Fall 2023 Special Programs Division Summary Report
on PARs Submitted by 11/3/23

11 Responses

Name of Program, Discipline, Area or Service	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, Mona Abdoun, Benjamin Barboza, Pedro Reynoso	Student/Admin Services/Office of the President
DSPS Student Services	Nathaniel Rice, with review in a DSPS all-staff meeting	Student/Admin Services/Office of the President
EOPS CARE	Brian Augsburger	Student/Admin Services/Office of the President
Guardian Scholars Program	Brian Augsburger	Student/Admin Services/Office of the President
Movement	Michael R. Lai, Na Liu, Brian Goo, Arnold Paguio, Cristina Baron, Anamarie Tabujara-Navarro, Rozen Bondoc	Student/Admin Services/Office of the President
Puente	Sandra Genera	Student/Admin Services/Office of the President
TRIO ASPIRE	Maria Rodriguez-Larrain and Janelle Reza	Student/Admin Services/Office of the President
TRIO ETS	Robin Galas	Student/Admin Services/Office of the President
TRIO EXCEL	Maria Rodriguez-Larrain and Janelle Reza	Student/Admin Services/Office of the President
Umoja	Tommy Reed and Tom Dewit	Student/Admin Services/Office of the President

Reflections on Annual Priority Progress in Academic Year 2022-23

11 Responses

Name of Program, Discipline, Area or Service	What progress did you see in any of these annual planning priorities?
CalWORKS	N/A
Change It Now (CIN)	Under Abby Patton's leadership, the Pathway structure is off to a good start. Student Success Teams are beginning to take shape and departments are working to connect to the Pathways model. There is still work to do to connect to the community, however various programs across campus are making inroads. For example, the STEM Family Night is a great program to outreach to the community and invite families to campus programs and events. The hiring of the marketing director is making a difference, this will help promote Chabot programs and events. Internally, and as it relates to instructional technology, there has been increased Canvas support and professional development opportunities during the COVID19 pandemic Other campus-wide efforts that expand students' access to basic needs support include: · Hiring a new Director of Student Equity and Success (Dr. Gilmore) · Expanded the Food Pantry's days and hours of operation · Supported the creation of a Student Hub in the absence of the College bookstore · Provided free student printing in all computer labs across campus

DSPS Student Services	There was a great SOAR event this year, with a fairly massive impact on getting students enrolled. The inclusion of "SOAR Jr." was an excellent second-pass at getting students enrolled, and equally importantly getting them connected with Special Programs, which are well-proven to have excellent success rates. The launch of CRM Advise is also another step in the right direction, but it still has a little ways to go to be fully integrated and making a huge difference – but there is massive potential when fully implemented.
EOPS CARE	The pathways support teams are building and developing their plan for connecting with/supporting students.
Guardian Scholars Program	The pathways support teams are building and developing their plan for connecting with/supporting students.
Movement	MOVEMENT has made significant progress in each of the above areas. The MOVEMENT learning community staff is a Pathway Success Team. The number of students that have connected with MOVEMENT has grown significantly over the last few years. In Fall 2021, 142 student connected with MOVEMENT. In Fall 2022, 263 students connected with MOVEMENT. In Fall 2023, 505 students have connected with MOVEMENT, with 247 active students enrolled in our classes and/or received counseling service. MOVEMENT students are provided comprehensive services that include, but not limited to individualized counseling, transferable classes, and community. MOVEMENT Counselor meets with Faculty regularly to ensure collaborations between student services and academic services are solid. MOVEMENT students also engage in a mentorship program that offer leadership development opportunities.
Puente	It has been great to see an increase in expanding opportunities for Chabot to connect to the external community in creating referrals to basic needs with Fresh Success and Basic Needs, as well as the hiring of a marketing person at Chabot that is coordinating marketing. The CRM portal will help streamline messaging in programs as well as eSARS access in Special programs to provide access for students to schedule counseling appointments online.

TRIO ASPIRE	TRIO saw significant improvement across the 22-23 planning priorities. The TRIO team worked to reach out to academic pathways for closer collaboration, particularly ESL. TRIO counselors held workshops, provided resource material, and referred students directly to campus resources for basic needs. Increased collaboration with MESA/TRIO and EOPS allowed for increased field trip/workshop offerings related to career exploration and WBL. And the TRIO team worked to create and then streamline an online application process. In addition TRIO saw an increase in first year students by collaborating with TRIO ETS students that just graduated high school and are now at Chabot enrolled ensuring students from our feeder high schools were directly connected to a Special program they recognized, TRIO.
TRIO ETS	TRIO ETS continues to support middle and high school students with college/career-readiness, some of which opt to attend Chabot College. We align most closely with priority 3 since we are a pre-college program.
TRIO EXCEL	TRIO saw significant improvement across the 22-23 planning priorities. The TRIO team worked to reach out to academic pathways for closer collaboration, particularly ESL. TRIO counselors held workshops, provided resource material, and referred students directly to campus resources for basic needs. Increased collaboration with MESA/TRIO and EOPS allowed for increased field trip/workshop offerings related to career exploration and WBL. And the TRIO team worked to create and then streamline an online application process. In addition TRIO saw an increase in first year students by collaborating with TRIO ETS students that just graduated high school and are now at Chabot enrolled ensuring students from our feeder high schools were directly connected to a Special program they recognized, TRIO.
Umoja	There has been a very intentional effort to connect all students to a pathway, a program, support, and services. The benefit of this work has made clear lines between what we all do, while making sure they intersect in intentional ways so that more students are receiving layers of support and services. It similar to the intention and practices of the Black Excellence Collective's 10x10 efforts from 2020, except it its scaled up to connect all Chabot students.

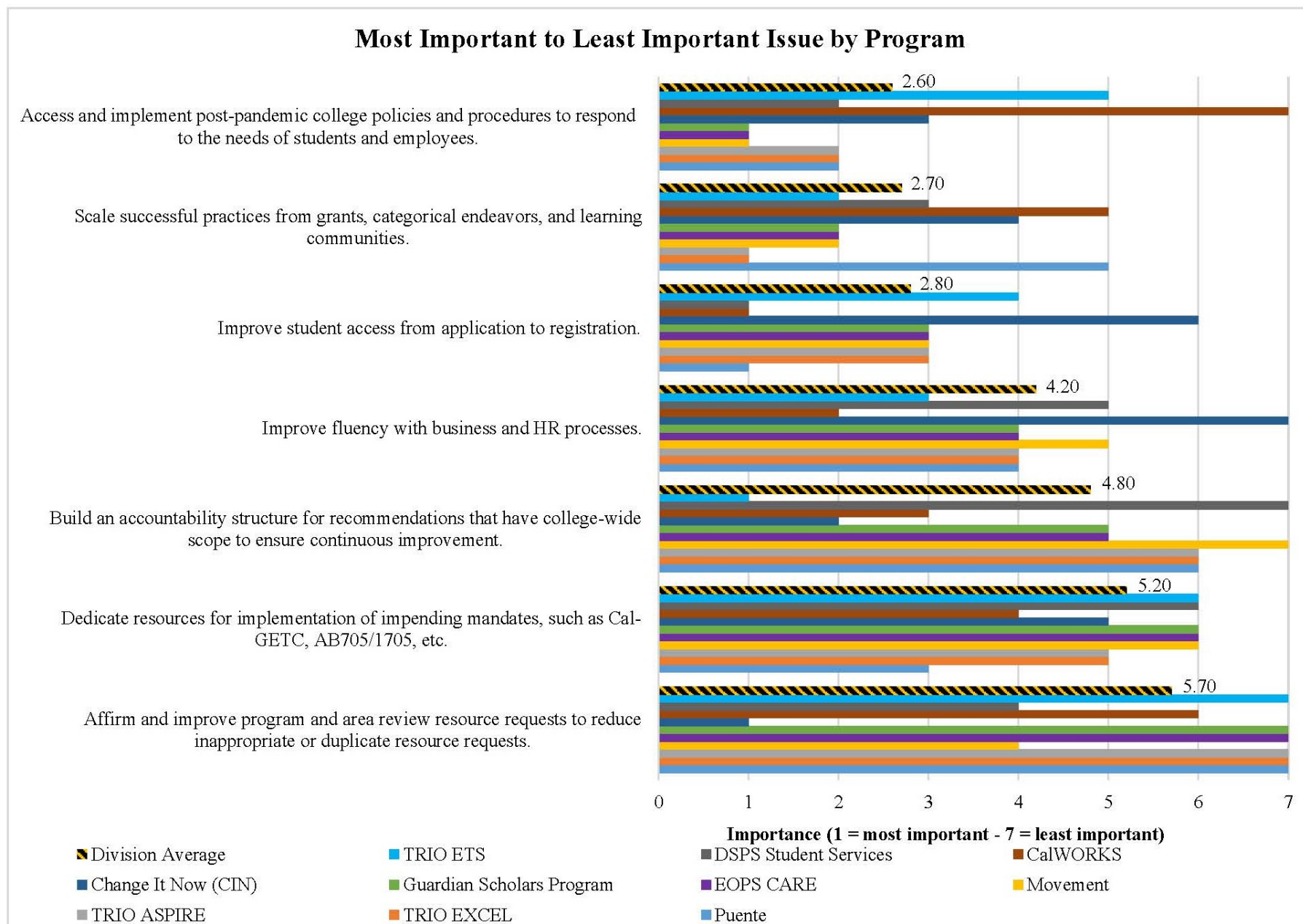| Name of Program, Discipline, Area or Service	Question: If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?
	For AY 2022-2023 the goal of the college will be increasing equitable enrollment and retention through building community and partnerships across campus and within our local service area. The strands of this work are
	2. Expand opportunities for Chabot to connect to the external community to ○ create referral networks to address students' basic needs; ○ link students' course of study with opportunities for career exploration and for further study; ○ connect employers to Pathways and programs in order to build/expand work based learning opportunities and job training.
CalWORKS	Students are in need of community resources such as housing, substance abuse, health care, immediate employment and general case management services. It would be very beneficial for our college to partner with a community agency who can be housed at Chabot (new basic needs center) to provide comprehensive referrals to community resources. I often receive emails from my colleagues to help them navigate a student's situation that requires outside community referrals. Chabot can have a community agency/case managers that can provide on the spot resources.
	For example, there are community agencies in our service area that operate housing shelters as well and Chabot can partner with an agency with the goal of holding rooms for Chabot students. Starting a partnership can open the opportunity to apply for grants in the future related to student housing at the Community Colleges.
	3. Further improvements in our student interfaces by continuing implementation of a. coordinated marketing, outreach, and messaging technological solutions; b. website redesign; c. online and phone contact options for accessing services; d. training and support for all staff in utilizing current and new technology platforms.
	This is a great time to re-brand our college so that we can build the trust of local educators and prospective students.

Change It Now (CIN)	It seems like the leadership is moving effectively around these areas. I am sure people with more expertise in these areas may have ideas to contribute. But from the ground level we can see that when the campus focuses on 1-2 campus-wide initiatives (e.g., equity, OER, Hispanic Servingness) this creates a more focused approach to better serving Chabot students, especially if these efforts are from the ground-up and include all voices—students, staff, and faculty—and more importantly, follow through from the administration.

From the technology side, it would help for the College to coordinate laptop lending across the college - evaluate having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment. |
| DSPS Student Services | Seek more and directed feedback from the front-line staff, in a way that makes them feel they will be heard and listened to, and then provide tangible outcomes from their feedback.
Also, the support of dedicated leadership of events and outreaches, rather than having these time-consuming projects be added on to existing staff's load. The time and organization of these events is massive, and for the best results a higher level of personnel investment needs to be made. The good results we have are because Chabot has amazing staff, but dedicated time to organize them would take these results to the next level. |
EOPS CARE	In general, the college should be more visible in the community. Our college can also welcome more community events and activities on our campus to solidify our role in the community as a destination for families, students and all community members.
Guardian Scholars Program	In general, the college should be more visible in the community. Our college can also welcome more community events and activities on our campus to solidify our role in the community as a destination for families, students and all community members.
Movement	It will be helpful to update class web so financial aid steps can be clearer and easily completed by students. Consider removing Online Orientation from priority registration requirement. Consider adding Degree Works to the new student onboarding process. Provide each learning community with its own full-time counselor/coordinator and counseling assistant. Less paperwork in general. Open to accepting online signatures and scanned documents/receipts. Move to a more up to date student facing portal (Class web looks old and not user friendly for students).
Puente	It is important to continue to provide training and support for all staff utilizing current and new technology platforms. It is also important to continue to provide training and support for all staff to expand Chabot's opportunities in basic needs, connect with external networks
TRIO ASPIRE	Provide work time during flex day for these items for both full-time and part-time faculty. Provide PD/workshop, then provide team collaboration time to implement the new knowledge. TRIO has only part-time counselors in their program and allowing them to attend and be compensated would be efficient and effective.
TRIO ETS	To develop a position that coordinates campus-wide outreach and aligns the various grant-funded and division-based outreach specialists to more cohesively operate across our feeder district. I would advise outreach to be conceptualized in the following ways: tabling; enrollment support at feeder high schools and in community; planning/hosting events/tours/experiences on our campus.
TRIO EXCEL	Provide work time during flex day for these items for both full-time and part-time faculty. Provide PD/workshop, then provide team collaboration time to implement the new knowledge. TRIO has only part-time counselors in their program and allowing them to attend and be compensated would be efficient and effective.

Umoja

Continue to promote collaboration and synergy. Unifying efforts is a great way to be efficient while creating layers of services and resources for students. Cross Collaboration expands each areas reach which allows for more students to be positively impacted.

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

Most Important to Least Important Issue by Program

Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees. — **2.60**

Scale successful practices from grants, categorical endeavors, and learning communities. — **2.70**

Improve student access from application to registration. — **2.80**

Improve fluency with business and HR processes. — **4.20**

Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement. — **4.80**

Dedicate resources for implementation of impending mandates, such as Cal-GETC, AB705/1705, etc. — **5.20**

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests. — **5.70**

Importance (1 = most important - 7 = least important)

Legend:
- Division Average
- TRIO ETS
- DSPS Student Services
- CalWORKS
- Change It Now (CIN)
- Guardian Scholars Program
- EOPS CARE
- Movement
- TRIO ASPIRE
- TRIO EXCEL
- Puente

Other Priority Areas to Address to Carry Out the College Mission

11 Responses

Name of Program, Discipline, Area or Service	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	Develop a structured communication plan for students throughout the academic term via email and text (Academic calendar and campus activities). I recommend that all student communication sent to students also be made available to Chabot staff so that they are in the know of what information is being sent to students so we are prepared to respond as needed.
Change It Now (CIN)	I am sad to see that it doesn't seem to be a priority to address equity gaps. Our Black and Latinx students continue to be at the bottom when it comes to our success rates. When are we going to truly take this on as a college? There needs to be more intentionality and a collective effort from across campus to address this gap, as mentioned above, if the college focuses on 1-2 campus-wide initiatives, we may be able to make progress in this area. Perhaps, initiatives like Guided Pathways and Hispanic-Servingness (HSI) can be used as the vehicle to bring efforts and people together to work on this priority.

Another campus-wide priority, which has been voiced at various venues and meetings, should be the availability of more healthy and affordable food options for students and the campus at large. Also, many faculty have pointed out that our food vendor on campus needs to extend its hours of operation to serve evening students and faculty. This again, lends itself as an opportunity to initiate a campus-wide effort to address a glaring need. |
| DSPS Student Services | Seek regular and increased student feedback on initiatives, and provide the platform, space, and support for this to happen and influence campus decisions, with report-backs to the students on our collective progress and response to their feedback. – i.e., show them that their voice matters. Not just the most active students, but also the students that don't automatically engage in the campus community and offerings. |
| EOPS CARE | NA |

Guardian Scholars Program	NA
Movement	N/A
Puente	Chabot has a history of being a 'grass-roots' institution being the first in California to establish Learning Communities that have since grown and been a model for many other institutions to duplicate. We have an opportunity as an HSI campus to improve our "Servingness" on campus. We have a lot that is unique to Chabot. Let's look at that and continue to grow in being student-centered, culturally responsive and empower our students to find their passion and complete degrees and transfer. We also need to be intentional in hiring faculty and administrators that reflect our student demographics.
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A

Reflections on Goals

Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:
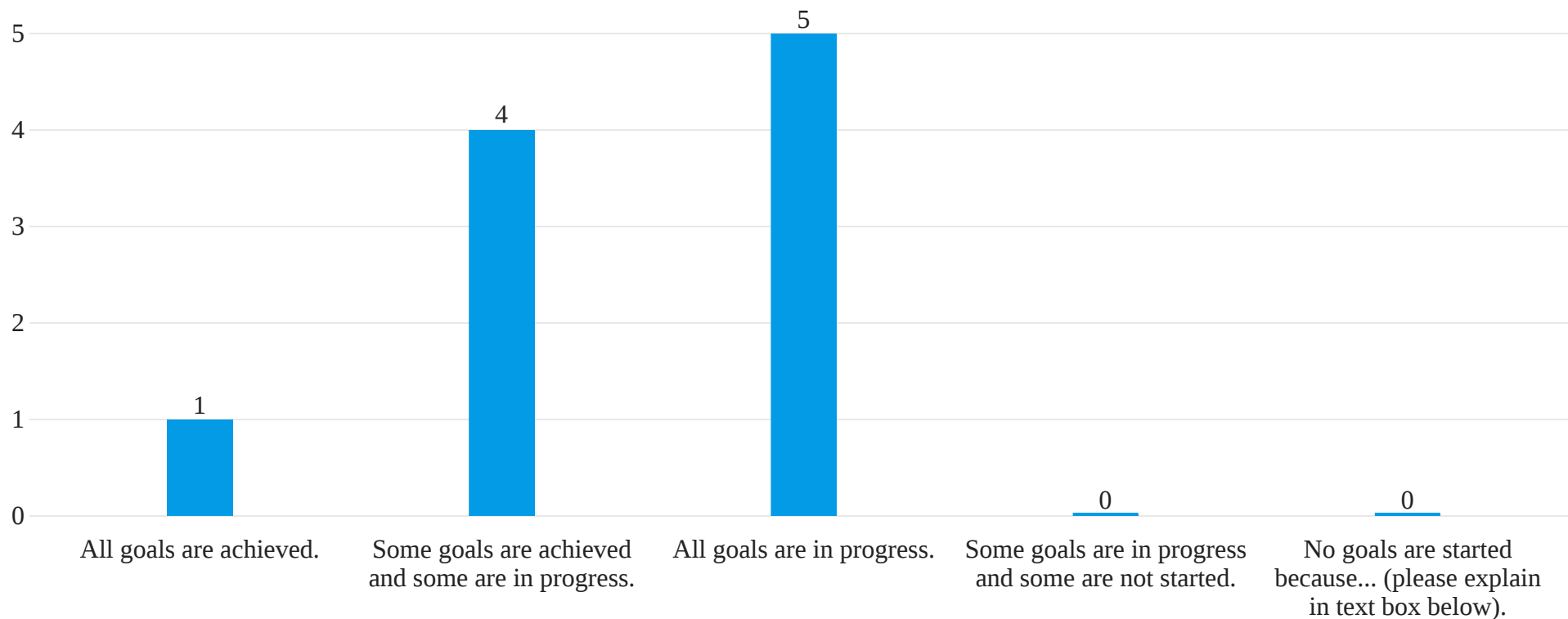
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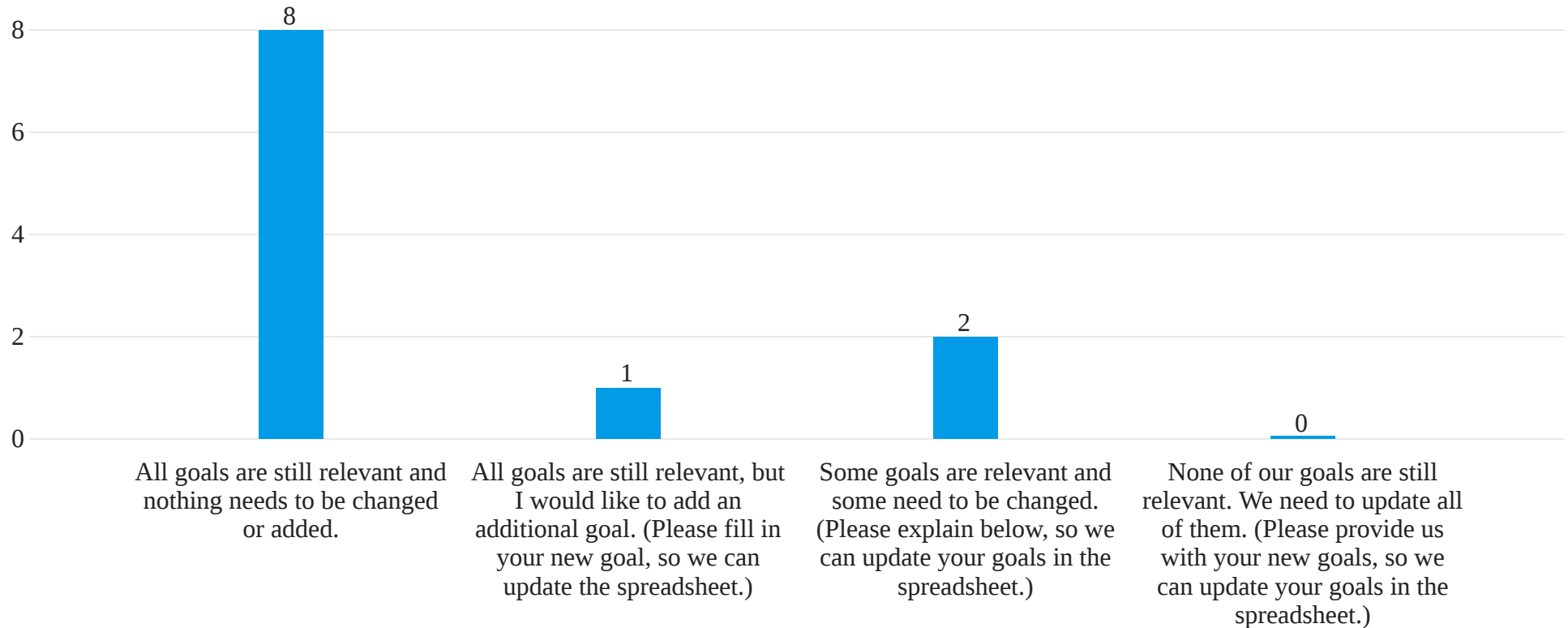
Name of Program, Discipline, Area or Service	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)
TRIO ETS	N/A
DSPS Student Services	N/A
CalWORKS	N/A
Change It Now (CIN)	N/A
Guardian Scholars Program	N/A
EOPS CARE	N/A
Movement	We are currently working to hire a counseling assistant to be shared with multiple programs. Also working to hire part time counselor for Nesians Unite learning community.
TRIO ASPIRE	N/A
TRIO EXCEL	N/A
Umoja	N/A
Puente	N/A

Name of Program, Discipline, Area or Service	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
TRIO ETS	N/A
DSPS Student Services	N/A
CalWORKS	N/A
Change It Now (CIN)	N/A
Guardian Scholars Program	N/A
EOPS CARE	N/A
Movement	N/A
TRIO ASPIRE	N/A
TRIO EXCEL	N/A
Umoja	N/A
Puente	Puente was able to achieve Goal 1 and we have priority registration for Puente students. That goal can be deleted.

What are the statuses of your program's/area's goals right now?

All goals are achieved.	Some goals are achieved and some are in progress.	All goals are in progress.	Some goals are in progress and some are not started.	No goals are started because... (please explain in text box below).
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Name of Program, Discipline, Area or Service	So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

CalWORKS

GOAL 1: The CalWORKs program will support CalWORKs students in successfully completing their matriculation components: Orientation, math & English self-placement & Student Education Plans at higher rates than Chabot students not in CalWORKs.

Counselor will meet with every student to complete a student education plan and provide guidance on navigating Class-Web to access and monitor their student education plan through Degree Works.

REFLECTIONS:

100% of CalWORKs students have an active Comprehensive SEP in DegreeWorks. Students receive an overview of the major, general education and transfer patterns course list. Counselor orientation and video provided on how to access Degree Works via ClassWeb.

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

REFLECTIONS: To carry out the SAO, the CalWORKs team continues to actively communicate with students via email, Canvas shell, text and workshop presentations to complete the FAFSA. The CalWORKs program periodically pulls the Banner report to review our students financial aid status. We reach out to students every semester (fall, spring summer) to complete FAFSA. If students find themselves on academic probation status, CalWORKs counslor will support studnets with completing the on-line orientation or academic probation two form. As needed, the CalWORKs counselor follows up with the Finacial Aid advisor and/or Financial Aid Director for financial aid appeals that require additional attention. Furthermore, when needed the CalWORKs programs assists CalWORKs students pay outstanding fees with Admissions & Records to release holds.

PERSISTENCE RATE:

Unduplicated Calworks Students Served for Summer 2022, Fall 2022 and Spring 23: 70

Awards Granted: 29
(Degrees & Certificates)
AA-T: 5

AS-T: 2

AA-: 6
AS: 1
Certificates: 15

Gender (Unduplicated)
Female: 64
Male: 5

Unkown: 1

Demographics
African American: 26

Change It Now (CIN)	1) CIN Counselor/Coordinator- We are integrated into Special Programs. Pedro Reynoso and Carmen Johnston are splitting the Coordinator position. We have 3.75 CAH/per semester for the CIN Counselor/Coordinator. Benjamin Barboza is our current counselor for CIN. 2) We are partnering with Movement to split a Counseling Assistant. 3) Mona Abdoun is teaching Sociology in CIN. We spent the summer revising our principles. We are working closely with Guardian Scholars and EOPS. These actions have strengthened our cohort of students. 4) We are hoping to be part of the Education Pathway for a regional grant. We hope by partnering with Guardian Scholars we will be able to pool resources. Additionally, we hope to be part of the next HSI grant.
DSPS Student Services	1. The DSPS CAS classes will be moved under the LNSK rubric - COMPLETED 2. DSPS will develop and support a Learning Community for specific cohort of DSPS students with related educational needs – COMPLETED 3. DSPS will further develop a robust website with useful information for both students and faculty, to assist with understanding, requesting, and implementing the accommodation process. – CONTINUOUS GOAL, BUT SIGNIFICANT IMPROVEMENTS EACH YEAR Added in Fall 2022 PAR: 1. Rehire a 2nd IA for the LNSK program – COMPLETED 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) – UNDER REVIEW 3. Continue to develop the DSPS website, adding more student voice and individual testimonials on how DSPS helped students achieve their academic goals. – CONTINUOUS GOAL, BUT SIGNIFICANT IMPROVEMENTS EACH YEAR 4. Develop and implement more and deeper opportunity for departmental communication and process feedback, to continually improve the processes and effectiveness of the program. - CONTINUOUS GOAL 5. Onboard a new DSPS-specific student case management system, namely Symplicity. – ONBOARDING COMPLETED, INTEGRATION IN PROGRESS
EOPS CARE	Goal #1 We have been able to keep our numbers generally consistent. There was a slight dip in priority registration during the pandemic but our utilization has gone back up. One thing that has been helpful is that we get a daily report of registrants from IT. This helps our team to track and follow up with the students who have not yet registered. Goal #2 Our team is working well together to continue consistent outreach & messaging to our students regarding completion of their 3 contacts. Our students continue to get positive affirmations and support from our staff with completing program requirements. Goal #3 All of our classified staff have been trained on SARS & Banner reporting. We continue to find new uses for MS365 which helps with our new digital filing system.
Guardian Scholars Program	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 students now have the same 3-contact requirements as EOPS students to ensure constant engagement with program staff. GSP has a good relationship with the Financial Aid department and the specialists assigned to work with current & 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.
Movement	We are in the process of hiring a full-time counseling assistant that will serve multiple programs. That is better than not having any counseling assistant, but each program needs its own dedicated full time counseling assistant. We are currently writing new courses related to pacific island culture and arts and a course centered around the Filipinx experience.

Puente	Goal 1: Priority Registration for Puente students to increase persistence fall to spring and increase number of full-time students were achieved. 85% of Phase 1 Puente students persisted from fall 21 to spring 22 and fall 22 to spring 23. We also had 89% of Phase 1 Puente students register as full-time students each of those four semesters. Goal 2: Continue to have LA in all Puente English courses to increase the number of Puente students passing transfer level English courses in a timely manner was reached. In Fall 2021 73% of Puente students passed English 1 vs. 52% of non-Puente Latinx students vs. 67% of all other students who enrolled in English 1. In Fall 2022 75% of Puente students passed English 1 vs. 56% of non-Puente Latinx students vs. 70% of all other students who enrolled in English 1. Goal 3: Increase the number of Puente students to be full-time students in order to increase student transfer readiness and the outcome was to increase transfer-ready students by 10%. In fall 2021 and 2022 we had 96% of our students indicate an educational goal as transfer/degree. 69% of the Puente students who have completed English 1 have completed 30+ units and are considered transfer-ready.
TRIO ASPIRE	The previous year was a major rebuilding year after student participation/engagement decline during COVID. We have been particularly successful in regaining student participation in our program and are now focused on increasing engagement. We have offered all workshops and events proposed in the goals and have noted increasing engagement. We are waiting to assess outcomes related to our goals in alignment with the annual federal reporting cycle.
TRIO ETS	We have a host of strategies that we have developed over time to ensure student recruitment into the program, support tutoring and a minimum of three points of access. These strategies continue to evolve through continuous evaluation and review of data.
TRIO EXCEL	The previous year was a major rebuilding year after student participation/engagement decline during COVID. We have been particularly successful in regaining student participation in our program and are now focused on increasing engagement. We have offered all workshops and events proposed in the goals and have noted increasing engagement. We are waiting to assess outcomes related to our goals in alignment with the annual federal reporting cycle.

Goal 1 was to secure funding to provide African Centered wellness and therapy support for our students to increase overall retention. We were able to secure some funding last year, and use it to bring Pranamind into Umoja for Spring Semester. It worked well. Our therapist was introduced to the community and by the second week her schedule was filled whenever she was on campus. The partnership with Pranamind is important because they use African Centered Counseling approach which makes it easier to connect with our student population.

Goal 2. Last year the intentions were to continue scaling the program back to where it once was. Strategies that worked were having Umoja Days, Collaborating with the Black Cultural Resource Center (BCRC) on events and activities, holding Umoja classes in spaces like the Student Initiative Center (SIC), having counselors embedded in the classes, to name a few.
"Umoja Community Days" for our students was a time each month set aside for students in Umoja to build community with one another and participate in an activity such as "Black Transfer Day" or "Rest, Reset, Receive." One of the Umoja Community Days involved students sharing or showing their talents. The significance of Umoja Community Days, was to allows for students to become a tighter community, and build the feeling of family. Based on research shared by Dr Joy DeGruy, author of "Post Traumatic Slave Syndrome," it is of the most importance for Black Students and Students of color to have authentic relationships with people involved in their education. From the professor to counselors, and their peers, they must have deep connections for them to successfully persist.

Umoja

Collaborating with the BCRC went well for Umoja. We collaborated on nearly every activity and event. This worked well for the BCRC and the Umoja program, as each were able to introduce new students to one another. Events like "Chop It Up Tuesdays" brought many students to the BCRC and allowed them to build over food and conversation. Students learned about the Umoja Program, and joined the following semester.
Another great Collaboration Umoja participated in was "Seso Wo Suban Summer Academy." Along with the Equity Director, Dr Saleem Gilmore and the BCRC Coordinator Lakesha Stewart. 27 African American students joined and competed the Summer Academy. Upon completion they gained 6 UC and CSU transferable Units, by taking Hist 62, and PSCN 23.

Goal 3 There are so many positives to share. The goal was to scale up marketing and outreach to fill classes in the Fall. In the Spring of 2023 Umoja offered GNST 33A, which is a Black Leadership classes. Students in that class learned how to read an interpret Data concerning the status of all Black/African American Students. They also leveraged their relationships with their former high schools allowing us to visit and share a workshop authored by the students, Tom deWit, and Tommy Reed. The students created and maintained a tracking system that allowed them to contact, connect, visit, and follow up with the local area schools. As a result of this effort all Umoja classes were full before the fall semester began, including the Late Start classes that begin in October. The class was such a success, that the Umoja program requested to offer GNST 33A course again this fall.

11 Responses

Name of Program, Discipline, Area or Service	Question: What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.
CalWORKS	The CalWin data base with Alameda County was shut down on September 1, 2023. CalWin allowed colleges to view a student's CalWORKs county case activity. A new system name CalBenefits was replaced and colleges no longer have access to view a students county case and immediately know and respond to student CalWORKs inquiries. Limited access will create barriers to enrolling students in a timely manner into the Chabot CalWORKs program.
Change It Now (CIN)	1) In order to be on parity with the other learning communities, we need at least a 50% load Counselor Coordinator. We are hoping Benjamin will take on the role. It just doesn't work well for a faculty member to be in a coordinating role. 2) It will be interesting to see how the split with the counseling assistant will work. 3) We are ways away from having a strong intake process so we can build a great cohort. Participation in MEGA day helped and working with a student assistant over the summer made a difference as well. 4) It would be nice if we could count on the college for some financial support. Currently we receive about 42K from SEA, which is 1/3 of what other learning communities who have additional grant money receive. It's not fair. We do a lot for less than everyone.
DSPS Student Services	• Fiscal uncertainty with a new DSPS funding formula being implemented by the state • The challenges of every employee having a different schedule • Insufficient support staffing to manage burgeoning technology requests • A general, ever-present reality of doing more with fewer resources, in less time, with uncertain supports
EOPS CARE	There are no new challenges this year. Our program has gone through some staffing changes that have just involved onboarding of new staff and search time for replacement part-time counselors. Our program is now fully staffed and we are working to get everyone up to speed so we can support our students with completion of their contacts and utilization of their priority registration benefits.

Guardian Scholars Program	Some of the challenges include maintaining the level of support that our students need outside of academic support. The students we serve in GSP often have persistent housing needs as well as needs for food and transportation support. Our program provides some resources but is unable to provide them at the level that the students often need. We often refer students to outside support programs in the community.
Movement	The challenge is the hiring process for full time positions. As for providing more MVM courses, we are fortunate to have dedicated Ethnic Studies to work on our new courses. The challenge is at the state level where it takes so long to get the course approved and available to students.
Puente	A challenge we face is having students follow-up with us after their first year in Puente. We can see their units and classes taken, but do not receive a high percentage of students informing us of their progress. We have included Puente students in a CANVAS portal and follow up with individuals, but I don't know why they do not follow up with us.
TRIO ASPIRE	The only notable challenges reflect the difficulty in engaging students post COVID using multiple modalities. Students are more likely to participate in activities offered online or hybrid but then lack the interpersonal relationship development and bonding that would benefit them.
TRIO ETS	Changes in partner school leadership and staffing have sometimes made goals more difficult to obtain, but we have enough relational capital, providing degrees of stability even with staff changes.
TRIO EXCEL	The only notable challenges reflect the difficulty in engaging students post COVID using multiple modalities. Students are more likely to participate in activities offered online or hybrid but then lack the interpersonal relationship development and bonding that would benefit them.

Goal 1- There really are no challenges for this goal. It's just a matter of continuing to build out the look of this resource. They started a bit later than anticipated completion and processing of contracts and securing the funding. In reflection, there may be a need to get the contracts processed in the summer heading into the Fall, in order to have them up and running on day one. Even getting them on campus by end of September when students begin to get into the full motion of class and life. It's a barrier because students need the services in real time, and not having them readily available will have a negative impact on our retention rates. If we would have had this resource at the start of fall, it would have significantly helped Umoja students to persist.
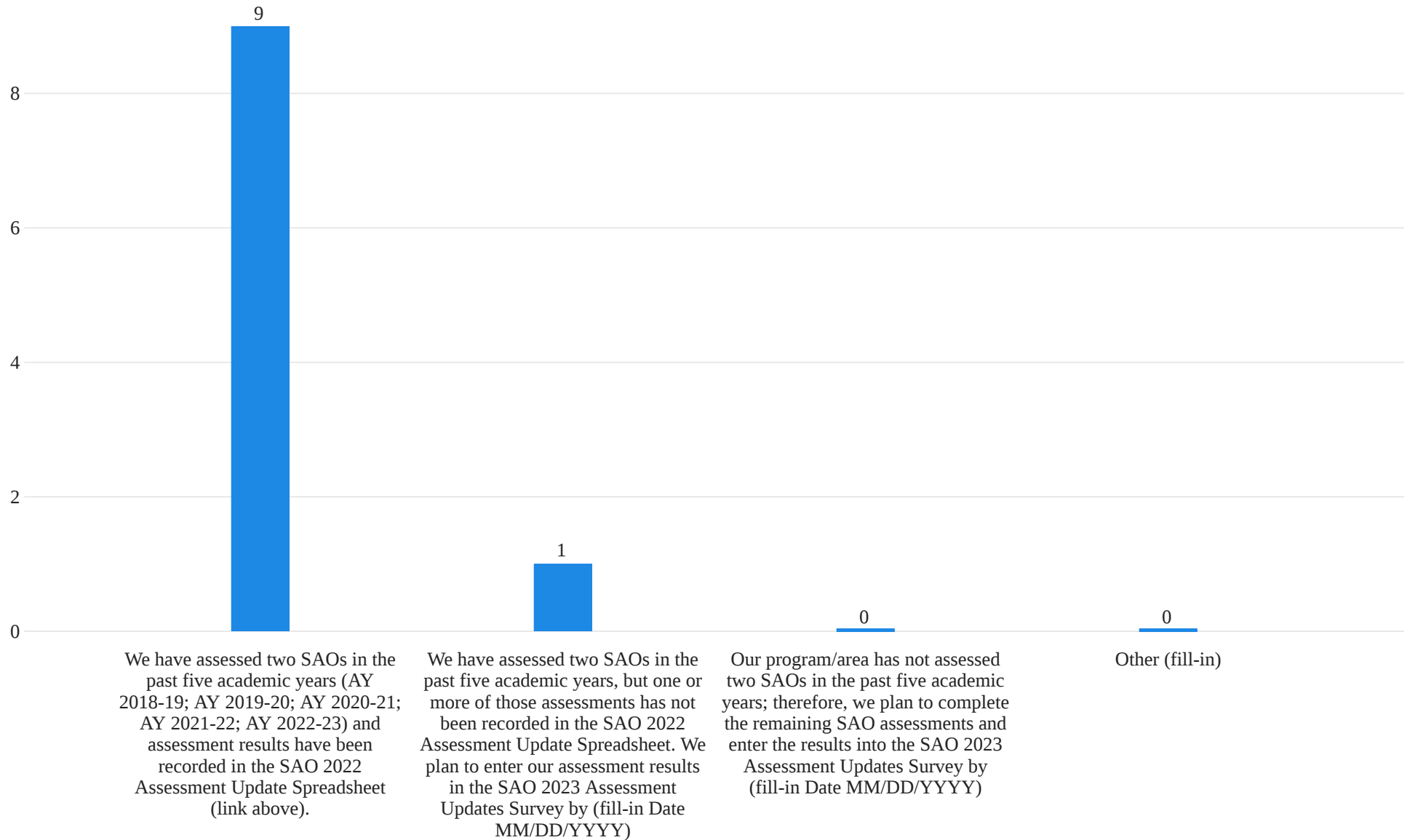
Umoja

Goal 2-The challenge is to not "burnout" our students with activities and events. Through collaboration it prevents Umoja, BCRC, and other programs serving Black/African American students, from operating in Silos or having to many activities and obligation for Black Students. The collaboration also increases the touch for all students, from the programs and learning communities which leads to higher success and retention for Black Students, especially in Umoja.

Goal 3- Offering the Black leadership class is an amazing experience for our Umoja students. One of the Challenges is maintaining the momentum of the outreach and recruitment once it has ended. The work the students did throughout the semester is huge in terms of leveraging their former schools and setting up a tracking system. Once summer came and class was over, the professor is left to start and rebuilding on the effort of the previous semester with an entirely new group. The challenge presented in that situation is that rebuilding takes time and keeps us from visiting HS campuses in the early part of the year. With our current group we are about 4 weeks from doing our first HS visit. Meaning, we won't be on the campuses until some time in November.

Service Area Outcomes (SAOs)

Please check the statement that best describes your program's/area's SAO assessments.

10 Responses

The chart shows the following values:
- We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).: 9
- We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY): 1
- Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY): 0
- Other (fill-in): 0

Name of Program, Discipline, Area or Service	We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY)
TRIO ETS	N/A
DSPS Student Services	N/A
CalWORKS	N/A
Change It Now (CIN)	N/A
Guardian Scholars Program	N/A
EOPS CARE	N/A
Movement	10/17/2023
TRIO ASPIRE	N/A
TRIO EXCEL	N/A
Umoja	N/A
Puente	N/A

Rationales for Resource Requests

Name of Program, Discipline, Area or Service	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
CalWORKS	N/A
Change It Now (CIN)	First and foremost, secure funding to 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. Consistent funding would mean funding the Coordinator role at 50%. We currently receive 3.75CAH which is about 25%. We are almost there!
DSPS Student Services	Not resources directly or per se, but continued and increased awareness, understanding, and implementation of UDL practices, such that ALL students benefit. This supports not only equitable access for students with disabilities, but it enables ALL students to better learn, integrate, and implement what they are taught in the classroom.
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.
Movement	Part Time Counselor for Nesians Unite

Puente	In order for Chabot to continue the increase of Puente students completing transfer level English courses at higher rates, we need to have a group of English teachers that are Puente/Equity minded and culturally responsively trained. At the moment there are only 2 Chabot English instructors that are Puente trained! They have been rotating since Fall 2020 when they went on sabbatical. It would also be great if we had Puente English instructors who reflected the Puente student demographics. Both Chabot Puente English trained instructors are not Chicano/Latinx, or a reflection of our Puente students. Having Puente/Equity minded and culturally responsive English instructors help the college overall. Especially if Chabot plans on growing Puente-like programs. Puente works because we have faculty and staff that have been trained to work In order for Puente to achieve our SAO #2, have the majority of Puente students complete the self-guided English & math placement, orientation/first semester planning sessions & complete SEP's with counselors, the SOAR and onboarding needs to be streamlined and include Learning Communities in the process. At the moment we see students interested in Puente after they have completed most of these components.
TRIO ASPIRE	None, TRIO Aspire and Excel is able to utilize their own budget due to there being vacant positions.
TRIO ETS	None.
TRIO EXCEL	None, TRIO Aspire and Excel is able to utilize their own budget due to there being vacant positions.
Umoja	Our SAO was to ensure all Umoja students complete their SSSP components. This will need to be augmented by adding completion of Financial Aid Applications/Process, as the funding formula for our campus now includes that as a goal. Though we have a high number of students who already complete the Fin Aid, Umoja would like to be more intentional about helping students to complete this process. We will continue working with Ariel in Fin Aid to make sure our students connect with her or their assigned officers to resolve any issues. This is also important because students will drop out to avoid fees they can't repay in the following semester. This affects our persistence rates.

Response to Enrollment (Optional Question)

Name of Program, Discipline, Area or Service	Question: Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)
CalWORKS	N/A
Change It Now (CIN)	Build and act on data and work and already in place by program and projects across campus; for example: • Further support the equity efforts established by CCEPG (Chabot Collaborative for Equity and Professional Growth) • Continue to uplift and expand the work being done around making Chabot a truly Hispanic Serving Institution (HSI) • Implement recommendations made from the Equity Driven Student Enrollment Assessment Project Also, as a college coming out of the pandemic, it would be great to systematically evaluate and prioritize students' technological needs, in particular the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment.

DSPS Student Services	• Become significantly more agile and responsive to emergent needs, and adopt Steve Jobs mantra of "Move fast, fail fast." Or to flesh that out more, "Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations." • And also: "Work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it." • This second point means undergoing collective why-searching, clearly articulating in a single sentence why we are here doing what we do, to the point where every person on campus can both their personal and our collective reason for why we are working here at Chabot. • If we as Chabot, collectively and individually, are crystal clear on our why, this will resonate with students, and we will redevelop our historical heights back to where they were, and even beyond. Process is later, the why is first. Although many people at Chabot have strong "whys," I do not believe that most of us can quickly and clearly articulate it, either on the collective or individual level.
EOPS CARE	1. Our campus needs to continue to be welcoming to all students in the community. This includes creating a welcoming environment, marketing to the community that our campus is here and ready for students to fully engage with our campus. 2. Pursue condensed calendar for Fall/Spring semesters to support student learning. 3. Create more opportunities for the community to be represented on our campus. More community events and activities on our campus. Not just college events.
Guardian Scholars Program	1. Our campus needs to continue to be welcoming to all students in the community. This includes creating a welcoming environment, marketing to the community that our campus is here and ready for students to fully engage with our campus. 2. Pursue condensed calendar for Fall/Spring semesters to support student learning. 3. Create more opportunities for the community to be represented on our campus. More community events and activities on our campus. Not just college events.
Movement	Target friends and families in the hayward community. Utilize HUSD networks. Shift narrative that the strengths of Chabot is that it is an affordable and solid back up option. On the surface, it may sound reasonable and positive but it has an unintended impact on a student's psychology. It make students feel like Chabot is a lesser option. It may be worthwhile to speak directly to these common narratives and work to change how students feel about attending Chabot.
Puente	At Flex Day

TRIO ASPIRE	N/A
TRIO ETS	See previous comments regarding coordinated outreach. Additionally, changing student narratives about school (i.e. not being good at school) and college (college is very different from high school) is really important and goes unaddressed when we think about outreach, instead treating it like a technical problem. I think peer guides and student assistants at school sites in service to this work along with supporting technical work could increase enrollment. Lastly, thinking more critically about the pathways and opportunities for adult learners is also key.
TRIO EXCEL	N/A
Umoja	Already moving in that direction, we need to provide layers of course offerings. Chabot should offer more late start/short term/accelerated courses for students who come in throughout the semester. Many students are not enrolled or prepared to start at the beginning of the semester. Having courses start in the 6th or 8th week in person/hybrid, or online allows for students to register without having to play catch up, or having that fear of falling behind. This semester there were at least 20-25 students who came into Umoja community after the beginning of the semester, and we struggled, because our classes were full, to find courses they could take. Also, when looking for classes to place them in, we discovered that most of the late start course offerings were completely online. We should offer more in person, or hybrid style instead.

Having an easy, accessible application through enrollment process with no barriers, is invaluable for students who are carrying fear or even excitement about attending college. When barriers present themselves, the average student tends to panic and become anxious around finding a solution. Some persist, but many leave for that reason and not because they are struggling in their classes. Making things as simple as possible will provide relief, increase, excitement, and help with our persistence. |

One Thing To Tell President Cooks (Optional Question)

Name of Program, Discipline, Area or Service	Question: As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?
CalWORKS	N/A
Change It Now (CIN)	For the last fourteen years CIN faculty have tried everything to make CIN funding part of the College's operating budget; efforts include, submitting a Program Review every year, working closely and following process with campus-wide initiatives like Basic Skills and SASE, partnering with other groups on campus to support equity work (e.g., CCEPG, IPEA, EarthWeek, etc.), and constantly advocating to administration to bring parity among Learning Communities on campus; what's it going take to establish consistent funding from Chabot's general fund. We are hopeful that under Dr. Cooks, CIN finally reaches that "institutional level" to continue working toward justice and equity in education for many years to come!!
DSPS Student Services	When DSPS is supported, it affects students that are at the nexus of all the disproportionately impacted groups, the highest concentration of struggling African-American students, the students furthest from opportunity, and the individuals who are most in need of assistance and hope. The DSPS goal is not "a leg up" or even "equal access" – it is respect for the individual to achieve their best self, to not only be invited to the party, but to also be asked to dance. It is opportunity, hope, and a full life despite many challenges.
EOPS CARE	That EOPS/CARE students are a representation of all Chabot students. Our high touch and engaged support model works for our students. While there is always room for improvement, we are happy that we are able to provide this level of support to our students and need to be able to continue to do so as long as low income, first generation, single parent & educationally marginalized students exist on our campus.

Guardian Scholars Program	Our GSP students are amazing and resilient. They are often times a silent population and can get pushed to the margins. We want to give our students an opportunity to tell their stories of overcoming hardships that most of us couldn't even imagine. We also have some wonderfully supportive staff that care deeply about our students.
Movement	MOVEMENT is growing and thriving. Our next priority is to invest in Nesians Unite to provide targeted outreach and support to our Pacific Islander students. We are working on hiring a part-time counselor, but it will be great to have full-time staff dedicated to our PI students. It will also be nice to have some dedicated space on campus for MOVEMENT and Nesians Unite. Thank you.
Puente	Puente's mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. Puente needs to have more English faculty trained in the Puente Equity model to work with first-generation, low income students at Chabot. Puente Professional Development includes work that identifies five key areas of our equity framework: racial and immigrant justice, linguistic justice, LGBTQIA+ justice, disability justice, and environmental justice. The Puente State Office has "the expectation of the Puente Project that instructors, counselors, and staff affiliated with our organization strive to these values." All of this ties into the HSI model of "Servingness" but if we do not have Chabot faculty understand where our first-generation, low-income students come from and understand that we must address the roots of oppression that persist in academia, then how do we practice and train our students for our collective liberation? It would be great if Chabot would hire a Chicano/a English Faculty to have the interest and ability to work with Puente.
TRIO ASPIRE	N/A
TRIO ETS	The power of us power is limited by bureaucracy and the way in which our systems are designed. What are the ways that technology can streamline our work so we have greater capacity to engage with students and each other? We speak a great deal about equity with regards to students, but how about with regards to our systems, particularly for grant-funded work? Grants are not the same; they are often beholden to stricter outcomes and have different requirements, yet they are often treated the same as general fund.
TRIO EXCEL	N/A

| Umoja | Umoja Community Program is committed to the mission of Chabot at its core. We offer a dynamic, student-centered Learning Community that provides a great opportunity and experience for our students. We have a ton of gratitude for him as he has supported Umoja over the years, as Dean, VP, and now as four current President. |