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:

   Chabot Association of Teacher Education

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

   Monica Olmedo, Homeira Foth, Jamal Cooks

● 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
   X 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 rightmost 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	___ 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.)

 Tracking zoom lines, phone calls, SARS, appointments, drop-ins, Banner (Summer Bridge, tag students to call for financial aid, and other communication, Canvas--how do we account for students we help/serve who may not have a W#...(Recruit--onboarding); Qminder. Question: for this area, do you need specific information or data?

● Does your service area have two or more SAOs?
  __x__ Yes (but need to add them to our webpage)
  ____ No

If not, please explain why.

We are planning to add.

● Are your service area's SAOs publicly posted on your website?
  ____ Yes
  __X__ No
If not, please explain why.

We are planning to submit them now that we've revised them. We have a purpose statement.

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).

CATE aims to promote the teaching profession in a positive light at the secondary level to address the teacher shortage, and recruit diverse teachers who will be culturally responsive in their teachings.	__x__ Critical Thinking ___ Communication __X__ Civic & Global Engagement ___ Information & Technological Literacy __x__ Development of the Whole Person	This supports the college mission of making students be critical thinkers by examining issues in education and equity and also work in their communities directly by serving them.
CATE provides opportunities for students to participate in workshops that emphasize issues in equity, info sessions and other activities that prepare students for transfer and inform them about teacher credentialing at local four-years, gain experiences in school settings or the community, and offer a community of support.	___ Critical Thinking __x__ Communication __x__ Civic & Global Engagement ___ Information & Technological Literacy __x__ Development of the Whole Person	This supports development of the whole person by helping students learn how to become teachers and give them early on knowledge about credentialing programs and possible training opportunities.

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?
__NA__ Yes
___ No

This is a new program.

If not, then please explain why.

● Please share the results of the most recent SAO *assessments** you have completed 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
1. NA	___ 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
  ___ Neither agree nor disagree
  ___ Somewhat agree
  _**X**_ 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: NA

● 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?

  NA

● 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?)
  NA

● 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?)
  One barrier or change that could be improved is to receive more training on how to create pathways on campus and help to create infrastructures. Another barrier is finding funding for new programs and staff, classified, and faculty who are motivated to create pathways.

● 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 the Chabot campus community.)
  Students groups to disaggregate would be: part-time vs. full-time; education majors, Hispanic students and African American students who may be interested in teaching or are undecided and may be strong

candidates with support.

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	__NA__ Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty	1	___ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals	0	___ Decreased __x__ Stayed roughly the same ___ Increased
Part-Time permanent or Hourly Classified Professionals	0	__x__ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	0	___ Decreased __X__ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased __x__ Stayed roughly the same ___ 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?

Due to the pandemic, we only served roughly 20-30 students at any given time. The pandemic decreased student interest and participation.

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?
NA

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 currently have no technology, except library areas and computer labs for students to use.
Facilities

● The **facilities** in our program/area are 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

We currently have one designated office—CATE office with books, gear/swag and other material to help support the program. It would be great to have a space on campus for future teachers.

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.**
  NA Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

● In general, **Faculty members** in my program/area regularly participate in professional development activities offered **<u>outside of Chabot.</u>**
- <u>   </u> Strongly disagree
- <u> </u> Somewhat disagree
- <u>   </u> Neither agree nor disagree
- <u>   </u> Somewhat agree
- <u> x </u> Strongly agree
- <u>   </u> Not applicable (no faculty in service)

● In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **<u>outside of Chabot.</u>**
- <u>   </u> Strongly disagree
- <u> NA </u> Somewhat disagree
- <u>   </u> Neither agree nor disagree
- <u>   </u> Somewhat agree
- <u>   </u> Strongly agree

● How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

We have attended regional professional development for future teachers. They have been very beneficial as they taught us how other community colleges have grown and developed their teacher pathways. We learned that there is a lot of "heavy lifting" at the beginning as we struggle with staff, politics, and funding, recruitment.

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.)

We have recruitment barriers as we have not had a method to find education majors on campus. However, we are seeing if we can get data from IT or other personnel on campus to help narrow our search.

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

Students have been able to access our services during the day and evening and through emailing for information.

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* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

1.Creating a single-subject certificate of achievement.	By creating this certificate, we can provide students a personalized pathway/educational plan that will help them transfer. We hope to be able to articulate some courses with Cal State East Bay as a milestone and connect them to a teacher program.	__x_ Equity __x_ Access ___ Pedagogy and Praxis __x_ Academic and Career Success __x_ Community and Partnerships	_X__ African American/Black ___ American Indian/Alaska Native __x_ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender __x__ Other _____ **low income**	__x_ Enrollment/FTES ___ Transfer level English, math or ESL achievement __x__ Degree or certificate completion ___ Transfer ___ CTE Units __x__ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____ _____
2. Complete outreach through identifying students on campus who are interested in education and contacting local high schools (Tennyson, Mt. Eden, and Hayward High)	Workshops, twice a year; Contact counselors for general info sessions about teaching Continue CATE Club for student social support.	__x_ Equity __x_ Access __X_ Pedagogy and Praxis __x_ Academic and Career Success __x__ Community and Partnerships	_X__ African American/Black ___ American Indian/Alaska Native __x_ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender __x_ Other _____ **low income**	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement __x_ Degree or certificate completion __x_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____ _____
3. Solidify partnerships	Make contact with 4-years and see if we can solidify partnerships/articulation agreements; and check w/ Hayward Unified as well to see how we can support their onboarding/helping para-educators/substitute	__x_ Equity __x_ Access __X_ Pedagogy and Praxis __x_ Academic and Career Success __x__ Community and Partnerships	_X__ African American/Black ___ American Indian/Alaska Native __x_ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender __x_ Other	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement __x__ Degree or certificate completion __x_ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540)

	teachers become teachers,		_____**low income**_	___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 Months (1, 2, 10, 12, etc.)
Item 1	1	**CATE—pay for counseling training for the certificate**	**X** New ___ Updated ___ Repeat		Steve Bautista offered to give our counseling team training on teacher pathways, especially for the single-subject certificate.	Addresses the teacher shortage in the bay area and helps to prepare more teachers of color.	1 month
Item 2			___ New ___ Updated ___ Repeat				
Item 3			___ New ___ Updated ___ Repeat				

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.)
Item 1			__ New __ Updated __ Repeat				
Item 2			__ New __ Updated __ Repeat				
Item 3			__ New __ Updated __ Repeat				

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)**.**
Item 1			__ New __ Updated __ Repeat	The mini-fridge is not working.	
Item 2			__ New __ Updated __ Repeat		
Item 3			__ New __ Updated __ Repeat		

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)**.**

Position 1	1	CATE	**x** New ___ Updated ___ Repeat		Coordin ator	15	Help with day-to-day activities for development of the program.
Position 2	2	CATE	___ New ___ Updated **x** Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT **X** Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign **x** Student Hourly ___ Other _____	Co-coordina tor o	15 hrs	Faculty advising and support of systems fo this pathway.
Position 3	3	CATE	**X, New**	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT **x** Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Counsel or	10 hrs	Ensure students have access to a Spanish speaking counselor for educational plans and on-going suppor for degree completio and transfer

● 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.)
Request 1	1	**CATE**	__**x** New __ Updated __ Repeat	ACCCTEP convening	__In-person conference with travel __**x** Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	Learning best practices for teacher pathways and addressing educational issues	5
Request 2		**CATE**	__ New __ Updated __ Repeat	Research/workshops for teacher pathways	__ In-person conference with travel __ Online conference/webinar _**x**_ On-Campus Training **x**__ On-Campus Speaker __ Other _____		5

			New, Updated, or Repeat Request		
Request 3			_x_ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker _X_ Other __**student field trip**__	

Supplies Requests

Criteria 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.)
Item 1			__ New __ Updated __ Repeat	General office supplies and marketing material.		
Item 2			__ New __ Updated __ Repeat			
Item 3			__ New __ Updated __ Repeat			

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,(empty) and the President's College Planning Initiatives.(link not working)

*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).	Quantit (1, 2, 1 12, etc)
Item 1			__ New __ Updated __ Repeat	__ Yes __ No	These items will allow us to support students outdoors for covid safety	The technology will help us with supporting student services that are part of challenges for students	
Item 2			__ New __ Updated __ Repeat	__ Yes __ No	These items will allow us to support students outdoors for covid safety	The technology will help us with supporting student services that are part of challenges for students	
Item 3			__ New __ Updated __ Repeat	__ Yes __ No			

Categorical Funding Applications:

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

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

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

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_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.