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?

  ___ Academic Services
  ___ Administrative Services
  _x_ Student Services
  ___ Office of the President

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

  CalWORKS

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

  Elsa Saenz and Emily Chan- CalWORKs Program

- What division does your Program/Area reside in?

  ___ Academic Pathways and Student Success
  ___ Applied Technology and Business
  ___ Arts, Media, and Communication
  ___ Counseling
  ___ Health, Kinesiology and Athletics
  ___ Language Arts
  ___ Science and Mathematics
  ___ Social Sciences
  _X_ 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. Complete intake and SEPC in the same day or week	__X__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	Completed a comprehensive Student Education Plan (SEP): Fall 2016- 100% Spring 2017-100%
2. • Complete new student orientation • Review all students complete their assessment test • SEPC updates with students every semester • Collaborate with other special programs for students participating to receive an updated	__X__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	SAO #2 Results Completed 3 core requirements results: Fall 2016- 90% Spring 2017- 92% *Some CalWORKs students are enrolled in certificate programs which do not require an English or math assessment. Student chooses not to take the assessment text.

SEP		
3. Program keeps track of all students' certificate/majors, last semester and plan to transfer.	__X__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	Excel data tracking form was developed for CalWORKs students to track student progress. [Link to data tracking from sample template](#)
4. Provide communication to students with high units or those that will be earning a degree to meet with a counselor at the beginning of the semester to discuss certificate/degree application and transfer application.	__X__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	# of students served with high units? (45+ units)

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. For services areas that *directly* serve students, outcomes are often stated in terms of *student learning outcomes*. For example, a Financial Aid office could have the following SAO: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
2. Outcomes can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions and services* within the service area unit. For example, the Office of XYZ will accurately respond to student inquiries about ABC within 7-days.
3. Outcomes can also be *operational*, defining what the services should *promote* (understanding, knowledge, awareness, appreciation, etc.). For example, the Office of Institutional Research will provide the Chabot community with data for inclusive excellence in support of equity.

Reference: Howerton (2017). Service Area Outcomes Workshop. Woodland Community College.

- 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 CalWORKs program collects the following reports from Banner; House Roster: RYQCLWK State Report: RYQCWSD # of students serve, SEP, Financial Aid, Academic Probation, SSSP Componentes, Units enrolled, Years left on Cash Aid

The SARS reports provides the following: Number of student appointments, drop-in services, type of appointments (SEPC, Career, Intake), orientation attendance, workshop attendance, number of unduplicated students seen.

Excel: The CalWORKs program maintains an in-house master list that supports us in case managing our students. We track the students' progress, expectant graduation date and graduates.

We also track students that "timed out" of CalWORKs and are no longer eligible for CalWORKs benefits with the County. CalWORKs Chabot still continues to provide what we call "after care services" to students that are still attending Chabot College to support successful persistence and completion of their certificate or degrees.

- 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.

We do not use the direct SAO language on the CalWORKs program's website but we do state the programs benefits and services which make up the goals of the SAO, such as completing an SEP with access to academic counseling and supportive services.

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. CalWORKs students will	**___** Critical Thinking	Completing core services supports

complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than Chabot students not in CalWORKs to increase student persistence term to term	__X__ Communication ____ Civic & Global Engagement __X__ Information & Technological Literacy __X__ Development of the Whole Person	the college mission by helping students farthest from opportunity complete their educational goal in a timely manner.
2. CalWORKs students will apply and access financial aid benefits.	____ Critical Thinking ____ Communication ____ Civic & Global Engagement __X__ Information & Technological Literacy __X__ Development of the Whole Person	CalWORKs students will receive equitable support to apply and access financial resources to remove barriers in completing their educational goals.
3.	____ Critical Thinking ____ Communication ____ Civic & Global Engagement ____ Information & Technological Literacy ____ Development of the Whole Person	
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?
  __x__ Yes
  ____ No

If not, then please explain why.

- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)
  *By assessment, we mean utilizing data (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.
  Example: Here is the survey analysis that the Office of Institutional Research did for assessment of SAOs. OIR designed survey questions for users of the service to provide feedback on SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR's SAOs is to "Provide the Chabot community with data for inclusive excellence in support of equity." Therefore, the annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
CalWORKs students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than Chabot students not in CalWORKS to increase student persistence term to term	__X__ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other _____	2018-2019	The spring survey of 17 student showed that: • 88.2% of students felt hopeful that they would beet they educational goals in a timely manner. • 94.1 % felt that their confidence at Chabot had increased due to being the CalWORKs program. • 94.1% felt supported and respected by the CalWORKs staff. • 94.1% felt confident navigating the college system liked finical aid, registration, etc. or comfortable asking someone in the CalWORKs

			program for assistance.
CalWORKs students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than Chabot students not in CalWORKS to increase student persistence term to term	___ Survey ___ Data Collected by IR ___ Data Collected by your area __X__ Other Data Mart _____	2019-2020	Awards Granted: 15 (Degrees & Certificates) AA-T:1 AA-: 1 AS: 6 Certificates: 7 **Students Served:** 103 total students served (unduplicated #'s) **Gender** Female: 89 | 86.41% Male: 14 | 13.59% **Demographics** African American: 24 | 23.30% American Indian: 1 | .97% Asian: 15 | 23.30% Filipino: 1 | .97% Hispanic: 42 | 40.78% Two or More: 7 | 6.80% Unknown: 3 | 2.91% White Non-His: 10 | 9.71%
CalWORKs students will complete their matriculation components: Orientation, math & English self-placement & SEP's at higher rates than Chabot students not in CalWORKS to increase student persistence term to term	___ Survey ___ Data Collected by IR ___ Data Collected by your area __X__ Other DATA Mart _____	2020-2021	Awards Granted: 22 (Degrees & Certificates) AA-T:2 AA-: 2 AS: 6 Certificates: 12 **Students Served:** **70** total students served (unduplicated #'s) 37 (sum 2020),

			48 (Fall 2020), 39 (sp 2021) **Gender** (Unduplicated) Female: 63 Male: 7 **Demographics** African American: 14| 20% Asian: 12 | 17.4% Hispanic: 31 |44.29 Two or More:5 | 7.14% White Non-His: 8 | 11.43%
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:

- 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?
  - **Having access to timely reporting of all our students**
  - **The ability to attribute our own CalWORKs students because it makes our data timely and accurate.**

- o **The ability to pull our own CalWORKs data from Banner and by having our own banner coding.**
  - o **The ability to have access through our reports to see SSSP components, financial aid, academic standing, units enrolled, GPA, etc.**
  - o **Having county CalWINN access which we pull information to report into banner.**
  - o **Positive relationship with Financial Aid to fund our work-study students.**
  - o **We have an automatic email set up with CCC apply which helps us screen students requesting additional information on the CalWORKs program. This helps us in outreach and capture students in the front end and we support their onboarding process.**

- 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?
  - o **Not having a career exploration tool on the Chabot College Website.**
  - o **Career Center and website has limited resume and cover letter resources as well as internship opportunities.**
  - o **Not have a list serve to post student assistants jobs available at Chabot College. CalWORKs has funds to pay CalWORKs students to place them through out the campus to gain work experince.**

- 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?)
  - o **Food Pantry**
  - o **Emergency Aid**
  - o **The Accessibility Center for Education provides great resources to our students and supports setting up their accommodations.**
  - o **The Barnes and Noble book store is great a facilitating the purchases and invoicing of books with our special programs.**
  - o
- 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?)
  - o **Available data in comparison to other Chabot parents would be helpful data to gather for the college as a whole and to compare with CalWORKs students.**
  - o **Our college PDF forms create a challenge for our students that do not know the process of downloading a PDF to then make it fillable and to sign off. Some possible solutions would be to offer Adobe Acrobat to the whole campus (paid service), 365 Microsoft forms for students and for college report request, etc.**
  - o **Student have multiple logins and passwords with our college programs and financial aid programs.**
  - o **Send on-going consistent communication (email & text) to registered students. We have great resources such as videos that were created on how to access/forward your ZoneEmail, etc that all students can benefit from receiving via email communication and then accessing.**
  - o **Promote the financial aid appeal date on the important dates section of the college. Promote one college calendar that includes both the A&R and Financial Aid dates.**
  - o **There are some students (not in CalWORKs) that have missed the opportunity to participate in commencement because they were not aware of the step of applying in early Spring for their Degree and Certificate. They either missed the hard deadline or missed that the email communication was only to their Zone email**

- 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.)

- **More parent data will be helpful. CalWORKs students vs parents not on CalWORKs.**

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	___ Decreased _x_ Stayed roughly the same ___ Increased
Part-time Faculty	0	___ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals	1	___ Decreased _x_ Stayed roughly the same ___ Increased
Part-Time permanent or Hourly Classified Professionals	0	___ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	2	___ Decreased _x_ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	___ Decreased ___ 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?

Technology
- The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - _X_ Strongly agree

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

_____

_____

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

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

___ Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
 x Strongly agree
___ Not applicable (no faculty in service)

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

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

Every year the CalWORKs team attends the CalWORKs Training Insititute to learn best practices to serving the CalWORKs student population. Our team has also attended basic needs conferences and trainings which we have brought back to our college and facilitated a Flex Day workshop. Our team actively takes on leadership roles in planning meetings.

Our team has attended MBTI and Strong trainings to become MBTI and Strong certified. Skyline Equity training institutes., etc.

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.)
  - **Individuals may be deterred from applying to the CalWORKs program due to the stigma attached to receiving public assistance.**
  - **The name of the CalWORKs college program is the same as the county CalWORKs County program. Students sometimes think because they are already on CalWORKs with the county, they do not need to connect with the college program. We proactively work with the county to have student connect with us. In our literature we differentiate the two programs.**
  - **Undocumented students cannot access county benefits with CalWORKs.**

- 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?
  - **Yes, our hours are accessible for students in person and on-line.**
  - **Our CalWORKs team is flexible and accommodate to our students needs for their intake and counseling appointments.**

- 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?

  o **Student have to apply with the county and then wait for approval from the county before they can access services with the Chabot CalWORKs program. Once the student is approved we can enroll them immediately.**

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
SAO #1 Goals: Counselor will meet with every student to complete a student education plan and provide	100% of students will have a Student Education Plan	__X__ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community	__x__ African American/Black __x__ American Indian/Alaska Native __x__ Latinx __x__ Pacific Islander/Hawaiian	__x__ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion ___ Transfer ___ CTE Units

guidance on navigating Class-Web to access and monitor their student education plan through Degree Works.		and Partnerships	__x__ Disabled __x__ Foster Youth __x__ LGBT __x__ DI Gender ___ Other _____	__x__ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
SAO #2 Goals: Students will use technology to navigate through the completion of FAFSA, Web Grants, Class-Web, Financial Aid to do list, Bank Mobile.	90% of CalWORKs students will complete the financial aid packet by the July due date.	__X__ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	__x__ African American/Black __x__ American Indian/Alaska Native __x__ Latinx __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 ___ Transfer ___ CTE Units __X__ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
SAO #3 Goals Students will attend workshops to learn and apply their skills for academic and career success. Such as resume, cover letter, interviewing, financial literacy, college transfer, scholarships, well-being and mental health.	50 % of CalWORKs students will have an up-to-date resume. CalWORKs will offer 6 works shops in the academic year.	__x__ Equity ___ Access ___ Pedagogy and Praxis __x__ Academic and Career Success __x__ Community and Partnerships	__x__ African American/Black __x__ American Indian/Alaska Native __x__ Latinx __x__ Pacific Islander/Hawaiian __x__ Disabled __x__ Foster Youth __x__ LGBT __x__ DI Gender ___ Other _____	___ 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_____

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	N/A		__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2	N/A		__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3	N/A		__ 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	N/A		___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2	N/A		___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3	N/A		___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 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	N/A		___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2	N/A		___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3	N/A		___ 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			__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Position 2			__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Position 3			__ New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

	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 $)
			___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____						

- 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			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

					Training __ On-Campus Speaker __ Other _____				
Request 2			__ 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 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	Project Name	New,	Brief Item	Justification	Quantity	Year(s)	Estimated

	(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'	Updated, or Repeat Request	Description (1-2 sentences)	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.)	Needed	Cost Per Year (Total $)
Item 1	N/A		__ 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 (1, 2, 3, etc. after all requests have been	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	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)

					President's Planning Initiatives (2-3 sentences).			
Item 1	entered)	**Career Coach**	__ New __ Updated __ Repeat	__ Yes __ No			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2		**HandShake**	__ New __ Updated __ Repeat	__ Yes __ No			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ 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://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 contact the faculty chair of the CE Committee Connie Telles ctelles@chabotcollege.edu or the Career Pathways Project Manager Christina Read cread@chabotcollege.edu with any questions.