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:

  Disabled Students Programs and Services (DSPS)

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

  Nathaniel Rice

- 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. The hiring of a director to oversee the effective running of all current initiatives, services, and accommodations, as well as to provide greater representation of DSPS interests across campus committees and divisions.	__X__ Achieved ____ In Progress ____ Not achieved but still relevant ____ Not achieved and no longer relevant	Full time DSPS Director hired in January of 2018
2. The hiring of an AT instructor specific to the DSPS program to improve cohesive unity among classes, expand on services offered, and have greater presence and educative abilities in the program	____ Achieved ____ In Progress __X__ Not achieved but still relevant ____ Not achieved and no longer relevant	Still a desired position to meet student needs and for long term programmatic growth. Currently the adjunct instructor that taught the DSPS CAS classes has left, and two temporary adjunct faculty from CAS were assigned to teach those classes. With their lack of history in DSPS environment, this is not an ideal situation, and the CAS classes are in the process of being moving

		under the LNSK rubric. Long-term, the goal is still to get a FT AT instructor to teach these basic skills computer courses, and to expand into more, with the goal of creating multiple certificates of achievement for DSPS students, of which these classes will be an important part.
3. The hiring of a second adjunct counselor to create an increased counseling capability in the program. With 3 current full-time counselors, each with 25 counseling slots each week (or less, depending on classes taught), that allows for a maximum of 1200 appointments each semester. Most students need to see a counselor at least one each semester, and many of our students require much more than one appointment.	___ Achieved ___ In Progress ___ Not achieved but still relevant __X__ Not achieved and no(t currently) ~~longer~~ relevant *(with COVID decreases)*	Overall DSPS numbers have been on a slight decrease, and then took a major hit with COVID, for about a 39% decrease. This happened to coincide with the retirement of the adjunct DSPS counselor, but with the return of face-to-face classes in 2022, numerous outreach efforts, and the growth of the RISE program, we aim to bring back an adjunct in spring of 2022 to augment the current three FT counselors.
4. The continued topical remodeling of our center, via new stationary chairs (already planned), resurfaced and improved study areas (to remove the 1990s style formica), and more updated educational decorating (to complement the already installed canvas prints of successful people with disabilities).	__X__ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Largely achieved, as all the old formica (except in the testing area) has been replaced with accessible/adjustable black tables, the floorplan was redesigned, the computers were upgraded, the chairs were replaced, the printing station upgraded, and the name and DSPS logo put on the wall. Additionally, there has been a name change for the building, from DRSC (Disabled Student Resource Center to ACE (Accessibility Center for Education). The state/program name of DSPS remains the same.
5. The creation and implementation of DSPS cohorts, summer college preparedness classes, expanded workshop opportunities, increased cooperative and interactive outreach with other programs on campus, and other initiatives as they arise.	___ Achieved __X__ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	This is a goal that is continual and ongoing. A DSPS cohort is in the works, the summer boot camp is still in-progress, and workshops (even during COVID) have continued. Cooperation and outreach across campus and in the community have continued and grown (including with the ROP), and will continue developing and deepening.

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.)

  Number of students served, types of disabilities accommodated, gender, ethnicity, and age of students served, and number/type of services provided. This data is gathered through SARs and Banner reports, IR department research, internal tracking systems, and the CCCCO datamart website.

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

If not, please explain why.

_____**n/a**_____

_____

- Are your service area's SAOs publicly posted on your website?
  __**X**__ Yes
  _____ No

If not, please explain why.

_____**n/a**_____

_____

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. Ensure excellent and equitable student access to accommodation services, to support student persistence towards equitable educational goal attainment.	__**X**__ Critical Thinking __**X**__ Communication _____ Civic & Global Engagement __**X**__ Information & Technological Literacy __**X**__ Development of the Whole Person	Access to academic accommodations supports skill building, achievement of academic goals, equitable access to education, dignity in learning, a welcoming environment, an honoring, respectful, and a diversity-celebrating community. Access to accommodations, and not automatic delivery, creates an emphasis on self-sufficiency, of problem-recognition and problem-solving skills, develops personal responsibility, and develops the whole student towards achieving independence and life goals. This is a sustainable process of self-advocacy, and is a supported

		transition from accommodations at the K-12 level. Services provided in this manner are student-centered, empowering, and sustainably equitable.
2. Promote student and staff awareness about accommodation services, through multiple modes of outreach and inreach, to increase the number of students that are aware of and utilizing accommodation services	__X__ Critical Thinking __X__ Communication ____ Civic & Global Engagement __X__ Information & Technological Literacy __X__ Development of the Whole Person	The provision of academic accommodations is only one step of the solution, as awareness that accommodations exist, and how to request and receive them is also essential. The acceptance of self and/or others of having learning challenges is also integral to the development of the whole student, and is preparatory to joining the workplace, and developing the skills needed to be successful in any diverse environment. Exposure to differences, through workshops, celebrations, demonstrations, and even social media, all support the ultimate goals of student success. Having multiple modes of requesting services, teaching their use, and increasing the awareness of these are all core aspects of accommodation services.

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 <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 use
  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. 2019-20: DSPS students will meet all 3 SSSP components	___ Survey ___ Data Collected by IR __X__ Data Collected by your area ___ Other _____	SYQDISA report	From Banner, 629 of 710 students, or 89%, had all SSSP components met. (Accounting for exempt students, this is a very good percentage)
2. 2019-20: DSPS students will have at least one documented contact to meet updated state regulations	___ Survey ___ Data Collected by IR __X__ Data Collected by your area ___ Other _____	SYQANCT report	From Banner, in 2019 there were 11 students with 0 contacts, but in 2020 there was only 1. In 2021 this has gone back up a bit (to 8), but with the challenges of remote services this is not unexpected. Efforts to improve documented contacts as needed for state requirements continue to evolve with remote services.

- 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?
  Inclusion of DSPS at many tables for campus-wide representation, opportunities to provide training and inreach at numerous venues, support for the more inclusive name change of our building, and even references by the president at all-campus events help support our overall SAO endeavors.

- 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?
  With a constantly cycling of the college community (especially on the instructional side), there is ongling need for training around DSPS issues. And with new students each semester, the same is true for the student body. We will never "arrive" at our goals, but we must actively keep pursuing them or else fall behind in their advancement and collective integration into our communal practices.

- 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?)
  Keep having DSPS at the table – remembering students needing accommodations when doing outreach, promotion, planning, hiring, training, and course development, especially in the online arena.

- 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?)
  This is difficult. I would like to see the dissolution of all siloing (i.e., integrating accessibility into everything we do), but practically speaking, I am not sure how this could be accomplished, especially in terms of providing accommodations. Ideally, I would love to see all services areas be one-stop shops, instead of go here for service A and here for service B, but practically, I do not see that being fully possible or sustainable. The realities of budget and limited staffing options create real borders of service possibilities. Balancing student demand, service availability, and budget realities is not easy.

- 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.)
  Students with disabilities, and if possible, by disability type. There is great concern in DSPS for the long-term affects of AB705 on certain subsets of our population, and having institutional research would be helpful in determining what classes we create, and what advocacy we pursue.

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

COVID has greatly impacted our student population, for as many reasons as there are students. In terms of staffing, we saw a large decrease in the number of student assistants we employee, because of no in-person services, and a decrease of students in in-person classes/services that used DSPS student assistants (namely ADPE, the accessible computer lab in 2400, and tutors/scribes). We also saw some loss of professional experts, in terms of moving out of the area for various reasons.

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?

Until COVID the representation had been pretty good, but with a retirement and two separations, as well as the lack of student assistant employees, the representation has suffered. As we return to face-to-face classes (with the associated need for student employees), and also fill the empty staff positions, this representation misbalance likely will correct itself.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
Going remote with COVID underlined the need for a better student file management system. Right before COVID, we had been looking at the industry standards in this area, and have started looking again. We made do during COVID, thanks to an amazing team of DSPS professionals, but it was a figure-it-out-as-we-go kind of thing, as many areas did. Moving forward, and with the likelihood that hybrid work will be a permanent part of the new normal, the need for a more robust student file management system has been underlined. As such, we have started looking at the current systems on the market and hope to purchase an implement one in the near future.

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

If you strongly disagree or somewhat disagree, please explain. (optional)
We need the new building that is coming/promised (but likely about 8 years out), and all the associated elements discussed in the initial exploration phase for it, as soon as possible. COVID has severely impacted our ability to do distraction-reduced testing, our computer lab/instructional space only has 13 student computers (so classes overflowed into the general area), staff meeting space is insufficient (especially with COVID safety requirements), and the building is just old and in disrepair. After more years than I can remember of putting it in program review, we still do not have a bathroom with an accessible door (i.e., for someone in a wheelchair to independently open it, without great difficulty). Our building space is just the old converted bookstore. It was a great upgrade to what was used before (literally space under a stairwell and an old portable), but it is not inclusive or equitable as it is now. Our space wqas not designed with accessibility in mind, and it shows.

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?
  The various webinars, conferences, and professional leadership development opportunities the DSPS staff partake in develop everyone's knowledge of disability services, personal leadership potential, community need awareness and service improvement, and general best practices.

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.)
  For barriers, the ones that seem to come up is knowledge of the process to access services, and sometimes even just that services exist. This largely has to do with the type of student and their past experiences (traditional/straight from highschool, versus nontraditional/older students, who may not have had accommodations when last in school) and also possibly personal biases/stigma a student might associate with accommodation services. At certain impacted times of the year, historically there have been challenges with having enough counseling appointment slots (as DSPS appointments are an hour long), but most of the year this is not an issue.
  As far as disproportionate impacts, our representation is similar to the campus at large in terms of ethnic makeup in general, but we are 2x represented with African-American students as the campus as

a whole. This is a deeper issue though, not Chabot-specific, and is the carryover of experiences and general practices at the K-12 level (in terms of frequency of referral for disability assessment).

- 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?

  At the moment students can access DSPS services in-person twice a week during the day, but we are returning evening services once a week in about 2 weeks. Online services are always available and we continue to add what is available online. At the moment, return to campus policy relating to COVID is what is determining our on-campus presence. In spring of 2022 these are scheduled to return to 5 days a week in-person service availability.

- 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?

  The service we provide that takes the most time is Braille books, the most difficult of which is math. For this, we work with an external state service provider, as producing this material is *extremely* laborious and time-intensive. Luckily, with changes in both technology and the Braille code itself, very few students use physical Braille any more, so this is rarely an issue. There are no low-cost alternatives for this particular service.

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.			
1. The DSPS CAS classes will be moved under the LNSK rubric	Moving the DSPS CAS classes under the LNSK rubric will assist in creating a cohesive program, with a certificate of achievement, for some of the most underserved students in the DSPS program.	___ Equity __X__ Access __X__ 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 ___ 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. DSPS will develop and support a Learning Community for specific cohort of DSPS students with related educational needs		__X__ Equity __X__ Access __X__ 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 ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) ___Other_____
3. DSPS will further develop a robust website with useful information for both students and faculty, to		__X__ Equity __X__ Access __X__ Pedagogy and Praxis __X__ Academic and Career Success	__X__ African American/Black __X__ Latinx __X__ Native American/Alaska Native __X__ Pacific Islander/Hawaiian	__X__ Enrollment/FTES __X__ Transfer level English, math or ESL achievement __X__ Degree or certificate completion __X__ Transfer __X__ CTE Units

assist with understanding, requesting, and implementing the accommodation process.		__X__ Community 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_____

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		**None for DSPS**	__ 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	

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		None for DSPS	__ 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	

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	1	**Power assist door for DSPS bathroom**	__ New __ Updated **X** Repeat	Installation of an assisted power door, strike plate activated, for a bathroom in Building 2400 (DSPS: ACE)	DSPS has been asking for a strike plate activated power door for equitable access to the restroom in the disability center for several years, and so we continue to ask. Of all places on campus, the accessibility center should have an accessible restroom.	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	Uncertain, estimated around $1,500-3,000
Item 2			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

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

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Position 1	1	**Individual request: Replacement of a full-time counselor assistant I for the DSPS program front desk**	**_X_** New ___ Updated ___ Repeat	___ Admin FT **_X_** Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Counselor Assistant I	40	Categorically funded, refilling this position is essential to providing timely and effective services in the DSPS program, in terms of being the first point of contact for students with disabilities, creating counseling appointments for academic accommodations, maintaining the DSPS social media outreach portals, and numerous other responsibilities.	___ Annual **_X_** 2022-23 ___ 2023-24 ___ 2024-25	$44,689 plus benefits
Position 2	2	**Individual request: Replacement of a part-time instructional assistant in the Learning Skills (LNSK) area/classes**	**_X_** New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly **_X_** Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Instructional Assistant	30	Categorically funded, the replacement of the part time DSPS LNSK instructional assistant is needed as we return to F2F classes, to assist with providing Learning Disability assessments and in other LNSK classes as needed	___ Annual **_X_** 2022-23 ___ 2023-24 ___ 2024-25	$39,744 plus benefits
Position 3	3	**Individual request: Assistive**	___ New ___ Updated **_X_** Repeat	___ Admin FT ___ Classified FT **_X_** Classified Hourly	Assistive Techno	20 hours/w	An assistive Technology Specialist would provide training and workshops on assistive technology, to help	___ Annual ___ 2022-23 **_X_** 2023-24 ___ 2024-25	$30,000 (not a current

		Technology Specialist		__ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign __ Student Hourly __ Other _____	logy Special ist	eek, 10 month position (40% position)	students know what tools are available and would provide training on using them directly to students, as well as to faculty		position, so estimate from alternate media position)

- 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 request s 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		**None at this time**	__ 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 __ 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 (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1		**None at this time**	__ New __ Updated __ Repeat				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

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

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

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Mac Book Pro**	**X** New __ Updated __ Repeat	**X** Yes __ No	**Mac Book Pro, for Alternate Media Production and software training demonstrations**	This device would assist with the production of alternate media, as well as provide a means for the alternate media specialist to do demonstrations of software for students with Macs.	1	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	$3,500 with warranty
Item 2			__ 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://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.