the redesign of new student onboarding processes and Learning and Career Pathways	Student Council members will believe the Council impacts Guided Pathways decisions on campus College policies on Guided Pathways	**X**Equity **X**Access __Pedagogy and Praxis **X**Academic and Career Success **X**Community and Partnerships	**X**African American/Black **X**Latinx **X**Native American/Alaska Native **X**Pacific Islander/Hawaiian **X**Disabled **X**Foster Youth **X**LGBT **X**DI Gender ___ Other	**X**Enrollment/FTES **X**Transfer level English, math or ESL achievement **X**Degree or certificate completion **X**Transfer **X**CTE Units **X**Attainment of a Living Wage **X**Supplemental Metric (Financial aid or AB 540) ___Other
Develop and integrate program maps in (META) to intersect with the existing curriculum workflow, and design Pathway and Program webpages that integrate each degree and certificate with various resources and support services that complement that program.	A redesigned Learning and Career Pathways website that students believe is user-friendly and helpful through user-based focus groups and surveys; Program maps that show high levels of engagement in surveys of website usage	**X**Equity **X**Access __Pedagogy and Praxis **X**Academic and Career Success **X**Community and Partnerships	**X**African American/Black **X**Latinx **X**Native American/Alaska Native **X**Pacific Islander/Hawaiian **X**Disabled **X**Foster Youth **X**LGBT **X**DI Gender ___ Other	X Enrollment/FTES **X**Transfer level English, math or ESL achievement **X**Degree or certificate completion **X**Transfer **X**CTE Units **X**Attainment of a Living Wage **X**Supplemental Metric (Financial aid or AB 540) ___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	**Guided Pathways**	__X__ New Updated Repeat	Expert Speakers in the implementation of Guided Pathways Efforts	Provide professional development and training on implementation of Guided	Exposing the campus community to best practices in guided pathways implementation is in line with	1 year	__X__ Annual 2022-23 2023-24 2024-25	5,000

					Pathways framework and equity practices	the EMP and the College's Annual Planning Priorities. The work of GP is central to meeting the Mission Critical Priorities outlined in the EMP.			
Item 2			New Updated Repeat						Annual 2022-23 2023-24 2024-25
Item 3			New Updated Repeat						Annual 2022-23 2023-24 2024-25

Equipment Requests

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

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't

currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

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

								2022-23	
			Updated					2023-24	
			Repeat					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			New Updated Repeat			Annual 2022-23 2023-24 2024-25	
Item 2			New Updated Repeat			Annual 2022-23 2023-24 2024-25	

				New Updated Repeat					Annual 2022-23 2023-24 2024-25	
Item 3										

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	**Guided Pathways**	**X** New Updated Repeat	___ Admin FT Classified FT Classified Hourly Classified PT	Guided Pathways Coordinator	6 CAH	The Guided Pathways Coordinator will provide cohesive support in all areas of Guided Pathway to	**X** Annual 2022-23 2023-24	$70,000

Position	#	Initiative	Status	Classification	Team	Workload	Rationale	Timeframe	Cost
				___ Faculty FT ___ Faculty PT ___ Faculty F-hour **X** Faculty Reassign ___ Student Hourly ___ Other			ensure we are meeting our milestones and project outcomes. The work of GP is central to meeting the Mission Critical Priorities outlined in the EMP.	2024-25	
Position 2	2	**Guided Pathways**	X New Updated Repeat	___ Admin FT X Classified FT Classified Hourly Classified PT Faculty FT ___ Faculty PT ___ Faculty F-hour X Faculty Reassign ___ Student Hourly ___ Other	Studetn Success Team Members	3 Faculty per pathway= 18 CAH 2 Classified Professional per Pathway (20 hours per year)	Compensate faculty and classified professionals supporting the Student Success Teams to provide direction and case management level support to students in pathways. The work of GP is central to meeting the Mission Critical Priorities outlined in the EMP.	**X** Annual 2022-23 2023-24 2024-25	$150,000
Position 3	3	**Guided Pathways**	**X** New Updated Repeat	___ Admin FT Classified FT Classified Hourly	Guided Pathways Student	3 hours per week for 2 student per pathw	Student involvement and leadership in the SSTs will provide peer to peer comprehensi	**X** Annual 2022-23 2023-24	$19,440

				Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign **X** Student Hourly __ Other	Council and Student Success Members	ay= 12 students total (1296 hours)	ve support for students in their same meta major. The work of GP is central to meeting the Mission Critical Priorities outlined in the EMP.	2024-25

- 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			New Updated Repeat		___ In-person conference with travel Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Request 2			New Updated Repeat		___ In-person conference with travel Online conference/webinar ___ On-Campus Training			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

					__ On-Campus Speaker __ Other				
Request 3			New Updated Repeat		__ In-person conference with travel Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Supplies Requests

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

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

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

					Initiatives (2-3 sentences).			
Item 1			___ New Updated Repeat				Annual 2022-23 2023-24 2024-25	
Item 2			___ New Updated Repeat				Annual 2022-23 2023-24 2024-25	
Item 3			___ New Updated 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	**Project Name**	**New, Updat**	**Was the feasibilit**	**Brief Item**	**Justification**	**Qua ntity**	**Year(s)**	**Estim ated**

	(1, 2, 3, etc. after all requests have been entered)	Use the same project name for all requests related to a large project or put 'individual request'	ed, or Repeat Request	y of the request discussed with IT?	Descrip tion (1-2 sentenc es)	BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	(1, 2, 10, 12, etc)	Neede d	Cost Per Year (Total $)
It e m 1			New Update d Repeat	___ Yes ___ No				Annual 2022-23 2023-24 2024-25	
It e m 2			New Update d Repeat	___ Yes ___ No				Annual 2022-23 2023-24 2024-25	
It e m 3			New Update d Repeat	___ Yes ___ No				Annual 2022-23 2023-24 2024-25	

Categorical Funding Applications:

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

https://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.