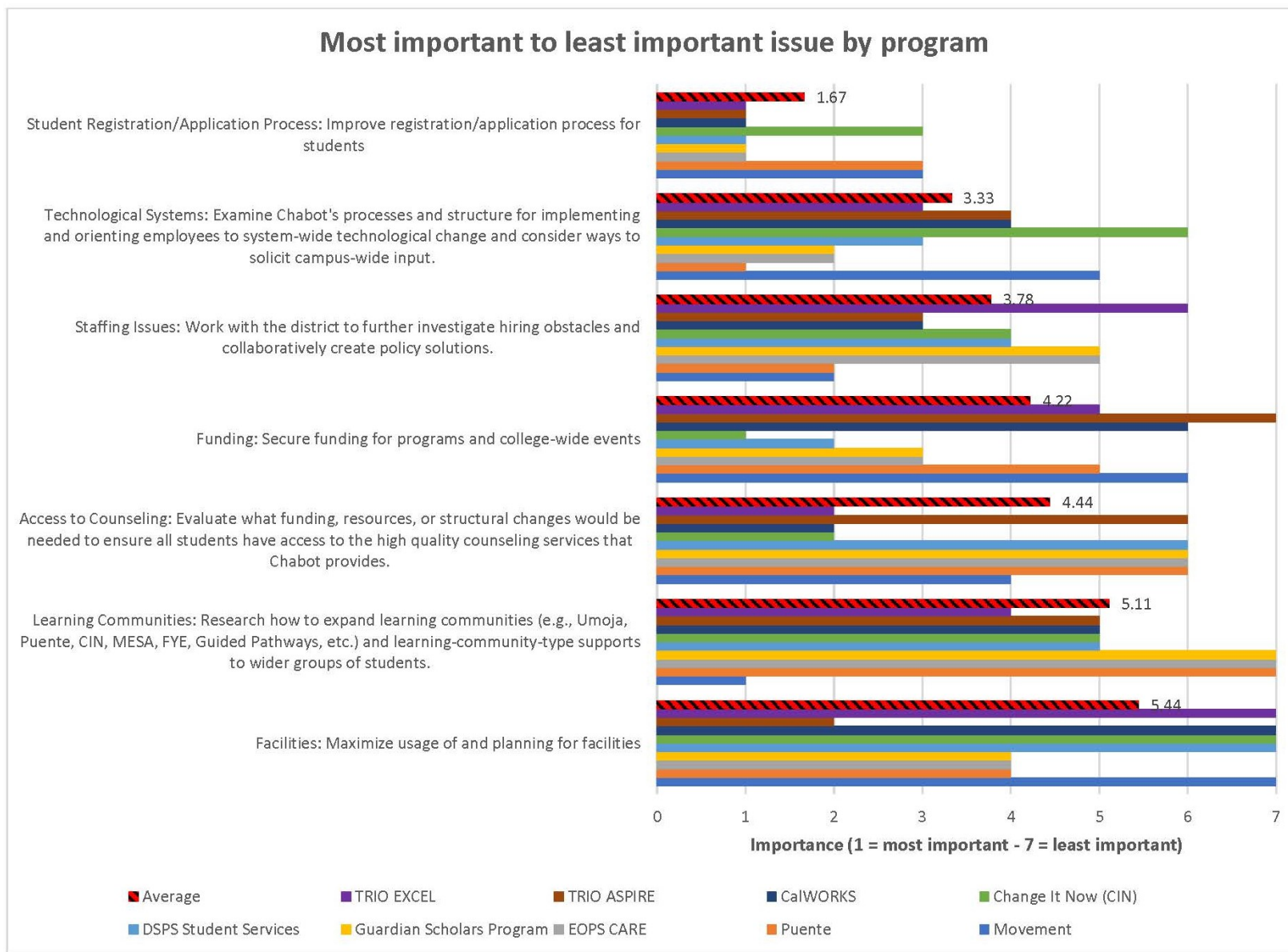


## Fall 2022 Special Programs Division Summary Report

11 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
CalWORKS	Elsa Saenz	Student/Admin Services/Office of the President
Change It Now (CIN)	Carmen Johnston, Pedro Reynoso	Student/Admin Services/Office of the President
DSPS Student Services	Nathaniel Rice directly, all staff indirectly through various meetings and discussions	Student/Admin Services/Office of the President
EOPS CARE	Brian Augsburger, Patricia Molina	Student/Admin Services/Office of the President
Guardian Scholars Program	Brian Augsburger, Patricia Molina	Student/Admin Services/Office of the President
Movement	Michael R. Lai, Kay Fischer, Samantha Rajaram	Student/Admin Services/Office of the President
Puente	Sandra Genera & Kristin Land	Student/Admin Services/Office of the President
TRIO ASPIRE	Janelle Reza and Robin Galas	Student/Admin Services/Office of the President
TRIO EXCEL	Ingrid Hufgard and Robin Galas	Student/Admin Services/Office of the President
TRIO ETS	Robin Galas	Student/Admin Services/Office of the President
Umoja	Tommy Reed Tom deWit Lakesha Stewart	Student/Admin Services/Office of the President

## Priority Areas to Address Ranked by Programs within Your Division/Area



## Other Priority Areas to Address to Carry Out the College Mission

11 Responses

Program/Area Name	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
CalWORKS	Student Communication- Offer consistent communication to all student body via regular emailing, such a weekly newsletter/updates. Chabot has a large first generation population that on-going communication, etc. is important to engage and inform students. Text when there are important deadlines such as Financial Aid Appeal deadline, last day to drop NGR, Withdraw, etc.
Change It Now (CIN)	Chabot needs to do a better job not only offering professional development to faculty but creating a culture where everyone is expected to grow and improve their teaching practices.
DSPS Student Services	To carry out our mission we must have students. To have students they must want to be at Chabot. To be at Chabot there must be compelling reasons to come here, over other campuses. At all times, but especially now as we exit the pandemic, community (i.e., strong interpersonal relationships) is a core driver for many of the things we do. To be a standout destination college, providing a standout community would be a motivating factor to bring students to campus, and to keep there here, while also driving them to success. All this is to say that building community, beyond just Special Programs, is a key factor in rebuilding our future. It's not just academic, it is also relationships. They need to go hand-in-hand synergistically for both to be better and stronger than they would be on their own.
EOPS CARE	N/A

Guardian  
Scholars  
Program

N/A

Movement

N/A

Expanding Learning Communities is tied to funding and professional development for faculty. Faculty need to be trained to work with the Learning communities and with each other (developing a team). Not all students are interested/have the time in doing the work that the Learning Community requires. And not all faculty have the interest or time to devote to the Learning Community needs.

TRIO ASPIRE Invest in CRM (Client Relationship Management) system such as Salesforce to assist not only in enrollment, but for students being placed into campus programs such as TRIO Aspire/Excel, TRIO STEM, EOPS, Cal WORKs, Cal Fresh. The information collected from CCC apply and FAFSA to enroll students into these programs to provide them needed support. This will help with tracking students.

TRIO  
EXCEL

N/A

Leveraging technology to streamline work, reduce errors and better communicate with students. For example, paper/PDF time sheets and financial forms increase the likelihood for human error and are less time efficient than digital forms and or systems. We have a CRM for students, compatible with Banner and it has yet to be implemented despite declining enrollment and gaps in enrollment steps being completed.

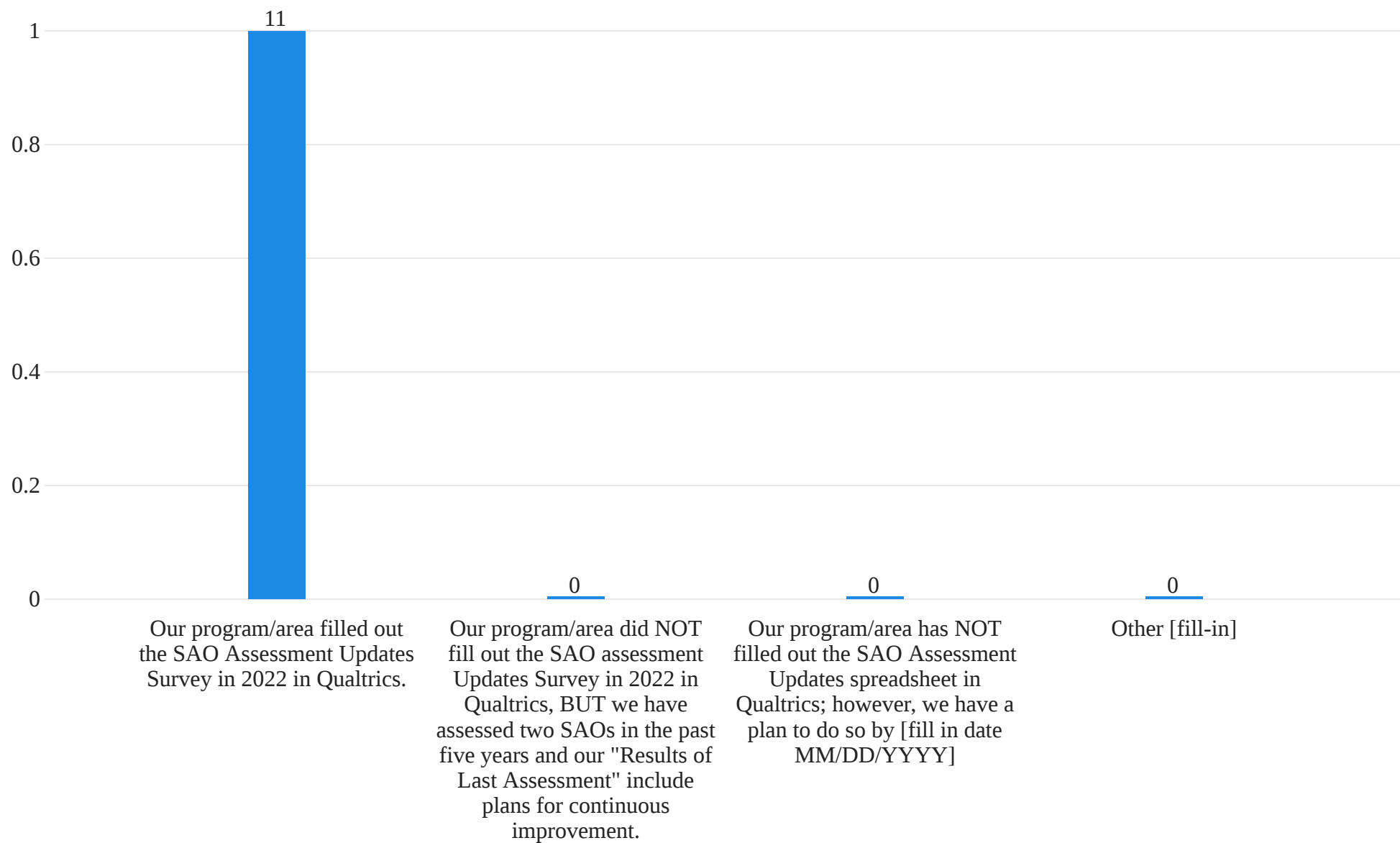
Umoja

N/A

## Service Area Outcomes

What is the status of your program's SAO assessment?

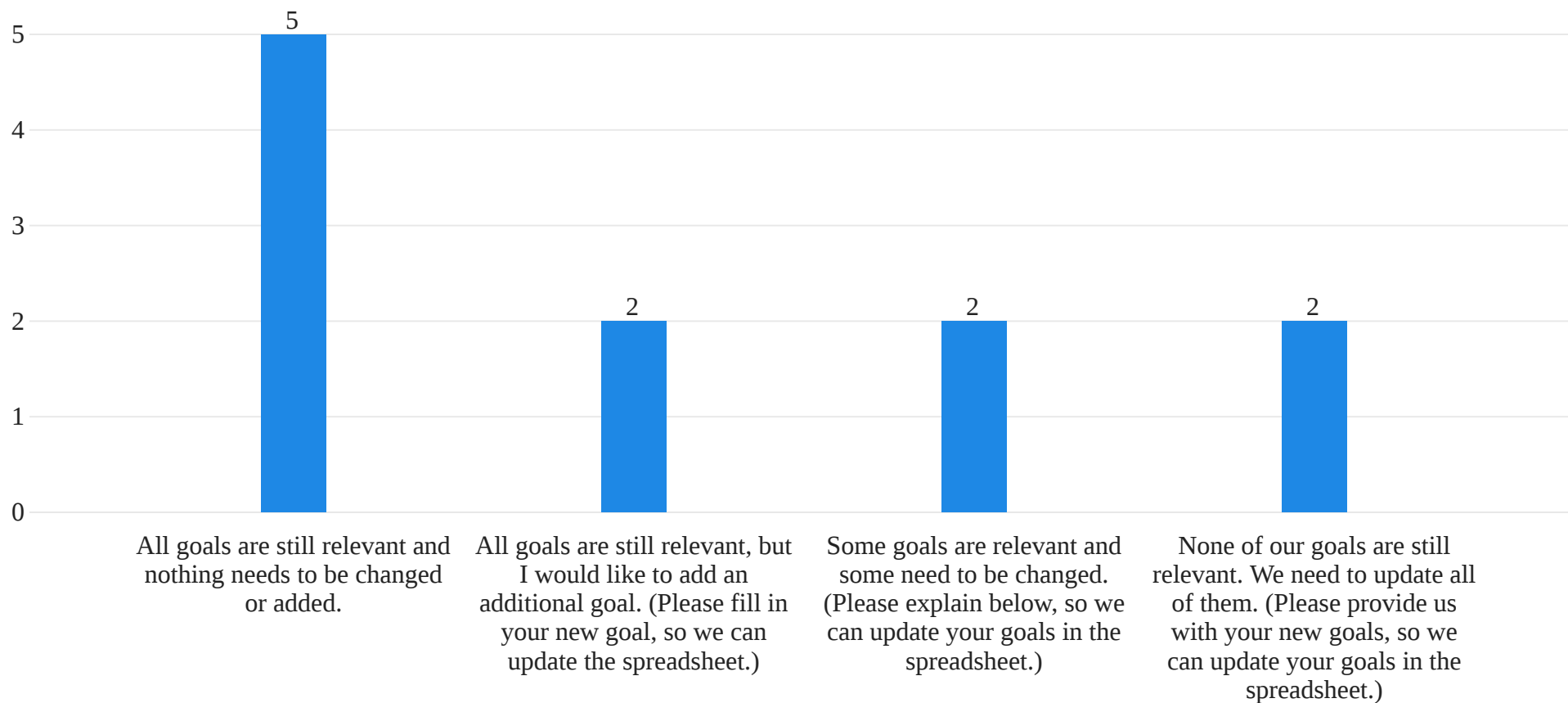
11 Responses



## Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

11 Responses



Program /Area Name	All goals are still relevant, but I would like to add an additional goal [fill in].
CalWORKS	N/A
Change It Now (CIN)	Though we have been able to sustain the program with the minimal funding, far less than our counterparts, for the last twelve years, secure funding is needed. Additional funding would sustain the CIN! Program, more specifically make CIN funding part of the College's operating budget, this would further establish and institutionalize CIN's PAR Goals.
DSPS Student Services	<ol style="list-style-type: none"> <li>1. Rehire a 2nd IA for the LNSK program</li> <li>2. Explore if hiring an administrative assistant makes sense for the DSPS program, partially dependent on the new DSPS funding formula (currently being developed in FA 2022)</li> <li>3. Continue to develop the DSPS website, adding more student voice and individual testimonials on how DSPS helped students achieve their academic goals.</li> <li>4. Develop and implement more and deeper opportunity for departmental communication and process feedback, to continually improve the processes and effectiveness of the program</li> <li>5. Onboard a new DSPS-specific student case management system, namely Symplicity.</li> </ol>
EOPS CARE	N/A
Guardian Scholars Program	N/A
Moveme nt	N/A
Puente	N/A

TRIO ASPIRE	N/A
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TRIO EXCEL	N/A
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TRIO ETS	N/A
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Umoja	N/A
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11 Responses

Program/Area Name      Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

- For Goal # 2 I would also add Canvas program shell. For Goal number 2 outcomes, I would include students will submit their monthly county attendance sheets through the CalWORKs Canvas shell. All students are using the Canvas shell for class instruction so they are familiar with submitting assignments.

#### CalWORKS

The CalWORKs program canvas shell will be utilized to collect the CalWORKs monthly student attendance versus receiving them individually via emails. This new process will offer more accountability and access to students to locate past attendance. For auditing purposes, the Canvas shell will simplify processing the monthly attendance and storage.

Change It Now (CIN)      N/A

DSPS Student Services      N/A

EOPS CARE      N/A

Guardian Scholars Program      N/A

Movement      N/A

Puente N/A

TRIO  
ASPIRE N/A

TRIO  
EXCEL N/A

TRIO  
ETS TRIO ETS funding was renewed so that will not be a goal until the funding cycle ends. All other goals are still relevant.

Umoja N/A

Program/Area Name	None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.) - Text
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CalWORKS	N/A
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Change It Now (CIN)	N/A
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DSPS Student Services	N/A
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EOPS CARE	N/A
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Guardian Scholars Program	N/A
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Movement	<p>Goal #1: Hire full time MOVEMENT counseling assistant to help with setting counseling appointments, reminders/follow ups, and other administrative tasks.</p> <p>Goal #2: Expand MOVEMENT course offerings.</p>
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Puente N/A

TRIO  
ASPI N/A  
RE

TRIO  
EXCE N/A  
L

TRIO  
ETS N/A

Goal 1: was not completely flushed out. It said Mental Health. It should be changed to “Secure funding to partner with Pranamind and provide 1 to 2 Mental Health Therapists, once or twice a week, to work directly with Umoja and all Black Students.” The Expected Outcome would be that more Umoja students will remain in school and complete courses successfully even when difficult circumstances are present. In the past, before the pandemic we had this same service provided for Umoja and all black students through Pranamind, We found all of the appointments filled and even more students requesting their services. In the Spring of 2019, there were so many student referrals they had to send us a 3rd Therapist to make sure students were getting their needs met. We are aware that the school offers Mental Health Services but they are often full and Pranamind’s philosophy on providing therapy takes an African centered approach and our students have had an amazing response from meeting with them. It helped our students to persist and make it through each semester, especially during the pandemic. Expected Outcomes would be that students will persist and succeed because the Mental Health Support is here during difficult times.

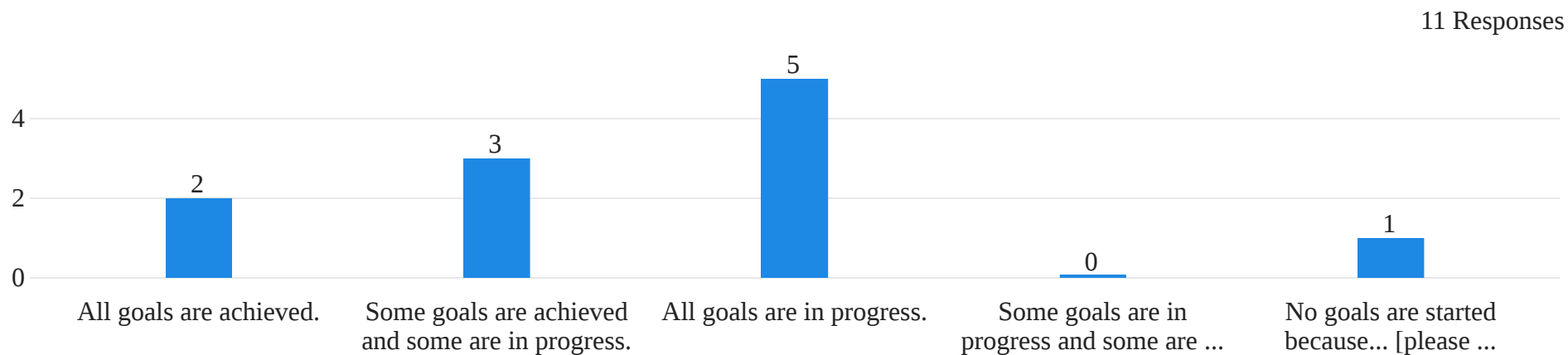
Goal 2: “Applying Lessons...” was also not completely flushed out as well. Our new goal is to “Re-establish Umoja as a premier program at Chabot.” We will work to deliver a flexible, high touch, high quality level of programming in-person and online. Our focus will be on providing Classes, Counseling and Community. Each semester we offer 6-8 classes, all of which are transferable. We partnered with BCRC and Athletics to offer/host tutoring support for students in English 1 and 4A classes, as well as other courses. We will require each Umoja student to meet with our Umoja Counselors and complete an intake. This will allow us to connect with every student who is in our program, and form Caseloads where we are able to follow up and connect students to the community as well as other resources. Before the Pandemic, Umoja had gained momentum and delivered a high level of programming. We were moving at a pace that had called for expansion of the program and our community. We had 2 part time counselors, 8 instructors, a Counselor Assistant, and full team of Student leaders. Our classes were always filled, and we offered up to 8 classes each term. We had a partnership with Pranamind offering students Mental Health Support. We were travelling and exposing students to great opportunities.

Now that we seem to be approaching the tail end of the Pandemic, students are back in person, people are beginning to rediscover the value in participating in the Umoja Program. With us gaining Priority Registration and offering classes both online and Face to Face, we anticipate an increase of students coming into our program. There are students who have reach out to us expressing interest in the program but have been unable to join in person for reasons that include the vaccination mandate, working, taking care of family member.

Goal 3: Create a strong marketing plan for the Umoja Program to do recruitment and outreach. This includes but is not limited to securing Priority Registration, modifying our student application, launching our Canvas shell, and partnering with feeder High Schools and their black student/parent support programs like BSU, and AASAI. We are also looking to work with other community organizations to do activities and events.

The Expected Outcomes or Output would be increasing the visibility of the Umoja program in the Community and thus increasing the number of students interested in participating in Umoja Programming, our classes, and activities. We have multiple entry ways for students to join our program. We have to market and attract students who may not need our classes as well.

### Status of Your Program's/Area's Goals



11 Responses

11 Responses

Program/Area Name	No goals are started because... [please explain in text box below]. - Text
CalWORKS	N/A
Change It Now (CIN)	N/A
DSPS Student Services	N/A
EOPS CARE	N/A
Guardian Scholars Program	N/A
Movement	The AANAPISI Grant that was given to Chabot College to start MOVEMENT was not in place until late Fall 2021. Goals were not established but we are working toward the goals presented above.

Puente N/A

TRIO ASPIRE N/A

TRIO EXCEL N/A

TRIO ETS N/A

Umoja N/A

## Trends in Accomplishments and Challenges in Reaching Goals

11 Responses

Program/Area Name

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Goal #1- 100% of students will have a Student Education Plan

100% of CalWORKs students have a comprehensive student education plan on file which is also shared with the Eligibility Counselor at the county. In the Fall of 2021 we served 21 CalWORKs students and for Spring of 2022 we served 27 CalWORKs students. The persistence rate for CalWORKs students from Fall 2021 to Spring 2022 was 89% compared to 64% of non-CalWORKs Chabot Students.

For the academic year 2021-2022, a total of 14 degrees and certificates were awarded to CalWORKs students. The following is the breakdown: 6 degrees (AA/AS degrees combined) and 8 certificates (C/CA/CAA/CC/PC certificates combined).

CalWORKS

Goal #2- Students will use technology to navigate through the completion of FAFSA, Web Grants, Class-Web, Financial Aid to do list, Bank Mobile.

Six CalWORKs students responded to the satisfaction survey collected at the end of the Spring 2022. From the questions asked, they were able to respond with strongly agree, agree, neutral, disagree, strongly disagree.

5 out of 6 respondents responded to "strongly agree" to the following questions: 1. I feel confident navigating college systems like financial aid, registration, etc. or feel comfortable asking someone in the CalWORKs Program for assistance. 2. My confidence at Chabot has increased as a result of being in the CalWORKs program. 3. I feel supported and respected by the 4. I would recommend other students to participate in CalWORKs. CalWORKs staff. The sixth respondent answered with agreed to the four noted questions.



Goal from Previous Cycle : CIN Counselor

What's going well? Michael Lai moved on from CIN! To be the full-time coordinator for Movement AAPI. We are happy to support him in this new role. We were able to attain 3.75 CAH from SASE to offer reassigned time to Carmen Johnston so she could step in as coordinator. This has allowed the program to continue. Reena Jas also joined the program as the CIN! Counselor. We are pleased to be part of the Special Programs family. CIN faculty are attending meetings with our counseling colleagues and working closely with Dean Molina.

Challenge: As an instructor, and co-lead of CCEPG Carmen is stretched thin. We do not have the support needed to flourish. Our program is in survival mode. Funding is needed so we can be in a better position to serve our students.

Goal from previous cycle: Part- time CIN Counseling Assistant

Status: There has been very little progress on this goal but hopefully this could change with the recent move to Special programs.

What's going well: Last year Classified Senate approved CIN!'s request for a Counseling Assistant II. It is number one on their priority list.

Challenge: Although the position was approved, we have yet to receive the position. It is not clear where the position stands within Chabot's budget needs.

It is imperative we get this position. We have had over 60 students apply to CIN during the Summer yet without a Counseling Assistant, we are unable to ensure those students are registered in our classes. Our program is suffering because of a lack of funding.

Change It Now (CIN) Goal from previous cycle: CIN Space on campus. Need for a permanent CIN Office.

What's going well: Though we secured cubicle space in Bldg. 700 as CIN dedicated space, we are still in need of a permanent CIN office that would provide ample space to meet with students, and moreover, offer privacy to students when they meet with the CIN counselor.

Challenge: We need a permanent CIN office while we wait for the completion of Bldg. 600, the new Library and Learning Connection. A CIN office would increase our visibility on campus and attract more students to the program.

Goal from previous year: Build a more cohesive cohort of CIN students

What's going well: Having the support of Special Programs is beginning to assist us in building our cohort. It has made a huge difference to have a Dean so willing to advocate for our program. Chabot's onboarding process is allowing us to receive vital information to reach out to students. We also have our own CIN! Application students complete which furthers our ability to connect to them.

Challenge: Students need one on one, face-to-face contact to register for our program. Although we reach out to them through email and text, more sustained, personal outreach is necessary to build the cohort. As stated earlier, we are in desperate need of a Counseling Assistant II to help us with this process. Furthermore, a dedicated CIN! Coordinator would make all the difference in growing and sustaining the cohort.

Additional Goal for 2022 PAR: Secure funding for CIN! So, it has parity with Movement AAPI, Puente and Umoja.

Though we have been able to sustain the program with minimal funding, far less than our counterparts, for the last twelve years, secure funding is needed. Additional funding would sustain the CIN! Program, more specifically making CIN funding part of the College's operating budget, would further establish and institutionalize CIN's PAR Goals.

Consistent funding would mean additional support for the Coordinator Role in the form of a Classified Professional part-time position.

DSPS Student Services	<ol style="list-style-type: none"> <li>1. Goal 1 – Completed. The DSPS CAS classes have fully moved to be under the LNSK rubric</li> <li>2. Goal 2 – Completed. We have recently developed a Learning Community specifically aimed at developing Developmentally Delayed students to be job-ready, while getting a certificate, which also will help with SCFF metrics. (LC developed, now working on implementation)</li> <li>3. Goal 3 – Completed. We have recently launched a revised website, with easier navigation, a student voices page (on what college is like with a disability), and a quick overview of Disability history.</li> </ol>
EOPS CARE	<p>Initially, in the fall 2020 there were challenges with engaging students virtually but we have made adjustments and accommodations to the way we communicate with students that makes it easier for them to engage with us. Students are now able to complete all three of their EOPS contacts virtually if they choose to. This makes our staff, counselors, and our services, in general, more accessible to our students. We hope that with increased accessibility, we can continue to increase the number of students who complete their 3 contacts. Utilization of priority registration is still something that we are working on. We are confident that we will be able to increase the number of students who participate in priority registration but at the moment we are making incremental changes. We have begun technology training for staff however we still have an opportunity to train staff on SARS &amp; Banner that have yet to be trained.</p> <p>Some of our biggest challenges lately have come with the loss of one of our beloved classified professional staff members from EOPS/CARE. While we honor the legacy that Sylvia Ramirez leaves with the college and our programs, we are attempting to share the responsibilities that came with the classified position that she held. Historically, this counselor assistant position was responsible for maintaining and tracking student progress towards completing their three (3) contacts, reviewing and updating student eligibility, producing data for bi-annual state reporting, advising the student assistants, and acting as the main support and contact person for the students in the CARE program. Our EOPS staff are spreading these responsibilities across our staff, however, we will be able to return to our over-and-above level of service with a fully staffed program. We are working to meet and exceed the level of service that we were able to provide pre-COVID.</p> <p>Additionally, we currently have a vacancy with our Full-Time Tenure-Track EOPS Counseling Faculty position. Historically, the program has been staffed with one FT Counselor-Coordinator and one Full-Time Counselor. We have been slowly returning to our pre-COVID student enrollment in the program while maintaining a high level of service to the students that we serve. We will be better suited to make continuous improvements to programming and provide consistent academic and personal counseling services with the return of our full-time counseling staff. The position has been vacant for over a year with the shifts that happened in staffing during the BEC 10x10 and the subsequent movement of the previous EOPS Counselor/Coordinator to the Dean of Special Programs &amp; Services. This vacancy also raises concerns for the annual EOPS/CARE budget. We are very thankful for the recent increase in the EOPS/CARE state budget allocation as it will increase our ability to provide services and much-needed academic and basic needs supplies to our students with the rising cost of living in the area. A considerable portion of the EOPS budget and district match is connected to the current Classified Professional and Full-time Counselor vacancies. We hope that we are able to return to a fully staffed EOPS/CARE staff very soon as our students deserve the absolute best that we are able to provide them. Both positions also play an integral role in our ability to meet and exceed our program goals and SAOs.</p>
Guardian Scholars Program	<p>GSP staff and counselors continue to work closely with GSP students to help them develop comprehensive student educational plans. Each student is encouraged to meet with a GSP counselor to develop their SEP and GSP staff provides continuous support throughout the semester with ed planning, career exploration, and course selection related to educational goals. GSP has a good relationship with the Financial Aid department and the specialists assigned to work with current &amp; former foster youth. Between the two departments, we have devised an efficient plan for outreach to potential GSP students and using student financial aid data, we will provide targeted outreach and support to students who need help with accessing financial aid that they are eligible for. The biggest challenge has been the shift in staffing in the program, however we still are able to support students with ed planning, access to financial aid information, and other supports related to the experience of foster youth. We are looking forward to future funding opportunities so that we can have a dedicated program coordinator and a budget that reflects the needs of the number of current &amp; former foster youth that are in need of our services.</p>
Movemen t	<p>MOVEMENT is in Year 2 of the AANAPISI Grant. We are serving 113 students so far in 22-23. We have 99 students enrolled in our Fall 2022 MOVEMENT classes. Our core classes, English and PSCN, are both fully enrolled. We have already met the AANAPISI grant year 2 goal of at least 30 first time, full time enrolled, AAPI or low income students. We recently launched our mentorship program and currently have 38 participants. Some of the challenges include not having a counseling assistant for the program. We are getting some administrative support from various places around campus but it is vital to continue to work to get a full time counseling assistant for MOVEMENT. Currently, the MOVEMENT counselor is doing all of the counseling appointment setting, reminders, and follow up which takes him away from other counselor/coordinator duties and services. Recently, MOVEMENT was able to recruit a Financial aid advisor to support students in MOVEMENT. 87% of our 113 (22-23) students have already completed the 3 core services for priority registration.</p>
Puente	<p>Goal 1 was to have Priority Registration for Puente students: expected outcome was to increase persistence term-to-term and year-to-year as well as increase the number of full-time students. Priority Registration was offered for some Puente students in fall 2022 registration cycle. We have had to collaborate with A&amp;R office to provide a list of students who would be eligible for Priority Registration. There is no data yet to run and compare students to have persisted or registered for full time status.</p> <p>Goal 2 was to continue to have Learning Assistants in all Puente English courses: expected outcome is to have an increase of number of Puente students passing transfer level English in a timely manner. IR data shows that 98% of Puente students completed transfer level English by spring 2021, compared to 72% of Latinx by spring 2021 having complete transfer level English and 76% of overall students having completed transfer level English by spring 2021.</p> <p>Goal 3 was to increase the number of Puente students be full-time students in order to increase student transfer readiness. I was not able to find comparable data, but with the Puente students the students who are taking 12 units or more have an SEP that has an educational goal of transfer in a timely manner.</p>

TRIO ASPIRE Recruitment of students in a pandemic and quasi-post-pandemic space has been a challenge. With more students returning in person, more familiar ways of recruitment are at the program's disposal. There are always continued challenges with supporting student success in light of the high cost of living, mental health issues, etc., however, participating students have received a high degree of touch and contact.

TRIO EXCEL Recruitment of students in a pandemic and quasi-post-pandemic space has been a challenge. With more students returning in person, more familiar ways of recruitment are at the program's disposal. There are always continued challenges with supporting student success in light of the high cost of living, mental health issues, etc., however, participating students have received a high degree of touch and contact.

TRIO ETS TRIO ETS was renewed for another 5-year cycle which was critically important in continuing the work. We achieved 75% of our tutoring target last year. The challenge in reaching 100% was pandemic related. At the beginning of last academic year, including several months into the school year, schools were grappling with being in person and we had limitations with providing in-person services. We weren't able to fully gear up until after the break in January, losing a significant part of the academic year. We continued to offer virtual services, but we saw a decline in students accessing our virtual supports.

TRIO ETS This year is proving different and we have been able to mobilize much more quickly at the beginning of the academic year. We've also been able to employ other school site staff for tutoring which we hadn't been able to previously.

Goal 1: We are working with BCRC to find funding for Pranamind. Last year did not go as planned. The services were available but many students were not aware. The referral system had flaws and therefore appointments were not filled, and students were unable to take advantage. Ultimately the numbers were low for 1 on 1 sessions. Going forward we will market the services differently and simplify the referral system, similar to how it was before the pandemic. While the 1 on 1 session Pranamind provided a Wellness group that met weekly, and had a decent turnout, with a small group of students finding value in the space. The goal is to get more students utilizing our services. This service played a huge role in students persevering through difficult circumstances and completing semesters successfully.

Umoja Goal 2: Our classes were full for fall 2022 semester. With the decline of black students at Chabot, and only offering classes online, Umoja lost momentum that had been gained. It was difficult to recruit and fill our classes. By being back in person, we have seen increase in black students, and feel as though we have gained some momentum. Many students are participating in our classes and Umoja Community Days. We hosted a successful orientation to the program, both in person and online. We are working to create a better platform, online, for all students to interact and experience Umoja. Also, the Umoja team is working on defining who is an Umoja Student. We are doing this to improve our data and become more focused on what the Umoja experience We lost an English Instructor which forced us to adjust, but we are confident that we are moving in the right direction and posturing ourselves for growth.

Goal 3: Umoja has a new application that was created by the Coordinator and Counselor Assistant. We are working to create pipelines with several local High Schools (Tennyson, Hayward High). We have partnered with BCRC to do activities. Umoja also has priority registration for the first time, starting in the spring of 2023

## Rationales for Resource Requests

11 Responses

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
CalWORKS	The CalWORKS program has sufficient categorical funds to meet program needs and improvements.
Change It Now (CIN)	secure funding to sustain the CIN! Program, more specifically making CIN funding part of the College's operating budget, would further establish and institutionalize CIN's PAR Goals. Consistent funding would mean additional support for the Coordinator Role in the form of a Classified Professional part-time position.
DSPS Student Services	The DD/ASD-focused ACE Learning Community (for Developmentally-Delayed & Autism Spectrum Disorder students) will need some more funding support, which we are working on securing in an efficient manner as possible. Either through secondary external support (perhaps a grant) or, if the DSPS augmentation is going to be ongoing, perhaps with the infusion of the augmentation of state DSPS funds received in 2022, if they will be ongoing and our funding is not slashed by the new DSPS allocation formula (TBD early 2023).
EOPS CARE	There are no augmentations or additional resources needed at this time.
Guardian Scholars Program	There are no augmentations or additional resources needed at this time.

Move ment The MOVEMENT SAO is centered around student persistence rate. Having a full time counseling assistant to help with setting up counseling appointments, appointment follow up/reminders, outreach, and administrative support will open up more opportunity for the MOVEMENT counselor to connect with students, collaborate across campus/departments, and provide services. All of those things will support student persistence.

Puente none

TRIO ASPI RE The resignation of the former director will require a new hire though grant funds are sufficient to support salary.

TRIO EXCEL The resignation of the former director will require a new hire though grant funds are sufficient to support salary.

TRIO ETS None

Umoja The one Goal we will need resources for will be to secure funding for the Mental Health support through Pranamind. We have worked with Pranamind for 5-6 years and have benefitted greatly from their services. It is essential for us to have a space for students in crisis to help them thrive in our programs and on campus.

## Service and Instruction Mode of Delivery (Optional Question)

11 Responses

Program/Area Name	As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?
CalWORKS	It's important that our program continue to offer both face to face and online services to students. We have a large number of student parents that continue to meet with the counselor and attend workshops online due to childcare and transportation.
Change It Now (CIN)	In a post-pandemic return to campus, the College/District could invest more resources on mental health services for both students and faculty to further support the adjustment back to campus.
DSPS Student Services	We must meet the students where they are, in the modality they desire, of changing reasons and purposes. Education in America was changing before COVID, even in terms of how people think about it. The pandemic rushed along some of those changes, forcing up to move in digital directions we'd previously only dreamed about. Now as we return, we have the opportunity and responsibility to evaluate what worked, what didn't, and where we should go next, in light of all we learned over the past few years.

EOPS CARE We believe that it is important for the campus to continue to offer both in-person and virtual services to our students. We have always known that our students have varying needs and they juggle multiple responsibilities but what we've learned from the pandemic is that students will utilize our virtual services if we offer them. We have also learned that the availability of virtual services makes our campus much more accessible to students who are working multiple jobs, acting as caregivers for family members or have challenges with transportation. We have also learned that there are a lot of students who want to be back on campus with their peers and amongst our teachers and support staff. We must be flexible enough to be able to offer both in person services and activities while maintaining virtual accessibility.

It is also very important to have clear communication and ease of navigation on our website, ClassWeb and other online services. These are all services that have always been necessary for students to navigate our college system, however they are even more necessary now that more of our services are offered virtually.

Guardian Scholars We believe that it is important for the campus to continue to offer both in-person and virtual services to our students. We have always known that our students have varying needs and they juggle multiple responsibilities but what we've learned from the pandemic is that students will utilize our virtual services if we offer them. We have also learned that the availability of virtual services makes our campus much more accessible to students who are working multiple jobs, acting as caregivers for family members or have challenges with transportation. We have also learned that there are a lot of students who want to be back on campus with their peers and amongst our teachers and support staff. We must be flexible enough to be able to offer both in person services and activities while maintaining virtual accessibility.

Programs It is also very important to have clear communication and ease of navigation on our website, ClassWeb and other online services. These are all services that have always been necessary for students to navigate our college system, however they are even more necessary now that more of our services are offered virtually.

We have also learned that some of our GSP students have chosen not to get vaccinated. Regardless of a student's choice regarding the matter of vaccination, we have a duty to serve the students and provide them with instruction and support services as members of the communities we serve. As a college, we can continue to think of ways to be inclusive of this population to ensure that we are doing our best to serve all students who would like to attend our institution.

Movement MOVEMENT has offered both in-person and online counseling services as soon as the campus started to open up. Students have learned that both options are available and use them accordingly. I have been effective in providing services on campus and off campus. It is important for the campus to continue to trust our work and provide flexibility in when and how we provide services. I understand the goal is to meet student needs and MOVEMENT continues to do our best to do just that.

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Continued ability to support and service in different modalities. This means continuing virtual counseling, workshops, and other interactions with staff in addition to the return of in person services. Due to the pandemic and inflation, our students are working more, thus an added competent of asynchronous services should be provided when feasible, an example would be offering asynchronous workshops for students. In addition, for a better work environment similar accommodation for staff. Work can be done hybrid, because students are not back in person in the same numbers as pre-pandemic. Most students attend zoom counseling sessions or choose to be called or respond to emails.

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Students need the option of receiving instruction and services face-to-face or online, and students should be able to switch from one modality to another one easily throughout the semester, based on their individual needs. Basic Zoom training should be provided to students early in the semester, and rooms should be well ventilated. Masks should remain optional even when the Chabot College website with the latest Covid 19 information says “low risk.”

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N/A

Umoja

It is important for Chabot to remain flexible and forgiving. In this pandemic the Umoja program has done our best to do just that. We are constantly doing everything we can to be as accessible for students. We work to eliminate all barriers and make Chabot and Umoja a positive and impactful experience. What that looks like in real time, being where the students are. That means providing virtual counseling, hybrid courses, collaborating with programs and resources and being equity minded. It means providing laptops and hot spots. It means providing mental health services for students who are facing challenges. Our school is full of resources that many students have no idea exist. We must work to treat the whole student and not just the scholar. Students are coming to campuses from many different environments. As an institution of higher learning we must show up in this way.