

Division: Special Programs

Name of Program/Area and Contributors

13 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template did you fill out?
CalWORKS	Elsa Saenz and Sabrina Banuelos	Student Services/Administrative Services/Office of the President
DSPS Student Services	Nathaniel Rice	Student Services/Administrative Services/Office of the President
EOPS CARE	Brian Augsburg, Rosy Reyes, Alison Kubo, Cynthia Johnson	Student Services/Administrative Services/Office of the President
Fresh Success	Elsa Saenz and Sergio Saenz	Student Services/Administrative Services/Office of the President
Guardian Scholars Program	Felicita Ocampo-Pedroza, Patricia Molina	Student Services/Administrative Services/Office of the President
Movement	Michael R. Lai, Nikie Abillano, Arnold Paguio, Amelia Sete	Student Services/Administrative Services/Office of the President
Puente	Sandra Genera, Shoshanna Tenn, Julie Sanchez	Student Services/Administrative Services/Office of the President

TRIO ASPIRE	Djenilin Mallari	Student Services/Administrative Services/Office of the President
TRIO ETS	Roxana Cruz	Student Services/Administrative Services/Office of the President
TRIO EXCEL	Djenilin Mallari	Student Services/Administrative Services/Office of the President
Umoja	Tommy Reed	Student Services/Administrative Services/Office of the President
Pride Center	Alex Karan, David Irving, Patricia Molina	Student Services/Administrative Services/Office of the President
Nesians Unite	PAR for Nesians Unite - Michael R. Lai, Maya Ito, Andrew Vai, Amelia Sete, Nikie Abillano, Arnold Paguio, Arasi Hamilton	Student Services/Administrative Services/Office of the President

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2024-25

13 Responses

Name of Program/Area	Consider equity first.	Support and prioritize getting off “hold harmless” for the short- and long-term financial health of the college.	Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs.	Develop college ‘materials’ to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various “new” technologies.	IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district.	Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support.
CalWORKS	Substantial Progress	Substantial Progress	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress
DSPS Student Services	Substantial Progress	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Some Progress
EOPS CARE	Some Progress	Some Progress	Some Progress	Some Progress	Minimal Progress	Minimal Progress
Fresh Success	Substantial Progress	Substantial Progress	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress
Guardian Scholars Program	Minimal Progress	Some Progress	Minimal Progress	Minimal Progress	Minimal Progress	Minimal Progress
Movement	Substantial Progress	Substantial Progress	Some Progress	Minimal Progress	Some Progress	Some Progress
Puente	Minimal Progress	Some Progress	Minimal Progress	Some Progress	Some Progress	Some Progress

TRIO ASPIRE	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	I don't know/ Too early to tell	Minimal Progress
TRIO ETS	Some Progress	Some Progress	Some Progress	I don't know/ Too early to tell	I don't know/ Too early to tell	I don't know/ Too early to tell
TRIO EXCEL	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	I don't know/ Too early to tell	Minimal Progress
Umoja	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Pride Center	Some Progress	Minimal Progress	No Progress	Some Progress	I don't know/ Too early to tell	Some Progress
Nesians Unite	Substantial Progress	Substantial Progress	Some Progress	Minimal Progress	I don't know/ Too early to tell	Some Progress

13 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
CalWORKS	It is uncertain what events or activities are communicated via email to all our students through the college email. It would be good to have a process and also for college staff to receive the email communications that our students are receiving so that we are in the know and can also answer any questions that may arise. There are several college events that are not strategically marketed and get a low turnout after so many resources are used to put on the event. For example, La Bienvenida and El Mercado. Since there are over 4,000 Latinx students to reach out to, it is not always possible to send out mass emails through Outlook because it reaches capacity and email gets blocked.
DSPA Student Services	N/A

EOPS CARE

Goal #3 Potential students and the community need to know about the amazing things that are happening on our campus and HOW they can enroll and get connected to these programs. New student onboarding and matriculation should be smooth, and the processes should be part of our marketing campaign, so students know how to enroll and where to start. We must keep up with current technology, marketing, and social media to find the best ways to reach our students. Also meeting students where they are is super important. Outreach and in reach support for programs would help to get the word out through a coordinated campus-wide outreach effort. Goal #4 We believe that hiring processes and timelines could involve more forethought that would allow for onboarding and training beyond the annual new employee orientation. When hiring happens, it would be beneficial to have some overlap of outgoing retirees and incoming new employees to ensure knowledge of systems and procedures isn't lost. There should also be a way for hiring committee members to give feedback to committee chairs and administrators on how the process was led in the interest of continued improvement and to avoid reoccurring challenges with hiring committee timelines. A robust onboarding, training and support program for new employees would ensure that new employees begin with the tools they need to be successful at their jobs and be able to serve our students to the best of their abilities. When new technologies come online or are being rolled out, training for all users is essential, and the timeline of that rollout and training is key. So staff feel prepared to take on new technologies and have support when issues arise as they are learning new technologies. An example is the new SSB9 registration portal. Support staff are learning the new system weeks ahead of priority registration, so it feels like they are learning it alongside the students rather than having ample time to be trained, test, give feedback, and train other staff.

It is uncertain what events or activities are communicated via email to all our students through the college email. It would be good to have a process and also for college staff to receive the email communications that our students are receiving so that we are in the know and can also answer any questions that may arise.

Fresh Success

There are several college events that are not strategically marketed and get a low turnout after so many resources because they used to put on an event. For example, La Bienvenida and El Mercado. Since there are over 4,000 Latinx student to reach out to, it is not always possible to send out mass emails through Outlook because they reach capacity and email gets blocked.

Guardian Scholars Program

In relation to Priority #1 (Consider equity first) and Priority #4 (Develop college materials to support hiring, budget management, and professional development), it is critical to address the ongoing hiring freeze, which continues to hinder the Foster Youth Programs' ability to uphold the college's equity and student success mission. Our program serves some of the most vulnerable students on campus, yet we remain understaffed despite having sufficient categorical funding to hire qualified, trauma-informed personnel. This restriction not only limits our capacity to provide consistent, high-quality services, but also contradicts statewide priorities outlined by the California Community Colleges Chancellor's Office, which emphasizes staffing as essential to equitable student support. Lifting or reevaluating hiring restrictions for programs with secured funding would allow us to meet student needs more effectively and strengthen the college's long-term commitment to equity and inclusion.

Movement

N/A

Puente	Goal 1- Not enough time has been allowed to build working relationships to support the priorities outlined below. This is the first time I have seen these PRAC Planning Priorities. Goal 2- There needs to be some kind of consistent rubric or strategic plan shared out on what measures are being taken across the campus. Just saying we need to increase the number of SEP's because CRM Advise shows a moving target of students with no SEP or SEPA is not reflective of the work that is being done. Goal 3- As a program that is based on caseload of students, alumni and mentors outside of the campus, it is hard to share programmatic communication when we are limited to the number of communications that go out. Students don't read emails- we need a team that is out there talking to students where they are at, in the library, cafeteria, study spaces and walk them over or set them up right then and there with an appointment. Goal 4- There is not enough support for grants and processes required by the district. Goal 6- There are not enough loaner computers for the students' needs in addressing access & equity, which is a recommendation Chabot has that needs improvement in aligning with district technology.
TRIO ASPIRE	1. Limited SEA funds makes it difficult to be innovative with programming and services that require financial resources. Similarly, the reduction of funds for Education Associations and similar campus organizations is challenging 3. Adelina presented during an administrator meeting as well as a Town Hall regarding a new process. The challenge is that the process changes and is inconsistent, and there's been no concrete follow-up via campus-wide messaging.
TRIO ETS	While I have been on campus just a little over 6 months, I have witnessed and participated in conversations regarding how to equitably serve students, getting off hold harmless and the repercussions if we do not, as well as improving and aligning marketing efforts across campus.

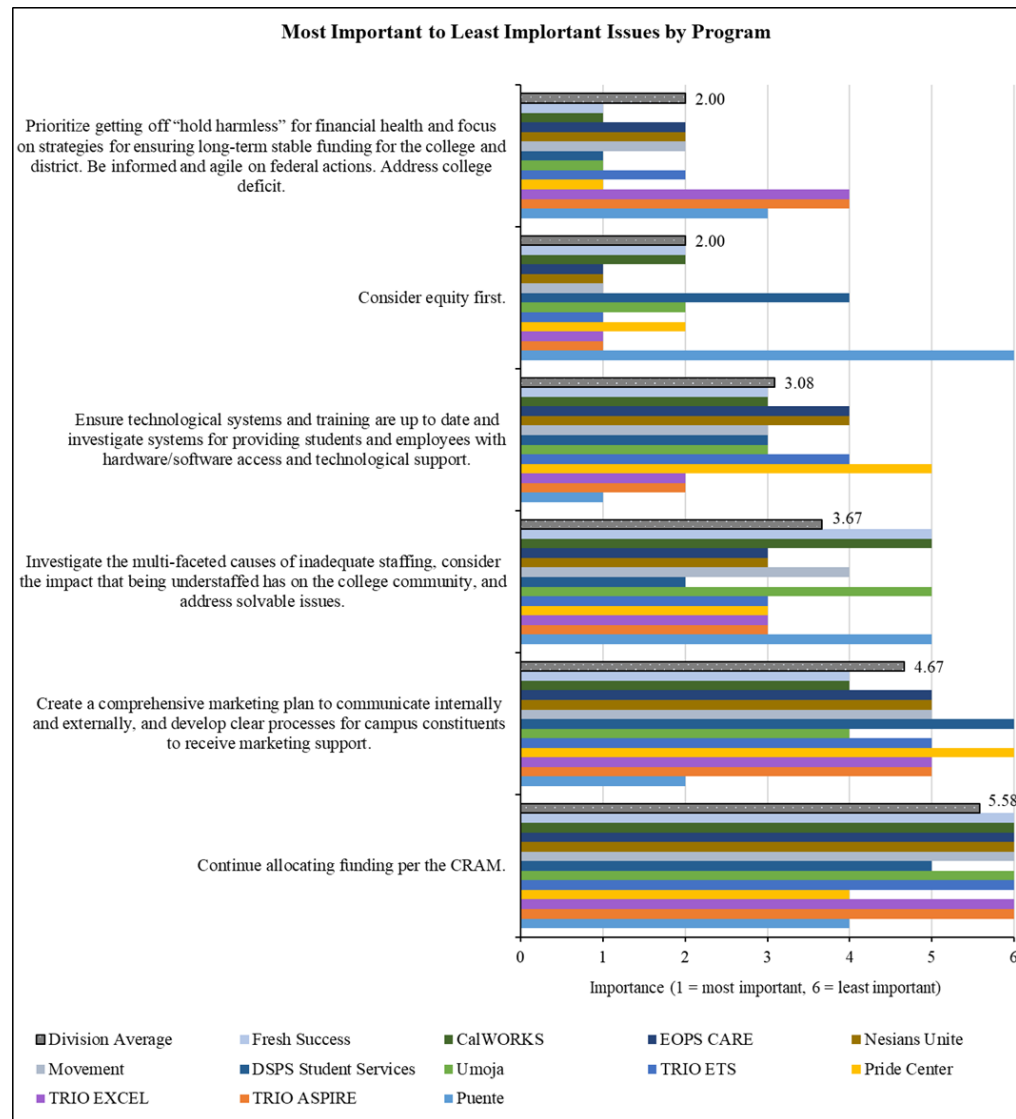
TRIO EXCEL	1. Limited SEA funds makes it difficult to be innovative with programming and services that require financial resources. Similarly, the reduction of funds for Education Associations and similar campus organizations is challenging 3. Adelina presented during an administrator meeting as well as a Town Hall regarding a new process. The challenge is that the process changes and is inconsistent, and there's been no concrete follow-up via campus-wide messaging.
Umoja	N/A
Pride Center	In thinking about equity (priority 1), we believe the establishment of a Pride Center would help center equity for a student population that has not yet institutionally supported.
Nesians Unite	N/A

13 Responses

Name of Program/Area	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? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
CalWORKS	Some advice to decision makers would have a process to share information down to all employees. For example, direct training for classified and faculty on various IT tools and progress. Who is the point of contact for initial on ongoing training for tools such as SARS, Banner, Ocelot, CRM Advise. Who or where does the training or resource information live at our college so that new and existing employees can reference. Having a live OneDrive or teams.
DSPS Student Services	6. Increased utilization and awareness of existing technologies, with specific training on how to use them for daily functions, would significantly assist with streamlining processes and ability of people and programs to more quickly complete their targeted goals.
EOPS CARE	Goal 2- A clear strategy needs to be outlined on how Student Services can help move the needle towards increasing the SCFF through Financial Aid and Student Education Planning for students. More staff need to be hired to address the students who have started a FAFSA/CADAA and have not completed the process. Data shows that students who have an SEPC to follow, have a higher chance of completing their educational goal/receiving a degree. Furthermore, regular connections with counselors support students with remaining on track and completing their intended goals more efficiently. Staff need to be out conducting presentations in class and meeting students where they are on campus to help students schedule an appointment with a counselor and complete an SEPC.
Fresh Success	Some advice to decision makers would have a process to share information down to all employees. For example, direct training for classified and faculty on various IT tools and progress. Who is the point of contact for initial on ongoing training for tools such as SARS, Banner, Ocelot, CRM Advise. Who or where does the training or resource information live at our college so that new and existing employees can reference. Having a live OneDrive or teams.

Guardian Scholars Program	To make meaningful progress, the college should prioritize trauma-informed staff, dedicated tutors, aligned professional development, and coordinated support from Financial Aid and Admissions for programs serving our most vulnerable students, particularly foster youth. Tutors are essential for helping students succeed in challenging courses and stay on track with their education plans. Strengthening these supports removes systemic barriers, improves retention and outcomes, and ensures the college fulfills its mission of equity and inclusion.
Movement	N/A
Puente	Goal 2- A clear strategy needs to be outlined on how Student Services can help move the needle towards increasing the SCFF through Financial Aid and Student Education Plans. More staff need to be hired to address the students who have started a FAFSA/CADAA and have not completed the process. Data shows that students who have an SEPC on file have a higher chance of completing their educational goal/receiving a degree. Staff need to be out conducting presentations in class and “touching” students where they are on campus to help students schedule an appointment with a counselor and complete an SEPC. 5
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
Pride Center	Consider equity first – Ensure more collaboration between QuEEN, GSA, and college administration to allocate appropriate resources toward opening and sustaining a Pride Center on campus.
Nesians Unite	N/A

Rank the Annual Priorities for the 2025–26 Academic Year



13 Responses

Name of Program/Area	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	Clear outreach plan to increase enrollment for new students at Chabot College. Recruitment to specific populations. Develop partnerships with county and city departments. Have outreach and marketing materials in spaces that can bring new students.
DSPS Student Services	Two things: 1) Smaller but more regular check-ins with students to make sure we are serving them with what they need and want, in the manner and timing that works best for them. 2) Also, we need to up our technology interaction game. Students live on their phones, and so our communication and interactions methods need to take this into account. Review and revise paradigms, utilizing the step above.
EOPS CARE	N/A
Fresh Success	Clear outreach plan to increase enrollment for new students at Chabot College. Recruitment to specific populations. Develop partnerships with county and city departments. Have outreach and marketing materials in spaces that can bring new students.
Guardian Scholars Program	An important issue that impacts the Foster Youth Programs' ability to fully carry out the college mission is the ongoing hiring freeze. This limitation prevents us from properly staffing our program to meet the needs of our most vulnerable student population. Although our program has sufficient funding to support additional positions, the hiring restrictions have created barriers to providing consistent, trauma-informed services. The California Community Colleges Chancellor's Office continues to emphasize the importance of staffing in Title V regulations and in NextUp expenditure guidelines, recognizing that dedicated, trained personnel are essential to effectively support foster youth in achieving academic success and well-being.

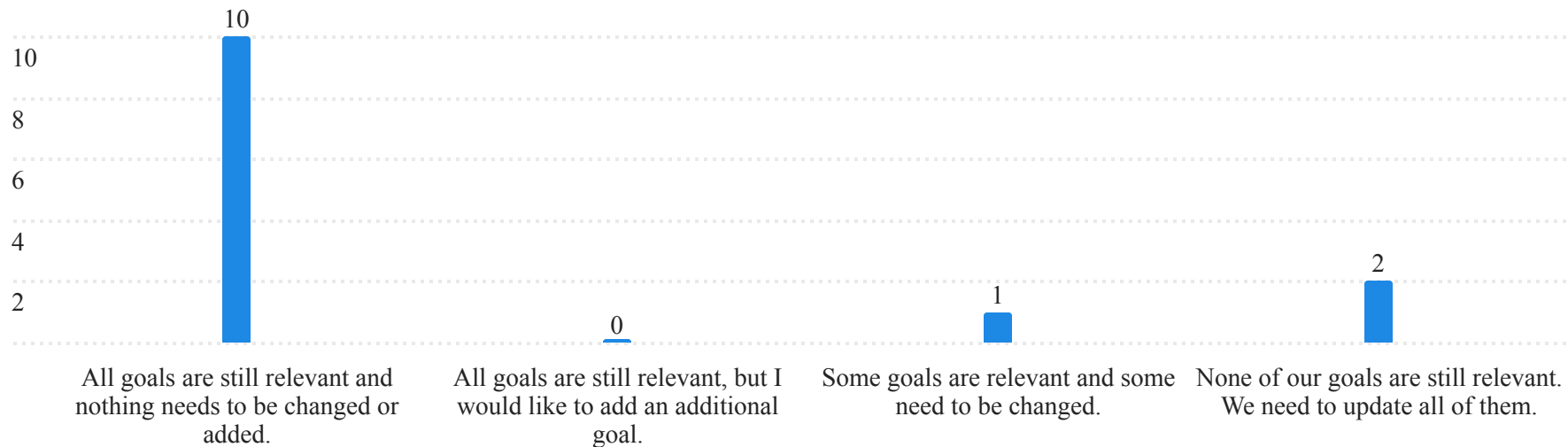
Movement	N/A
Puente	Many Federal Grants will be affected through the federal administration that have been key change makers on campus. How has Chabot prepared to institutionalize the staff and strategies that have been used through these federal grants?
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
Pride Center	N/A
Nesians Unite	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that you have two years left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

13 Responses



Name of Program/Area	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text
CalWORKS	N/A
DSPS Student Services	N/A
EOPS CARE	N/A
Fresh Success	N/A
Guardian Scholars Program	N/A
Movement	The goals listed for MOVEMENT are not written as goals but rather as updates. We would like to change them to better reflect our goals. Goal #1: Reach at least 70% of MOVEMENT students have a SEPC. Goal #2: Reach at least 90% of MOVEMENT students have at least a SEPA.
Puente	N/A
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
Pride Center	N/A
Nesians Unite	N/A

13 Responses

Name of Program/Area	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
CalWORKS	N/A
DSPS Student Services	N/A
EOPS CARE	N/A
Fresh Success	N/A
Guardian Scholars Program	N/A
Movement	N/A
Puente	N/A
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
Pride Center	1. Open a Pride Center 2. Ensure there is adequate staffing 3. Plan the development of a learning community

This will be the first PAR for Nesians Unite and first-time establishing goals.

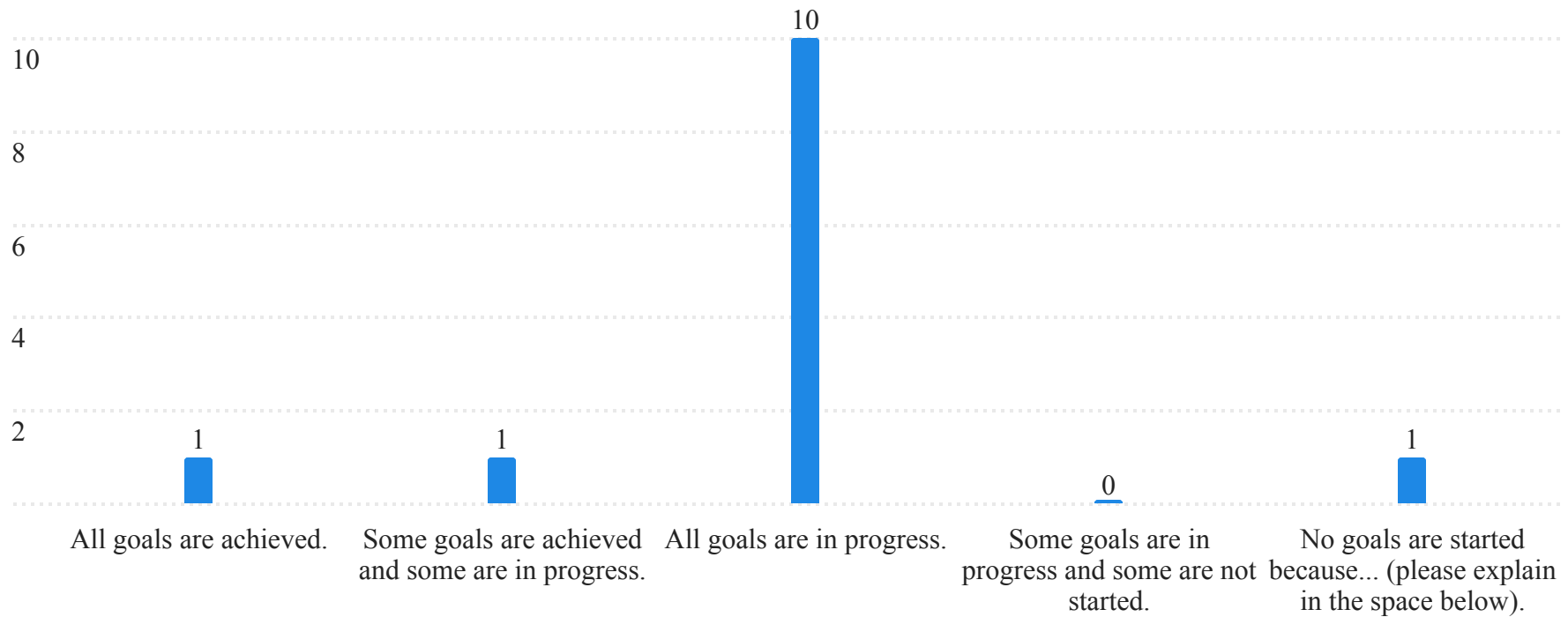
Nesians Unite

Goal #1: At least 70% of students in Nesians Unite will have a SEPC.

Goal #2: At least 90% of students in Nesians Unite will have at least an SEPA.

What is the current status of the goals your program/area established in Fall 2024?

13 Responses



13 Responses

Name of Program/Area	No goals are started because... (please explain in the space below). - Text
CalWORKS	N/A
DSPS Student Services	N/A
EOPS CARE	N/A
Fresh Success	N/A
Guardian Scholars Program	N/A
Movement	N/A
Puente	N/A
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
Pride Center	We are a new program and did not have goals established in Fall 2024.
Nesians Unite	N/A

Reflections on Achievement and Challenges:

13 Responses

Name of Program/Area	Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.
CalWORKS	In efforts to support enroll middle and high school dual-enrolled CalWORKs recipients, this past year we met and learned from another community college that offers services to high-school dual-enrolled CalWORKs recipients. We set up an internal intake process and assessed what services our Chabot CalWORKs program could offer dual enrolled CalWORKs students. We connected with Chabot's Early College program team, and they are sharing an informational CalWORKs program slide during their presentations to families. We have created a flyer and webpage on our CalWORKs site to promote middle and high school dual-enrolled CalWORKs recipients. We have received referrals from the Early College program, unfortunately none of those students were CalWORKs recipients. The state BenefitsCal applications allows us to verify with families if they are enrolled in CalWORKs. In the Spring of 2025, CalWORKs promoted in-person support and zoom support during the priority registration period to support course registration. What we found was there were students that were not able to take advantage of priority registration because they had not completed one of the 3 steps to success. We have a large ESL and career education student population that do not take English or Math courses so those steps were often missing for these students. As response, the CalWORKs staff works staff has taken multiple steps to increase completion of the 3 steps to success with all our students. For example: 1. For fall 2025, we printed out the CalWORKs banner report that has the three steps and notified students at the the orienation of what steps were missing. 2. We have set up an in-person lab to complete the orientation with Afghan ESL students. We have seen an increase of the Afghan student population in the past year, currently making up 40-50% of our students. 3. We do one-to-one support. 4. We will be pulling a new banner report in October to follow up with any pending steps so that all our students are eligible for priority registration come November 2025.

DSPS Student Services

Goal 1: We are identifying and finding solutions for needs as they arise (such as AB1885 eligibility and SEP completion level), utilizing multiple methods (SARS, Accommodate, Banner, and hopefully soon CRM Advise)

Goal 2: DSPS regularly revisits and updates our website, both informational content and design layout/ease of access. Additionally, we are currently working on revising our “5 Steps to Becoming a DSPS Student” video tutorial, and have several other steps to improve overall services on the table as well

Goal 3: DSPS is regaining the headcount loss experienced because of COVID in leaps and bounds, at approximately 15% per year, and we are currently back over a thousand students, making excellent progress towards the goal of at least 1,100 students by the next comprehensive PAR.

EOPS CARE

Goal #1, we started requesting daily reports during priority registration to identify the students who are taking advantage of priority reg days. This helps with creating a baseline. We are creating a new Priority Reg campaign this year with incentives and adjusting our drop-in schedule to offer more support to students who need registration help.

Goal #2, Our numbers have increased already this fall over fall '24. We are on track to surpass our student cap set by the chancellors office. We may also reach the goal we set for ourselves of increasing by 100 students. We have made minor tweaks to our tracking and matriculation system that we believe is helping, with more improvements to come.

Goal 1: Increase the number of Fresh Success students. Fresh Success unduplicated headcount across AY 2024-25 was 183 compared to the 197 from AY 2023-2024. Unfortunately, we served less students in AY 2024-2025 due to funding availability. The Fresh Success program is a financially self-sustaining program with no additional college funds being allocated to the program's growth. Fresh Success is a federal reimbursement program that leverages federal dollars by Chabot's Fresh Success program invoicing allowable administrative and supportive services offered to CalFresh recipients (students) that are enrolled in the Fresh Success program.

For every allowable \$1.00 spent on an allowable program cost, the college can receive \$0.45 in federal reimbursement funds. Fresh Success is currently maximizing its reimbursement potential by partnering with other programs that serve CalFresh recipients by billing the administrative and supportive resources (book voucher, grants, emergency aid, parking permits, and transportation), offered to those students. We currently partner with EOPs, RISE, GSP/NextUp and the Veterans center.

Fresh Success

Goal 2: Hire a part-time counselor. In the Summer semester of 2024, the Fresh Success program had the opportunity to have a part-time counselor. The part-time counselor helped bring to compliance all our Student Education Plans and offer additional counseling support. The prior semester, we increased our student participants and needed additional counseling support. We did not continue additional part-time counseling support due to funding and student growth limitations. Our goal is that once we establish a partnership with the Student Equity/Basic Needs and/or receive additional funding from the college or additional grants we will be able to grow student numbers and then have a need and funding for a part-time counselor.

Goal 3: Increase throughput rate of transfer level math and English- After reviewing our data for AY 24-25, we found that 43% of Fresh Success students are not seeking an AA or transfer degree which require math and English. The data point for completing transfer math and English in comparison to the non-Fresh Success student population is not available because the group is less than ten. This goal will still be a priority for those students that are looking to transfer or receive an AA/AS degree.

Goal 4: Maintain the persistent rate for Fresh Success Students- We are happy to report that we maintained persistence at an 81% for AY 2024-2025 compared to 67% for the overall college.

Guardian Scholars Program

The Foster Youth Programs has made meaningful progress toward achieving its goals despite the significant challenges foster youth face. We currently serve 68 enrolled students, all of whom have completed comprehensive education plans, demonstrating success in Goal 1. Our outreach into local high schools has created a bridge from high school to college, providing additional academic counseling and support both in-person and virtually, and our partnerships with the Alameda County Independent Living Program have strengthened connections to students in the community. For Goal 2, counselors have prioritized one-on-one support and developed comprehensive checklists to help students navigate Degree Works and other essential academic platforms. Workshops, guidance from counselors, counselor assistants, and trained student assistants have enhanced digital literacy and confidence in managing educational plans. Regarding Goal 3, the program has successfully implemented individualized support and tailored financial aid materials, and students have benefited from both on-campus and community-based FAFSA workshops. Overall, the program is effectively providing targeted, trauma-informed support that equips foster youth with the tools to persist, engage with their education, and advance toward degree completion.

In Fall 2024, 84% (227/270) of enrolled MOVEMENT/Nesians Unite students have a SEPC.

In Spring 2025, 85% of enrolled MOVEMENT/Nesians Unite students (277/325 enrolled students) have a SEPC.

In addition to SEPC data, data is also captured for AANAPISI and AANHPI SAP reporting. In this reporting, MOVEMENT and Nesians Unite persistence and graduation rates are reported together, however more work is needed to disaggregate data between the two programs.

Outcomes:

Movement

First time full time MOVEMENT/Nesians Unite AANAPISI students persist from Fall 2023 to Fall 2024 at 90%. This is higher than Non-MOVEMENT/Nesians Unite students which was at 73%.

First time full time MOVEMENT/Nesians Unite students achieved 3 year graduation rates at 58% (Fall 2021 cohort). This is higher than Non MOVEMENT/Nesians Unite AAPI students which was at 39%.

First time full time MOVEMENT/Nesians Unite AANAPISI students transfer within 3 years at 61% (Fall 2021 cohort), compared to non MOVEMENT/Nesians Unite AANAPISI students at 38%.

Puente	Puente Goal 1: According to CRM Advise, 100% of Puente students have completed an SEP and they have increased full-time student load and recruited students who have an interest in a transfer outcome. Puente Goal 2: By continuing to hire learning assistants in all Puente English sections, it has helped increase the number of Puente students passing transfer level English 1 and 4A compared to non-Puente students. According to the Chabot IR data: In fall 2022, Puente had 75% success in English 1 vs. 56% success of non-Puente students. In fall 2023 Puente had 80% success in English 1 vs. 54% success of non-Puente students. In fall 2024, Puente had 80% success in English 1 vs. 64% success of non-Puente students. In spring 2023, Puente had 87% success in English 4A vs. 71% success of non-Puente students. In spring 2024, Puente had 89% success in English 4A vs. 78% success of non-Puente students. In spring 2025, Puente had 77% success in English 4A vs. 70% success of non-Puente students. Puente Goal 3: By having Puente students as full-time students, they are more susceptible to being transfer-ready after their first year at Chabot. According to the Chabot IR data: 44% of Puente students who started in fall 2022 received a degree/certificate by end of spring 2025 compared to 25% of non-Puente students during that time.
TRIO ASPIRE	Anecdotally, more students are stopping by the TRIO area to seek support from the program. This leads to more engagement between TRIO scholars and students and a sense of belonging as a Chabot student.
TRIO ETS	Our main focus through TRIO ETS remains providing middle and high school students with one on one college advising, and academic tutoring to improve their eligibility and preparedness for college. We have been able to place college students from both Chabot College and CSUEB into the classrooms for push-in tutoring, and afterschool tutoring. In addition, the student assistants support us in increasing our capacity to support all of our program students with completing college and financial aid applications. Due to our collective effort, most students have at least 4 contacts which exceeds the 3 required for the TRIO program.
TRIO EXCEL	Anecdotally, more students are stopping by the TRIO area to seek support from the program. This leads to more engagement between TRIO scholars and students and a sense of belonging as a Chabot student.

Goal 1:

Our partnership with Dual Enrollment to pilot Umojafied classes at local middle and high schools has been highly successful. We have offered courses at Castro Valley High School, Bret Harte Middle School, Winton Middle School, Lincoln High School, Twin Oaks High School, and Mt. Eden High School. Looking ahead, we plan to launch a class at Hayward High—home to the largest population of Black students in HUSD—by spring or fall 2026.

Through these partnerships, we have introduced over 100 new students to Chabot College and the Umoja Program since last year. The response from students has been overwhelmingly positive; they have deeply engaged with our professors, course content, and the culturally responsive practices we use. Moving forward, our goal is to continue UMOJAFYING high school counselors so they can begin teaching Umoja courses directly on their campuses, further expanding access and impact.

Goal 2:

We have partnered with Blaze Consulting to launch wellness groups for our Umoja English Cohort. With 75 students enrolled, the cohort has been divided into six smaller groups to promote deeper connection, reflection, and community. The wellness groups have been well received by students, offering a space to process, build resilience, and practice self-care. We recently completed the first of eight sessions facilitated by Jenjii Huysten @Blaze Consulting, and the feedback has been overwhelmingly positive. Students have expressed appreciation for the opportunity to engage in meaningful discussions that center their well-being alongside their academic success.

Goal 3:

In our second year, we successfully enrolled 70 new students into the Umoja Program. This is a significant achievement, as all of our Umoja course sections are now filled before the semester even begins. Offering two sections of English has expanded our capacity, allowing us to serve more students through the Umoja English Cohort. The impact has been overwhelmingly positive—these classes continue to support students in meeting their English requirements and progressing toward their academic goals. Additionally, our Instructional Aide, Olympia, has played a key role in this success by consistently connecting with every student and ensuring they have access to the support and resources they need to thrive.

Umoja

Pride Center

N/A

Output:

In Fall 2024, 84% (227/270) of enrolled MOVEMENT/Nesians Unite students have a SEPC.

Out of 270 enrolled MOVEMENT/Nesians Unite students, 50 students identify as Pacific Islander. Out of 50 Pacific Islander Nesians Unite students, 44 students or 88% (44/50) have a SEPC.

In Spring 2025, 85% (277/325 enrolled students) of enrolled MOVEMENT/Nesians Unite students have a SEPC.

Out of 325 enrolled MOVEMENT/Nesians Unite students, 45 students identify as Pacific Islander. Out of 45 Pacific Islander Nesians Unite students, 40 students or 89% (40/45) have a SEPC.

Nesians Unite

In addition to SEPC data, Nesians Unite is also a part of the AANAPISI and AANHPI SAP reporting. In this reporting, per grant request, MOVEMENT and Nesians Unite persistence and graduation rates are reported together, however more work is needed to disaggregate data between the two programs.

Outcomes:

First-time, full-time MOVEMENT/Nesians Unite AANAPISI students persist from Fall 2023 to Fall 2024 at 90%. This is higher than Non-MOVEMENT/Nesians Unite students which was at 73%.

First-time full-time MOVEMENT/Nesians Unite students achieved 3-year graduation rates at 58% (Fall 2021 cohort). This is higher than Non-MOVEMENT/Nesians Unite AAPI students which was at 39%.

First-time full-time MOVEMENT/Nesians Unite AANAPISI students transfer within 3 years at 61% (Fall 2021 cohort), compared to non-MOVEMENT/Nesians Unite AANAPISI students at 38%.

13 Responses

Name of Program/Area	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	It's been challenging to successfully enroll high school dual-enrolled CalWORKs receipts. We have to make contact with the parent to receive all verifying information to confirm their CalWORKs eligibility on the BenefitsCal System. The new BenefitsCal system no longer allows us to directly confirm a student's CalWORKs eligibility. The math and English self-guided placement is confusing to complete for students that attended high school in a different or system that does not have the A-F grading system. These student are not sure what to answer and often need additional support correlating grades to content knowledge. Completing the steps to success for our ESL CalWORKs students has been challenging due to the language barrier. The orientation is only offered in English, and successfully completing multiple quizzes is necessary to move forward and complete the orientation portion of the Steps to Success. In general, neither the college nor MyPortal provides notifications to students to complete their steps to success.
DSPS Student Services	1. Staffing – the volume of need, as well as complexity, over the last few years has been steadily increasing. With the time to provide certain services getting longer, especially on the administrative side, this has lead to too many issues, largely around the proper and timely submission of paperwork 2. Same as above, more needs than there are hands to do the work 3. We are currently managing as counselor caseload grows, but with an upcoming counselor sabbatical, continued student growth, and increased need per student (with increased time to provide needed services), I expect within 1-2 years we will need another adjunct counselor, and potentially another FT counselor in 3-5 years, assuming similar growth trends as we have been experiencing.

EOPS CARE	Currently, we have only one (1) person managing applications, eligibility and matriculation for potential students. We usually get 700+ applications each year. As we grow our program and increase outreach, we can see the need for additional staff to support with that outreach and the process of application review and matriculation support for incoming EOPS students. This work includes a lot of consistent communication to ensure that students understand the process and have support with completing the application process. This work also includes communication with our Financial Aid department to ensure eligibility is current & financial applications/awards are complete, which also supports SCFF metrics. We are also seeking new opportunities to utilize technology to streamline some of our application processes.
Fresh Success	Goal 1: Our goal has been to partner with the Student Equity Office/Basic Needs Center because they are dedicated to providing monetary and supportive services to low-income students, who are CalFresh recipients (Fresh Success students), which in turn we can invoice for expenses already made by the college, then reinvest those dollars to grow the Fresh Success program. With the support of Dean Molina, I am working towards successfully sharing the impact the Fresh Success program has on leveraging new federal unrestricted dollars back to Chabot College so we can self-sustain the Fresh Success program and serve more students. To maximize program efforts and funding opportunities, collaboration and buy in from administrators is key.

Guardian Scholars Program	Despite these successes, several challenges remain in fully achieving our program goals. Enrollment numbers fluctuate due to systemic barriers, housing instability, and frequent disenrollment among foster youth, which can make consistent engagement difficult. In navigating Degree Works and other platforms, some students still require repeated, individualized support to stay on track with their educational plans, highlighting the ongoing need for staffing and structured guidance. The most significant challenge lies in financial aid completion: a high rate of disqualifications and denied appeals continues to disproportionately impact our students, even when they provide documentation of extenuating circumstances such as homelessness, mental health crises, or high-risk pregnancies. These systemic barriers particularly affect Black and Brown foster youth from low-income backgrounds, limiting their access to necessary resources and hindering persistence and degree completion. Data underscores the urgency: while 93% of foster youth aspire to attend college, only 20% enroll in four-year institutions, with just 6% completing two-year degrees and 4% completing four-year degrees. Without intentional institutional support—including proactive collaboration from Financial Aid, Admissions and Records, and leadership—our program cannot fully achieve its goals or ensure equitable outcomes for this vulnerable population.
Movement	I feel our output and outcomes are quite strong and our model and personnel has done great work in serving our students. At the same time, our programs have grown quite a bit since we started in Fall 2021. We have added some staff (0.5 counseling assistant and 1 part time counselor) however our staffing has not been able to keep up with program growth and demand. The challenges and bureaucratic nature of coordination work also make it more challenging to meet with more students.
Puente	Hiring Learning Assistants for the Puente English classes is through the Learning Connection and not all Puente students who are recommended are always hired for the full number of hours needed. Even though we try to connect with students in various ways, there are many outside factors that can affect students not being able to register for a full-time load.

TRIO ASPIRE	There has been a history of misalignment between student rosters in the program database and Banner systems, thereby creating inconsistencies with data. The priority has been to clean up the student lists and ensure that there is alignment across all systems so that we can accurately measure and report on outputs and outcomes, locally to Chabot and to the feds. Also, given limited staffing, we are spread thin as we try to meet students where they are while also maintaining college and federal obligations. With this, we are leveraging all time and resources available to maximize the impact of the program.
TRIO ETS	Staffing changes at school sites always create a challenge. However, we have learned to navigate this by being present at school sites on a weekly basis to build strong relationships to ensure we can carry on with our programming despite the site changes. In addition, our partner districts are in a fiscal deficit so our partner schools are requesting more support from TRIO than ever before.
TRIO EXCEL	There has been a history of misalignment between student rosters in the program database and Banner systems, thereby creating inconsistencies with data. The priority has been to clean up the student lists and ensure that there is alignment across all systems so that we can accurately measure and report on outputs and outcomes, locally to Chabot and to the feds. Also, given limited staffing, we are spread thin as we try to meet students where they are while also maintaining college and federal obligations. With this, we are leveraging all time and resources available to maximize the impact of the program.

Goal 1:

The only real challenge for this goal has been filling the classes at some of our partner schools. At Lincoln High School, for example, lower overall enrollment has made it difficult to recruit enough students for the Umoja Dual Enrollment course. We are actively collaborating with the counseling team to identify and encourage students to participate. Despite the challenge, we are committed to maintaining our presence on Lincoln's campus and continuing to offer Dual Enrollment opportunities there. As a continuation school, Lincoln provides a valuable space to reach students who can benefit most from Umoja's culturally responsive and relationship-centered approach.

Goal2:

While the wellness groups have been beneficial, many students still need access to individual therapy and deeper emotional support. Even with the success of our partnership with Blaze Consulting, we continue to see students struggling with life challenges that directly impact their ability to focus on and complete their coursework. Having someone to talk to—someone trained to help them navigate personal, family, and social pressures—remains a critical need. To help address this, we are exploring a partnership with CARE in the spring semester to provide one of their counselors to meet directly with Umoja students. This additional support will help ensure our students have consistent, holistic care that centers both their academic and personal well-being.

Umoja

Goal 3:

The primary challenge for this goal has been securing an adequate space to host the class. We have relocated several times, but none of the rooms have fully met the needs of the course or our students. We are currently housed in Room 2338, which—although a tight fit—has worked well because of its multi-use design and convenient access to outdoor areas and the cafeteria. As we plan to continue offering two sections of English 1 and English 4A, it will be essential to secure a larger, dedicated space that can comfortably accommodate our growing Umoja cohorts and support the interactive, community-based learning environment that defines our program.

Pride Center

The communication on the process was lacking clarity which made it difficult to establish the Pride Center in a timely manner.

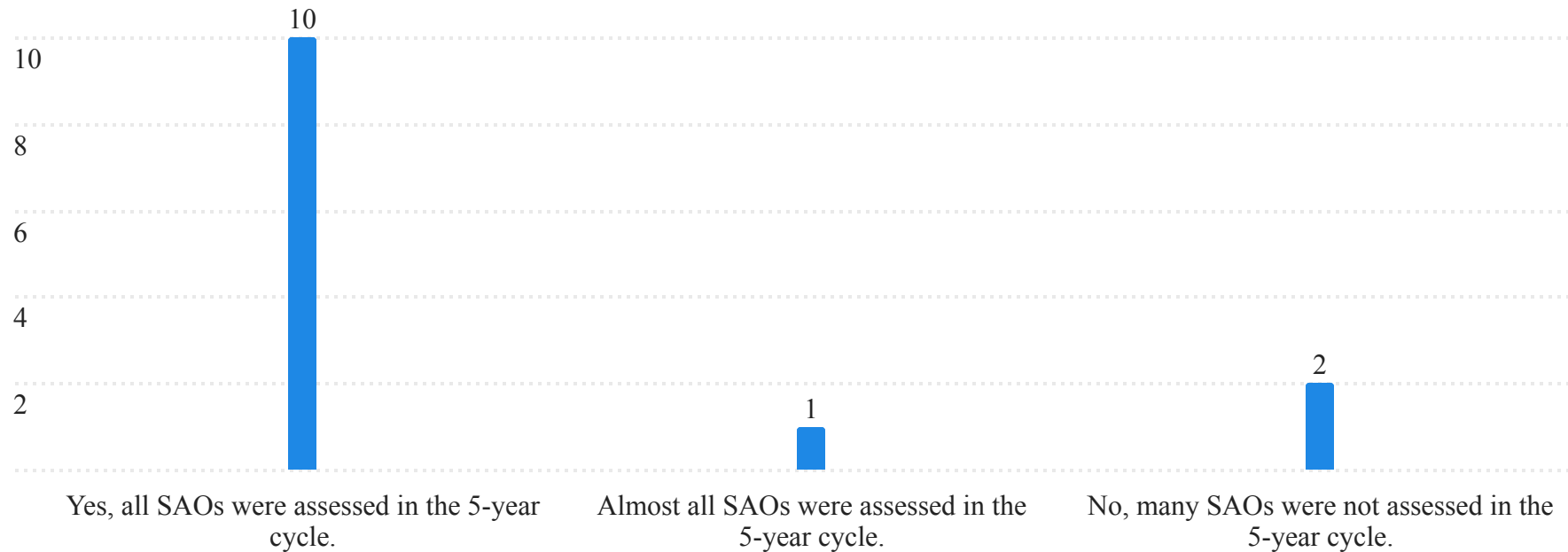
Nesians Unite

Our output and outcomes are quite strong and our model and personnel have done great work in serving our students. At the same time, our programs have grown quite a bit since we started in Fall 2021. We have added some staff (0.5 counseling assistant and 1 part time counselor); however, our staffing has not been able to keep up with program growth and demand. The challenges and bureaucratic nature of coordination work also make it more challenging to meet with more students.

Service Area Outcomes (SAOs)

Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?

13 Responses



13 Responses

Name of Program/Area	Question: If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
	alWORKs students are required to complete welfare to work hours every month including the winter break. During the winter break, CalWORKs students are required are still required to complete their required hours to remain compliant. The winter session will allow students to stay productive with the educational goal during break and complete their hours during the winter session.
CalWORKS	It would be beneficial for Chabot College to start prompting that there will be a winter session to students so they can plan ahead, especially for students right now who could potentially plan to transfer because they are able to take an additional course this winter and make them eligible during this application season. It would be great to now share the known and confirmed winter session courses on the Chabot website. The winter session website currently reads, "We're working on our winter inter-session class offerings, please check back again."
DSPS Student Services	N/A
EOPS CARE	N/A
Fresh Success	N/A
Guardian Scholars Program	N/A
Movement	We have the data but there were no directions given on how to report.

Puente	N/A
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A
	We are a new program and have not established SAOs. Below are our SAOs:
Pride Center	1. Have students complete financial aid applications 2. Have students complete core services 3. Have students complete SEPs
Nesians Unite	Nesians Unite is a new program and still need to the process of SAO assessments.

Rationales for Resource Requests

13 Responses

Name of Program/Area	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
CalWORKS	N/A
DSPS Student Services	I will be requesting an administrative assistant in this year's PAR. I propose we leverage the salary savings from the resignation of an LNSK Instructional Assistant (IA) and pivot those funds towards an administrative assistant, as the LNSK program has changed over the last few years and no longer requires two IAs.
EOPS CARE	Goal #2 – Staffing Resources, see Classified Prioritization
Fresh Success	N/A
Guardian Scholars Program	Several of our PAR goals and plans to achieve the Foster Youth Programs' SAOs require additional or new resources to ensure full implementation and equitable outcomes. To support SAO 1 (Student Learning and College Navigation), we need additional staffing, including dedicated counselors and tutors, to provide one-on-one guidance for Degree Works navigation, educational planning, and financial aid completion. For SAO 2 (Quality and Responsiveness of Services), resources are needed to ensure timely and trauma-informed support, including training for staff, digital tools to track student progress, and expanded counseling capacity during peak periods such as registration and FAFSA deadlines. Achieving SAO 3 (Promotion of Equity and Campus Awareness) will require support for workshops, professional development sessions, and community partnership initiatives that raise campus-wide understanding of foster youth needs. Finally, to fully meet SAO 4 (Academic Persistence and Completion), additional tutoring resources, mentoring programs, and academic support services are essential to help students stay on track with milestones and persist semester to semester. Securing these resources is critical to remove systemic barriers, enhance student learning, and ensure that foster and system-impacted students can succeed academically and thrive at the college.

Movement	MOVEMENT and Nesians Unite will eventually need to hire a new full time counselor/coordinator and its own 1.0 full time counseling assistant.
Puente	none
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	None.
Pride Center	We need a physical space to open the Pride Center. We have identified room 2345 as a suitable space. We currently do not need to receive funds for staffing based on our categorical funds. However, in the future, institutionalized funding would be necessary to keep the center open. In developing this space, we have technological and M&O needs (e.g., installing desktop computers, fixing ceiling tiles).
Nesians Unite	Nesians Unite will eventually need to hire a new full-time counselor/coordinator and its own 1.0 full time counseling assistant.

Optional: Campus-Wide Reflection on Current Issues

13 Responses

Name of Program/Area	Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?
CalWORKS	CalWORKS students are required to complete welfare to work hours every month including the winter break. During the winter break, CalWORKS students are required are still required to complete their required hours to remain compliant. The winter session will allow students to stay productive with the educational goal during break and complete their hours during the winter session.
DSPS Student Services	It would be beneficial for Chabot College to start prompting that there will be a winter session to students so they can plan ahead, especially for students right now that could potentially plan to transfer because they are able to take an additional course this winter and make them eligible during this application season. It would be great to now share the known and confirmed winter session courses on the Chabot website. The winter sessi
EOPS CARE	Thinking of the DSPS program specifically, the single largest thing that would benefit students in DSPS to be successful in intersession, given its brevity, would be early access to the books needed for their courses, so they can request them in alternate media format in a timely manner. Ideally this would be 6 weeks in advance, but I don't know what is contractually feasible.
Fresh Success	None at this time
	No Challenges. Students who are enrolled in the winter session will have access to a book voucher.

Guardian Scholars Program	The compressed calendar presents both challenges and opportunities for foster youth students. Shorter semesters may make it harder for students to stay on track with courses, assignments, and access to tutoring, counseling, and financial aid support, especially for those facing housing instability, caregiving, or work responsibilities. To support a smooth transition, our program will need additional counselors and tutors, targeted outreach, and workshops on planning and time management. At the same time, the compressed calendar allows students to focus on fewer courses at a time and progress more quickly toward milestones. We plan to leverage this by providing intensive start-of-block counseling, aligned tutoring and mentoring, and structured workshops to help students navigate the accelerated schedule and maintain persistence and equitable outcomes.
Movement	N/A
Puente	none at this time
TRIO ASPIRE	It seems there are many unanswered questions from personnel and students alike, and I'm not sure what the communication has been for students in preparation for onboarding this new term. It would be helpful to have a centralized website as a resource to refer colleagues and students to. VP Forbes previously shared that there is a one-pager in development for students. Sharing that, and other similar resources, with the campus would be very valuable.
TRIO ETS	N/A
TRIO EXCEL	It seems there are many unanswered questions from personnel and students alike, and I'm not sure what the communication has been for students in preparation for onboarding this new term. It would be helpful to have a centralized website as a resource to refer colleagues and students to. VP Forbes previously shared that there is a one-pager in development for students. Sharing that, and other similar resources, with the campus would be very valuable.
Umoja	The compressed calendar will be positive for the college. It will provide opportunities for things to move a little faster. Students struggle with longer semesters. Having a short condensed schedule will help to keep them engaged. Umoja will have to make a big adjustment, mainly in figuring out time and function how we offer the English in short term. We have met and will figure out the best way to deliver the class with the condensed with the same rigor, expectation, and success.

Pride Center	We are wondering if the college has considered that with the longer winter and summer breaks, students will not have access to the Pride Center during these times. Is there any plan for supporting programs to keep them open over these sessions? We specifically would need help with paying employees to run the center during these times.
Nesians Unite	Challenges: Not confident on the marketing / publicization Chabot has done regarding Winter intercession. Seems like it was thrown on our campus, and left to each individual program / area / department to figure out on their own, so it doesn't seem like a coordinated effort.