

Division: Special Programs

Name of Program/Area and Contributors

11 Responses

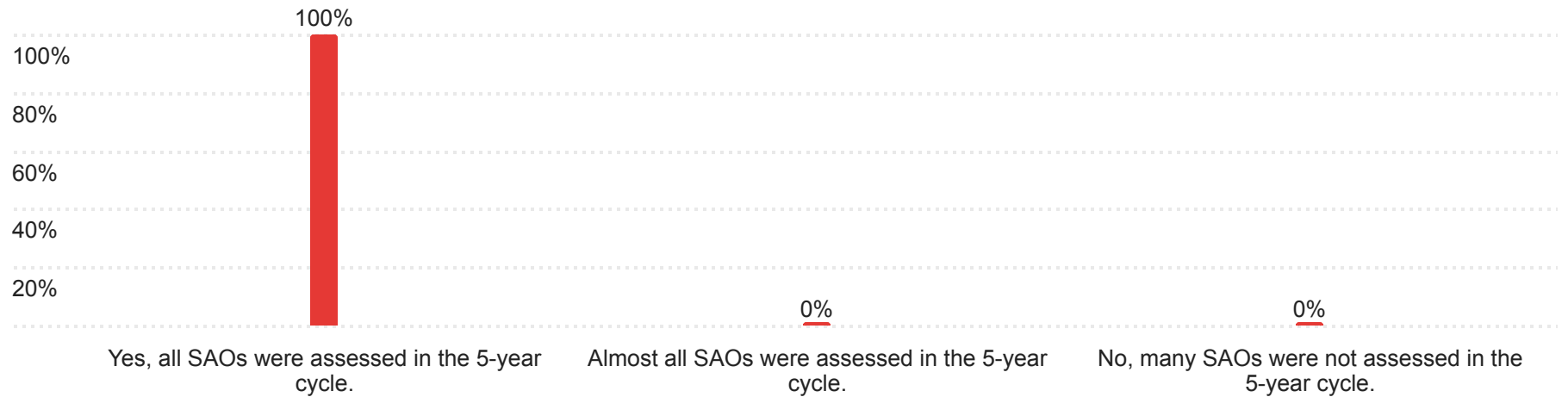
Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template did you fill out?
CalWORKS	Elsa Saenz	Student Services/Administrative Services/Office of the President
Change It Now (CIN)	Carmen Johnston, Pedro Reynoso	Student Services/Administrative Services/Office of the President
DSPS Student Services	Nathaniel Rice	Student Services/Administrative Services/Office of the President
EOPS CARE	Sandra Genera, Rosalba Reyes, Brian Augsburg, Patricia Molina	Student Services/Administrative Services/Office of the President
Fresh Success	Elsa Saenz	Student Services/Administrative Services/Office of the President
Movement	Michael R. Lai, Nikie Abillano, Arnold Paguio, Cristina Baron, Rozen Bondoc, Amelia Sete, Andrew Vai	Student Services/Administrative Services/Office of the President
Puente	Maria Gutierrez, Julie Sanchez, Sandra Genera, Shoshanna Tenn	Student Services/Administrative Services/Office of the President
TRIO ASPIRE	Djenilin Mallari	Student Services/Administrative Services/Office of the President
TRIO ETS	Farin Ealy, Maria Rodriguez-Larrain, Patricia Molina	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

Responses on Service Area Outcomes for Areas in Your Division

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

10 Responses



Responses on Institutional Supports and Barriers

Regarding Your Program or Area

What institutional-level **supports or practices** were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

11 Responses

Program/Area Name	What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
CalWORKS	<p>For this PAR cycle, CalWORKs received data compared to the general student population. In addition to the data, Alex Karan from I&R highlighted data that we had never looked at before, which will increase our student numbers for years to come.</p> <p>It was pointed out that in Spring 2024, 6 students had CalWORKs at LPC but took courses at Chabot. These six students were not captured in our Chabot CalWORKs program. CalWORKs received funding allocation based on the number of students served. Moving forward, we will work with LPC CalWORKs to ensure that students also enrolled at Chabot get captured by being attributed to our Chabot CalWORKs program.</p> <p>The non-instructional canvas site was helpful in Fall 23 and Spring 24 to communicate with students and for them to access the necessary county forms that are submitted monthly.</p>
Change It Now (CIN)	<p>(a) Support from Dean Molina and VP Kristcher to help us tap into funding from SEA and Next Up to fund crucial positions that support CIN; (b) coordinating activities with our kinship learning communities as well as the coordination and sharing of information amongst us; (c) securing a working space in Building 600.</p>
DSPS Student Services	<p>One of the largest institutional-level supports we had in this cycle was an Accessibility-focused Flex Day, in which all the sessions of the first half of the day were accessibility focused, and we even had an Accessibility/Disability keynote from Paul Grossman, former chief counsel for OCR in San Francisco. Many staff from all areas of campus were highly engaged with his presentation, and learned some key concepts in regards to accessibility, disability, and the law in terms of education, as well as some of the culture around disability services.</p>

EOPS CARE	<p>Participating in Student Services All-In meeting every semester builds a sense of community and provides space for collaboration between departments where we can meet each other, besides email or calling each other.</p> <p>Having IT-led FLEX day workshops where MS365, SARS & Canvas programs can be reviewed helped our staff in receiving the training needed as well as having District available for questions.</p> <p>Having updated software that can capture the data needed to ensure that our students are reaching our EOPS/CARE Goals, SAO's and SLO's.</p>
Fresh Success	<p>The data, highlights provided and one on one meeting with Alex Karan from I&R helped me dive deeper into the Fresh Success data to understand our successes and areas of focus for the next PAR cycle.</p>
Movement	<p>Supporting and facilitating the hiring of a counseling assistant has made a positive impact. Thanks to the Dean of Special Programs, creating space for the Nesians Unite PI student success program has been a big step. Continuing with text message services has been instrumental in our recruitment and communications with students. Remodeling Special Programs space to be more welcome and collaborative for students has been really impactful.</p>
Puente	<p>Having access to Learning Assistants have been particularly helpful in reaching our PAR goals in specific to the English Puente courses.</p> <p>Having an MOU/Contract Agreement to provide an outline of coordination, support & professional development to the campus and the Puente statewide office provide is helpful.</p> <p>DegreeWorks has been very helpful in creating a Student Education Plan for students to follow and have access to.</p> <p>Building 600 study spaces in the library, specifically the dedicated to Puente Study Room.</p>
TRIO ASPIRE	<p>Collaboration with other Special Programs allowed us to grow our number of TRIO Aspire students served through workshops and field trips given our limited and restrictive funding. By partnering with EOPS, for example, we chartered buses for field trips to (4) local 4-year universities this year.</p>
TRIO ETS	<p>Success in our goals is largely attributed to the close working relationship Chabot has with our community high schools. Through clear communication throughout outreach specialists and counseling, we are able to to closely monitor and support students through college access goals.</p>

TRIO EXCEL Collaboration with other Special Programs allowed us to grow our number of TRIO Excel students served through workshops and field trips given our limited and restrictive funding. By partnering with EOPS, for example, we chartered buses for field trips to (4) local 4-year universities this year. Our partnership with faculty in the ESL department has allowed us to support our Excel scholars through a weekly writing workshop.

Umoja The CRM and Degree Works have made it really easy to see the status of our work with students. Also, texting apps like Ocelot, and the Canvas shell we provide for our program helps to keep students informed and updated. We have been able to communicate and get core services done because of the Steps to Success and First Semester planning sessions.

What institutional-level **barriers or challenges** prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

11 Responses

Program/Area Name What institutional-level barriers or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

CalWORKS

n/a

Change It Now (CIN)

Institutional processes to receive funding and professional development continue to prevent us from operating at full capacity. This has been a consistent barrier or challenge since the program's inception fifteen years ago, as mentioned above, we are still in need a full-time counselor/coordinator as well as establishing an annual funding allocation within the College's operating budget. Securing both would bring parity among the learning communities on campus and fully institutionalize the CIN Program.

DSPS Student Services

It was not a barrier, but there were some challenges with coordinating data uploads of all Chabot students into the Accommodate system, as all Chabot students are potential DSPS students, and thus their data needs to be included and available on a regular and updated schedule. Things are flowing well now though.
There are also some ongoing challenges with getting both a campus- and DSPS-specific dashboard within CRM Advise, but IT has assured the DSPS directors at both campuses this is a doable project, even with the nuances and complications of who has access due to FERPA requirements. I believe this goal of a DSPS dashboard within CRM Advise is on the near horizon. In the meantime district IT (special thanks to Liem Huynh) have been very responsive in adding extra data to our SYQDISA reports, so that we can get the specific SEP data, by pathway, for campus reporting purposes.

EOPS CARE	<p>Limited mental health Spanish-speaking providers, cultural competence and language are factors that hinder students to utilize these much-needed resources.</p> <p>Having Basic Needs run out of already limited resources has impacted EOPS/CARE students from having to limit basic needs.</p>
Fresh Success	<p>Without cross-program collaboration, we are not maximizing our basic needs resources and providing longer-term sustainable support to our students. The Fresh Success program offers a path to sustaining basic needs funds for the college, so in the long term, we serve more students. The Fresh Success program's sustainability offers students basic need resources and academic support throughout their Chabot career, which promotes persistence and completion.</p> <p>The Fresh Success programs had a waitlist of over 200 students' during the 23-24 academic year. For fall 2024, we closed the waitlist and continue to turn away students.</p>
Movement	<p>Budget and Paperwork Processes are unclear. Layout of budget screens are not user friendly. Not enough time to provide counseling, teaching, and coordinating. Counseling, SEPC in particular, has been made a priority and all other items will need to take a step back.</p>
Puente	<p>Not having a dedicated Puente English team has been a barrier. When a Puente English member needs to take a break, it has been hard to recruit a full-time English faculty to take on the Puente responsibility to teach the year-long Puente English courses. Training a team of English instructors would be helpful to have a rotating team when issues come up.</p> <p>Only having one full-time counselor in Puente has sometimes made it challenging to follow-up with all of the 200+ Puente students on campus to plan so they can reach their educational goals.</p> <p>Students have shared the library closing hours do not allow for them to do homework on campus late at night in comparison to other UC/CSU library hours.</p> <p>Access to food after 1:00pm on campus has proven hard for students to stay on campus longer hours to be a part of the community and participate in extra curriculars.</p> <p>Limited mental health Spanish-speaking providers, cultural competence and language are factors that hinder students to utilize these much-needed resources.</p> <p>Having Basic Needs run out of already limited resources has impacted Puente students from having to limit courses.</p>

TRIO ASPIRE	TRIO Aspire recently (since Spring 2023) began utilizing a TRIO-specific database, StudentAccess, for housing TRIO scholars' information. Data collection was previously decentralized, as well as during the transition to using the database, and information from the institution on students' transfer is limited to various Banner reports.
TRIO ETS	None in particular. Because our goals are situated outside of Chabot and with students primarily enrolled at their high school, the barriers we face are more relevant to the issues we face offsite related to managing the administration of tutoring and liaising with service providers.
TRIO EXCEL	TRIO Excel recently (since Spring 2023) began utilizing a TRIO-specific database, StudentAccess, for housing TRIO scholars' information. Data collection was previously decentralized, as well as during the transition to using the database, and information from the institution on students' transfer is limited to various Banner reports.
Umoja	There are no real barriers hindrances to meet our SAOs. With the CRM being created, it has made our work easier.

Regarding Students in Reaching their Educational Goals

From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep doing**?)

11 Responses

Program/ Area Name	From your vantage point, what does Chabot do that is particularly helpful to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should keep doing?)
CalWORKS	Tutoring services.
Change It Now (CIN)	Mostly dedicated instructors, amazing support services. Also, in recent years there has been more outreach to the community throughout the school year as well as more "welcome" events to support incoming students and their families. These events create a more welcoming space for students and the community at large.

<p>DSPS Student Services</p>	<p>The support in terms of allocated FTEF for the DSPS EAC classes (this includes the LNSK, PSCN, SERV, and ADPE classes) has been enormously helpful, even when those student goals are slow to be achieved or classes are run with a less-than-ideal fill percentage. Additionally, the support of DSPS counselor/faculty from the general fund is of utmost importance, especially as we are in a current (but temporary) funding crunch. The general campus awareness, interest, and openness to accommodation, accessibility, and civil-rights equity is not always so common on college campuses, so that fact that we have it as strong as we do is something I frequently humble brag about in regional and state meetings. The awareness and support of disability services and related needs, from faculty and classified, to Deans and VPs - even up Vice Chancellors, is truly a gift that I am most grateful to experience.</p>
<p>EOPS CARE</p>	<p>Continuing to create student friendly resources makes a difference.</p>
<p>Fresh Success</p>	<p>Chabot has robust tutoring resources for students in various subjects.</p>
<p>Moveme nt</p>	<p>Embracing culture and diversity. Setting a Canvas page for our program has been helpful. Creating a link for setting up both in person and online zoom counseling appointments has been really helpful.</p>
<p>Puente</p>	<p>Having Puente students have priority registration and access to view DegreeWorks has been great! Continuing to create student friendly resources makes a difference.</p>
<p>TRIO ASPIRE</p>	<p>Promote events to students and colleagues across areas and divisions, which helps students build a connection with the campus community and learn about resources for support they may not otherwise know about; build bridges between areas that do similar work, such as joint Special Programs and General Counseling division meetings.</p>
<p>TRIO ETS</p>	<p>ETS is an example of how we are helpful to students reaching their goals. It is important work for us to be located in our partner schools so that counselors, teachers, administrators, and students know we are a part of their community.</p>
<p>TRIO EXCEL</p>	<p>Promote events to students and colleagues across areas and divisions, which helps students build a connection with the campus community and learn about resources for support they may not otherwise know about; build bridges between areas that do similar work, such as joint Special Programs and General Counseling division meetings.</p>

Umoja If only students knew that the data we capture is done to figure out the best treatment for retention and success, we may be met with more students eager to complete core services or more engaged. Students deserve to have a sense of ownership in the college experience and in the Chabot Campus. It can't just be on staff. Students who learn about the Data, and are in the know are the best advocates to help other students reach their goals. Students want to know and deserve to know what works so they can get to their goal.

From your vantage point, what does Chabot do or NOT do that is a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop doing or change** to better support our students?)

11 Responses

Program/Area
Name

From your vantage point, what does Chabot do or NOT do that is a hindrance to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should stop doing or change to better support our students?)

It would be helpful for Chabot to have an online platform that is easier to navigate. Having both ClassWeb and Portal in one screen is confusing. There are too many steps and different passwords needed to access different resources such as Canvas, Zonemail, Classweb and the portal. There are multiple tabs for Financial Aid that students miss the Financial aid appeal section or accepting terms. The online platform is overwhelming for a student.

The online bookstore has been challenging for students to navigate, especially getting their books early in the semester so they can have a strong start. The delay in receiving books causes students to withdraw from their courses. There are students that do not have access to a credit card to purchase books online.

CalWO
RKS We have found instructors that order online books but forget to include the online code for purchase. There have been multiple occurrences where students are instructed to follow-up with the online bookstore themselves when it's an issue that only an instructor can address.

As a program that offers book vouchers to students, we have found instructors that do not upload their books to the Chabot online bookstore due to preference with an outside vendor such as Amazon. In these situations, students are not able to use the book voucher and have to purchase the book on their own. We continue to request for instructors to give students the option to purchase books through the Chabot bookstore or another location.

The online bookstore only sells books and not supplies such as art, medical, etc. Previously, our voucher allowed students to purchase all the necessary school supplies at one location. Since the online bookstore does not offer supplies, the voucher program can no longer meet the need to cover the cost of necessary school supplies.

Change
It Now
(CIN) Classroom and institutional policies that are overly structured and hierarchical. Also, better assessment for classes is needed across campus to better serve students and support faculty. Lastly, we need more monies for professional development (e.g., conferences, webinars, institutes), specifically around DEIA and culturally responsive pedagogy, to further support teaching and learning across the curriculum.

DSPS
Student
Service
s

While there is much Chabot does right when it comes to accessibility, there is still also much that it needs to do better, largely in terms of physical access. New buildings coming online are opportunities to improve the welcome students with disabilities feel on campus, and we kind of dropped the ball on this in a few areas. The Bio Phase 1 structure for example, only has one power-assist exterior door. Almost no bathrooms on campus have assisted openings, including the bathrooms in the DSPS building (2400), which has been sought for several years. The emergency exit from Bio Phase 1 leads to an area without a wheelchair cutout to the street level, and it took nearly a year and a half to get a temporary ramp installed. The power assist panels to building 400 were for a long time inaccessible to a student in a wheelchair with limited arm mobility, because of decorative rock that would not allow their wheelchair to get close to the building. This also has been fixed, but it took about a year to make it happen. Chabot does really good things, but it is slow to do them. Becoming more responsive to emergent needs is one of the areas that I see Chabot as needing to grow in. As we start to make plans for the future DSPS space (the first step towards which is DSPS moving out of Building 2400, which is planned for January 2025), I want to ensure that every portion of the new building is designed with accessibility, access, and welcome in mind. I plan to do this by making my voice heard in planning meetings, incorporating design ideas I have been gathering for years from visit to other campuses and DSPS offices across the state, as well as locally, such as those found on the Ed Roberts campus in Berkeley. Just as Chabot should be the educational highlight of the Bay Area, our accessibility should be renowned statewide, and be a model for other campuses to emulate. I believe we have the leadership to make this happen, it just needs to be kept in the forefront of our collective mind as we move into planning and implementation phases of development over the next several years. I hope to report back at the next comprehensive PAR that amazing progress has been made, and plans are moving forward with constructing a building at the zenith of accessibility and civil rights equity.

EOPS
CARE

Zonemail continues to be an issue as students have a hard time navigating it and having unnecessarily long email addressed assigned has created hardships with communication.

Adjusting the new Student Portal authentication process would be useful to have students navigating it.

It would be helpful for Chabot to have an online platform that is easier to navigate. Having both ClassWeb and Portal in one screen is confusing. There are too many steps and different passwords needed to access different resources such as Canvas, Zonemail, Classweb and the portal. There are multiple tabs for Financial Aid that students miss the Financial aid appeal section or accepting terms. The online platform is overwhelming for a student.

The online bookstore has been challenging for students to navigate, especially getting their books early in the semester so they can have a strong start. The delay in receiving books causes students to withdraw from their courses. There are students that do not have access to a credit card to purchase books online.

Fresh
Succes
s

We have found instructors that order online books but forget to include the online code for purchase. There have been multiple occurrences where students are instructed to follow-up with the online bookstore themselves when it's an issue that only an instructor can address.

As a program the offers book vouchers to students, we have found instructors that do not upload their books to the Chabot online bookstore due to preference with an outside vendor such as Amazon. In these situations, students are not able to use the book voucher and have to purchase the book on their own. We continue to request for instructors to give students the option to purchase books through the Chabot bookstore or another location.

The online bookstore only sells books and not supplies such as art, medical, etc. Previously, our voucher allowed students to purchase all the necessary school supplies at one location. Since the online bookstore does not offer supplies, the voucher program can no longer meet the need to cover the cost of necessary school supplies.

More communication that Bank Mobile is the third-party vendor Chabot uses to transfer financial aid fund. I've met several students that never accessed their financial aid because they were not aware that they had to set up their financial aid receiving preference.

Movem
ent

The technology platforms are not user friendly. Student financial aid information and steps can be made clearer. Transitioning to My Portal has been a barrier for students in accessing degree works. Reliance on zonemail to be primary form of communications with students can have its limitations. In math, there are so few instructors students want to work with.

Puente

Zonemail continues to be an issue as students have a hard time navigating it and having unnecessarily long email addressed assigned has created hardships with communication

Adjusting the new Student Portal authentication process would be useful to have students navigating it.

TRIO ASPIRE	Technology advancement is limited and unclear. For example, the reliance on Zonemail for disseminating pertinent information (such as activating MyPortal) assumes that students know how to access their Zonemail, let alone regularly check it. The DegreeWorks and MyPortal updates are great strides to improve this part of the student experience, but more is still in the process of starting. Additionally, administrative hurdles exist where technology could be used to improve certain processes for Chabot personnel, thereby creating an opportunity to sharpen service in support to students. Such hurdles include budget/fiscal management and entering paperwork that must enter into an approval queue without having a centralized place to see where in the queue a document is.
TRIO ETS	We should continue to build relationships with our local middle/high school partners. It is essential to help students build a college going identity early in their educational career and as a cornerstone of the Hayward and regional community, Chabot College and our network with CSU East Bay is how students can envision themselves past high school within their community. In particular as students face the impact of pandemic learning loss and AB1705 requirements, it only makes more critical the need to provide early and frequent math support.
TRIO EXCEL	Technology advancement is limited and unclear. For example, the reliance on Zonemail for disseminating pertinent information (such as activating MyPortal) assumes that students know how to access their Zonemail, let alone regularly check it. The DegreeWorks and MyPortal updates are great strides to improve this part of the student experience, but more is still in the process of starting. Additionally, administrative hurdles exist where technology could be used to improve certain processes for Chabot personnel, thereby creating an opportunity to sharpen service in support to students. Such hurdles include budget/fiscal management and entering paperwork that must enter into an approval queue without having a centralized place to see where in the queue a document is.
Umoja	No Barriers. Our program serves 95% students of color.

Responses on Equity in Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

11 Responses

Program/ Area Name	What barriers, if any, make it difficult for students to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group.
CalWOR KS	There is a stigma connected to receiving public benefits such as cash aid, food stamps and Medi-cal so student ignore the resource. Also, students are not aware of the income eligibility, missing the opportunity to apply.
Change It Now (CIN)	Like any other learning community, outreach to our students is critical in order for them to access program services. To do so, it requires having the appropriate staffing in place, specifically, a full-time counselor/coordinator to plan and coordinate outreach efforts to current and future CIN students; including outreach to nearby high schools. Thus, our biggest barrier continues to be funding to operate at full capacity and better serve our students.

There are always going to be barriers and challenges, as there is no true universal design for accessibility in all things. What is best for one individual will be inaccessible to someone else. What is highly utilized by some students will be unknown to others. I think the largest barrier to DSPS service is simple awareness, which is why we are constantly doing both outreach and inreach, to students, employees, and the community.

Beyond awareness, it would be time, as doing outreach and awareness campaigns, coupled with the daily paperwork needs of running a DSPS program is the main reason a DSPS administrative assistant was sought in the last PAR.

DSPS
Student
Services

Beyond awareness and time, technology challenges, which are often exacerbated within certain subgroups of DSPS students, is a massive challenge. While our new Accommodate system is working beautifully for many students, some students are still struggling with getting into MyPortal, which is a requirement to use Accommodate. We make adjustments and do things manually when needed, but lack of understanding and ability with technology is a massive need within our program. That said, doing workshops and classes have limited effect on this problem, as often it doesn't arise until a student is in the moment of need. Utilizing student assistants in the center to sit down with DSPS students as needs arise is helpful, but a smaller budget has caused cuts in hours, reducing this kind of technology support available. DSPS staff are amazing and constantly go above and beyond to serve students, but even with that there are frequent challenges. Finally, DSPS students are intersectional in almost every sense of the word. Our population is more than 2x the campus in terms of African-American students. A higher than average percentage are economically disadvantaged, and individuals with disabilities are the largest unworked group in the country. A gain, any kind of gain, in the population of students in DSPS, is multiplied across campus, simply because our intersectionality is like a magnified hub of the campus as a whole.

EOPS
CARE

none

Their is a stigma connected to receiving public benefits such as cash aid, food stamps and Medi-cal so student ignore the resource. Also, students are not aware of the income eligibility, missing the opportunity to apply.

Fresh
Success

The Fresh Success program is operating 100% on funds that are reimbursed through the invoicing process. For every dollar invested to support administrative and supportive services the program/college gets in return .44 Cents to reinvest back into the program. The initial SCFF funding helped the Fresh Success program launch, and we're now at capacity to serve more students.

The Fresh Success program can provide students with a CalFresh pre-enrollment form so they can apply for CalFresh (food stamps) benefits in their county. This is important because, when a student turns 18, they are typically removed from their parents' CalFresh case and have to wait until the age of 22 to apply on their own. This is an inequity for younger college students.

Moveme
nt

Currently, we do not offering any evening counseling appointments. That may be a barriers for full time working students. To address this, we work with the students to set up zoom counseling appointments that can work for both counselor and student.

Puente Since Puente is tied to English classes, students must be eligible by the English self-placement assessment to have access to the Puente English classes. (This is due to Puente State Guidelines)

TRIO
ASPIRE The good problem that Chabot has is its myriad support programs that students can tap into. A barrier that TRIO Aspire may face is getting lost in the shuffle of projects that are not just limited to Special Programs or Building 700. The best way that students learn about Aspire is often by word of mouth, rather than on social media or paper flyers posted around campus (though these are still strategies we will employ to reach students who do benefits from such practices). Another challenge may be for students who are uncomfortable, for differing reasons, approaching TRIO Aspire personnel, whether student assistants, counseling faculty, or classified professionals. Neurodivergent students, for example, may be challenged to approach an unfamiliar person at the TRIO front desk when walking through Building 700, and may bypass the opportunity to learn about the program.

TRIO
ETS Our program targets designated school sites and within those sites, requires eligibility as determined by first gen status and income status. We work diligently to target our communications to those groups.

TRIO
EXCEL The good problem that Chabot has is its myriad support programs that students can tap into. A barrier that TRIO Excel may face is getting lost in the shuffle of projects that are not just limited to Special Programs or Building 700. The best way that students learn about Excel is often by word of mouth, rather than on social media or paper flyers posted around campus (though these are still strategies we will employ to reach students who do benefits from such practices). Another challenge may be for students who are uncomfortable, for differing reasons, approaching TRIO Excel personnel, whether student assistants, counseling faculty, or classified professionals. Neurodivergent students, for example, may be challenged to approach an unfamiliar person at the TRIO front desk when walking through Building 700, and may bypass the opportunity to learn about the program.

Umoja N/A

Can students access your services: 1) during the day or 2) in the late afternoon/evening/ weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

11 Responses

Program/ Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
CalWORK KS	Yes, students can access CalWORKs services during the day, evening and online. No weekend hours are provided.
Change It Now (CIN)	Now that we have a CIN space in Bldg. 600, we would like to offer more office hours to CIN students, especially counseling hours. Once again, this would require having a full-time counselor/coordinator to meet with more students and provide the appropriate services as well as build community with the CIN cohort, which is a critical component of any learning community.
DSPS Student Services	DSPS service hours are some of the longest on campus, as we officially are open from 8:30 to 6:00 Monday through Thursday, and 9:00-1:00 on Friday. Fridays are extremely slow though, as the vast majority of DSPS students are only taking M/W and/or T/Th classes. That said, we support early morning alternative testing by appointment, sometimes starting as early as 7:00am for nursing students, and we also have counseling that goes until 7:00pm (starting at 6:00pm) for students that can't make it in earlier. Students are able to access us in-person, via phone, via email, and through our website. One of the benefits of our new Accommodate system is that the intake packet is now web-based, and students can completely fill it out online, including submitting their disability verification. We also offer the option to bring in a hard copy, and we will scan and upload it for them as well. The only times we don't have service is very late evenings (i.e., till 10pm) or on weekends.
EOPS CARE	Our students have access to our services during all three scenarios. Our contact information is on the Chabot EOPS/CARE website. Students are eligible to call or email to request services. Students can also schedule their own appointment on our Canvas website.
Fresh Success	Yes, students can access Fresh Success service's during day, evening and online. No weekend hours are provided.
Moveme nt	You will need to talk to our MOVEMENT and Nesians Unite students to get an accurate view of their experience with access. From my view, I feel we have been accessible. We may have limited late afternoon appointments but we make that up by offering Fridays and online options. My schedule is often full and we recently hired a PT counselor to help offer more appointments.

Puente	Our students have access to our services during all three scenarios. Our contact information is on the Chabot Puente website. Students are eligible to text or email to request services.
TRIO ASPIRE	Students have access to the TRIO counselor assistant and/or program director during business hours, Monday–Friday 9am–5pm and 9am–6pm on Wednesdays, as well as student assistants/mentors at the front desk throughout the weekday. The TRIO non-instructional Canvas site is accessible at all hours of the day at students’ leisure, unless there are Instructure outages out of Chabot’s control, and this site is monitored by the TRIO Director who is the “instructor of record” for the site.
TRIO ETS	Yes to all. But particularly, students access us during their regular school day on their home site.
TRIO EXCEL	Students have access to the TRIO counselor assistant and/or program director during business hours, Monday–Friday 9am–5pm and 9am–6pm on Wednesdays, as well as student assistants/mentors at the front desk throughout the weekday. The TRIO non-instructional Canvas site is accessible at all hours of the day at students’ leisure, unless there are Instructure outages out of Chabot’s control, and this site is monitored by the TRIO Director who is the “instructor of record” for the site.
Umoja	Students have access to Umoja Services around the clock. Our Coordinator and team are in constant contact with Umoja students. Students are able to reach us by phone and through our website. Also, in the recent past we had Umoja Canvas Shell that provided links to every resource we offered as well as provided updates on all events and activities. It was suspended before the end of Summer but we are preparing to have it back up in the Spring. It has proven to be a valuable tool.

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

11 Responses

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
CalWORKS	N/A

Change It Now (CIN)	Counseling services, including academic advising, are critical to all students, especially Special Program students, who may often need to wait a long time to see a counselor; thus, the need for a full-time, dedicated CIN counselor to support the counseling needs of CIN students.
DSPS Student Services	No, all our accommodation services are provided within a reasonable amount of time. The slowest parts of our processes are probably hiring and PO adjustments. That said, the business team is always amazing to get these through as quickly as possible, it's just the nature of how we do these things with so many signatures and approvals that takes time, and without a district-wide process change, this is unlikely to get significantly faster.
EOPS CARE	Students in EOPS/CARE need to be eligible for financial aid and it has taken longer than usual (I understand there are system-wide FAFSA changes) but there needs to be more FA advisors to work with smaller caseload of students, so that students can get processed in a timely manner.
Fresh Success	We had a waitlist of over 200 students in 23-24. We no longer have a running list. The Fresh Success program met with the Equity Office requesting basic needs funds to offer the various existing supports to Fresh Success students. In turn, we can submit those funds for reimbursement to leverage federal dollars back to the college. 44 cents for every dollar spent is the return on investment with the Fresh Success program.
Movement	Our counseling team consists of a counseling assistant, counselor/coordinator, and PT counselor. Students are able to access 1 or more of us during operating hours weekly. Appointments are available two weeks in advance and are filled up regularly.
Puente	If students have taken an AP English test and are not eligible for English 1 in the fall semester, then they have to wait to take English 4A in the spring. This can seem like a long wait for students. There can be another cohort of English 4A offered in the fall for students who fit this scenario, or were not able to take or pass English 4A in the spring semester. This would require another Puente trained English Instructor.
TRIO ASPIRE	N/A
TRIO ETS	NA
TRIO EXCEL	N/A

Umoja

No, we are able to schedule appointments for Counseling and Mental Health Services in real time with 24-48-hour window. Currently we only have one Counselor, but many of our students are in multiple programs, because we encourage it. This allows them to meet with both the Umoja Counselor, and the counselor from the other program they participate in.

Responses on Staffing Analysis

Trends in staffing:

Program/ Area Name	11 Responses					
	Full-time Faculty	Part-time Faculty	Full-time Classified Professionals	Part-time Permanent or Hourly Classified Professionals	Student Employees	Independent Contractors/Prof essional Experts
CalWORKS	1	N/A	1	N/A	3	N/A
Change It Now (CIN)	There are currently two full-time instructors working with the CIN program. Carmen Johnston, English Faculty and Pedro Reynoso, Librarian.	We have a part-time Counselor- Coordinator, Joymara Coleman	We share a Counseling Assistant with Movement API, Nikie Albiano	N/A	N/A	We have contracted with guest speakers for cultural events.
DSPS Student Services	3	1	6	1	3	2
EOPS CARE	2	3	2	0	4	4
Fresh Success	35% Overload	N/A	20% Overtime	N/A	1 20 hour per week	N/A
Movement	1	1	1	0	6	2

Puente	0 Full time Faculty (Counseling) 1 Full time Faculty (English instructor)	2 part time faculty counselors (no longer serving in this role) 1 part time faculty counselor (currently serving as counselor coordinator)	1 Counselor Assistant	0	2 Student Assistants (one through federal work study)	0
TRIO ASPIRE	0	2	2	0	3	1
TRIO ETS	0	0	1.5	N/A	8	2
TRIO EXCEL	0	1	2	0	6	1
Umoja	1 Full time Faculty/Coord	English Instructor/ No Part-Time Counselors	1 Counselor Assist	N/A	5 Student Assistants	Instructional Aide/Professional Expert

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

11 Responses

Program/Area Name Changes comparison

CalWORKS
 Post-covid, the CalWORKs student numbers are increasing every semester. We are seeing more students being directly referred to our office for support with county paperwork via their county case worker. The direct county referrals allows our office to connect with students sooner, providing orientation and a clear education plan to support their on-boarding and persistence. We have seen an increase of Afghan refugee students accessing Chabot CalWORKs, specifically married couples enrolling in ESL. The county has a refugee program that provides CalWORKs benefits to their recipients.

Change It Now (CIN)	CIN programming has stayed roughly the same over the last PAR cycle; however, to grow the program additional staffing is needed (i.e., full-time counselor/coordinator) to provide more strategic planning, including, studying the program's needs and closely analyzing data, this would help better answer this question.
DSPS Student Services	<p>DSPS took a massive hit, statewide actually, generally at an amount about 2X the rest of higher education. For Chabot specifically, that looked like this:</p> <p>Academic Year # of DSPS Students</p> <p>16-17 (highest year) 1,253</p> <p>19-20 1,028</p> <p>20-21 (lowest year) 638</p> <p>21-22 705</p> <p>22-23 785</p> <p>23-24 909</p> <p>As mentioned above, the only change in our staffing was the loss of an IA right before COVID, which was replaced at the start of the 23-24 year, as we saw our numbers coming back up.</p>
EOPS CARE	The data shows that when there were 3 full-time classified professionals, there were more services provided for more students to attend and participate in.
Fresh Success	<p>Our student participant numbers have been growing the past three, however for Fall of 2024 we lowered the number of students in the program to 102 due to funding commitment and staffing capacity.</p> <p>Our numbers were:</p> <p>FY21-22: 97 Unduplicated students served</p> <p>FY22-23: 203 Unduplicated students served</p>
Movement	As of 9/30/24, we have 408 enrolled students working with MOVEMENT and/or Nesians Unite and the number of students working with us continues to grow throughout the year. This includes students enrolled in our classes and/or using counseling services. This is the highest number of students served at this point in the year since the programs started in Fall 2021.

While the full time counselor/coordinator was in an interim position, one part-time counselor was hired to fill-in for the full-time counselor/coordinator.

Puente

The number of services provided to the campus was less when there was a part-time counselors because the load did not provide flexibility to attend some events (i.e. shared-governance meetings, training). Puente Statewide office guidelines state to have at least 17 hours assigned for each of the two Puente cohorts.

TRIO
ASPIRE

Given that the role of the TRIO Director was vacant for about two years, the number of student assistants greatly increased to meet students' needs by offering mentorship. This was particularly helpful during the pandemic. Now that the permanent TRIO Director has been hired, that number has since decreased. What has remained consistent are the classified staff and counseling faculty. With three counselors, the connection that students have with TRIO Aspire is stronger as students are able to develop a rapport with the same counselor without jeopardizing the availability of counselor support for other scholars in the program.

TRIO ETS

Our grant cycles in five year periods that do not coincide with the three year PAR review. Neither our service numbers or staffing numbers have changed significantly in that period.

TRIO
EXCEL

Given that the role of the TRIO Director was vacant for about two years, the number of student assistants greatly increased to meet students' needs by offering mentorship. This was particularly helpful during the pandemic. Now that the permanent TRIO Director has been hired, that number has since decreased. What has remained consistent are the classified staff and counseling faculty. With three counselors, the connection that students have with TRIO Excel is stronger as students are able to develop a rapport with the same counselor without jeopardizing the availability of counselor support for other scholars in the program.

Umoja

Our number has increased. We are currently serving 279 students. Over the last 3 years we have been somewhere in 200-240 range each year and a lot that was due the impact of Covid and the loss of African American student population on Chabot's campus. Our momentum has been attributed to the efforts of Umoja Student Leaders and support from campus during early registration, and other Outreach activities.

Compare the representation of traditionally underrepresented populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

11 Responses

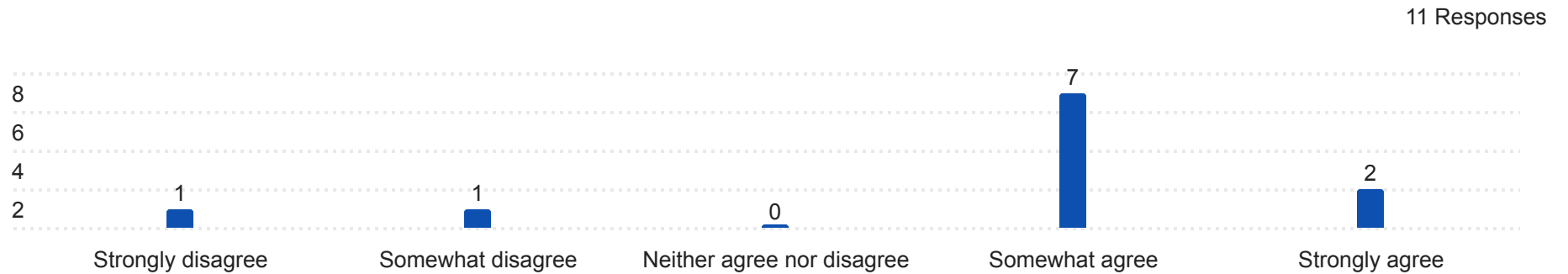
Program/Area Name	Comparison
CalWORKS	CalWORKS has a 2-person team and are representative of the student population, and one staff member is bilingual Spanish.
Change It Now (CIN)	Our faculty and classified professionals proudly represent the students we serve.
DSPS Student Services	<p>The approximate makeup of our largest student ethnicities in DSPS:</p> <ul style="list-style-type: none"> African American = 16% Asian = 15% Hispanic = 49% White = 12% <p>The approximate makeup of our staff in DSPS:</p> <ul style="list-style-type: none"> African American = 20% Asian = 35% Hispanic = 20% White = 25% <p>Do note though, that in the 14 years that I have been in DSPS, 6 of the 7 hires in that time in Building 2400 have been non-white, almost all of which replaced a white predecessor, enhancing the way in which DSPS staffing represented the majority of the students we serve.</p>
EOPS CARE	Our staff and faculty reflect and represent the students served in EOPS/CARE. We have a diversity in ethnicity, age, and languages spoken.

Fresh Success	No gaps.
Movement	Our programs are supported by the AANAPISI grant and AANHPI SAP funds. With that, our target student population are students who are interested in Asian American or Pacific Islander culture and experiences. Our full time counselor/coordinator is Asian American, our counseling assistant is Filipino American, and our PT counselor is Pacific Islander. There was thought and intention is setting up our team to reflect the students we serve. When our current staff move onto other opportunities, the intention will remain the same.
Puente	<p>For the past couple of years there has been a 95% Latinx student population in Puente. With the staff and faculty we are only 2/3 Latinx. The gap is addressed by having all staff and faculty attend the Puente training in the summer and twice a year. We try to have 100% of our mentors reflect the cultural/ethnic population of the Puente students we serve. In order for Puente to build a sense of familia/community, it is important to build a sense of trustworthiness & provide a safe space for our students to feel comfortable.</p> <p>Having a dedicated PSCN courses, events and conferences for staff and students to embrace our Puente Pride is important to continue building community, trustworthiness, and a safe space.</p> <p>The Puente Program intentionally provides access to success through equity-focused curriculum, programming, events and activities.</p>
TRIO ASPIRE	Anecdotally, program personnel strongly reflect the diversity of TRIO Aspire's scholar community. One way we may not quite be as reflective is in spoken languages, neurodiversity, and ability. Generally, we have benefitted from utilizing outside speakers for workshops and leaning on TRIO mentors to have diverse perspectives represented.
TRIO ETS	Our program works in concert with HPN and other special programs. While few of our ETS staff speak Spanish, the most frequently used language preferred by families other than English, we are able to supplement with both our student staff and our collaboration with bilingual staff in our partner programs.
TRIO EXCEL	Anecdotally, program personnel strongly reflect the diversity of TRIO Excel's scholar community. One way we may not quite be as reflective is in spoken languages, neurodiversity, and ability. Generally, we have benefitted from utilizing outside speakers for workshops and leaning on TRIO mentors to have diverse perspectives represented.
Umoja	Our program serves about 95% underrepresented students. Our staff and team mirrors that from faculty to Student Assistants. In Umoja all but less than 5% are students of color. While we are focused on serving and supporting students of African Descent, we see the impact that our model has on all demographics.

Responses on Department/Program/Area Needs

Technology

The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.



If you strongly disagree or somewhat disagree, please explain.

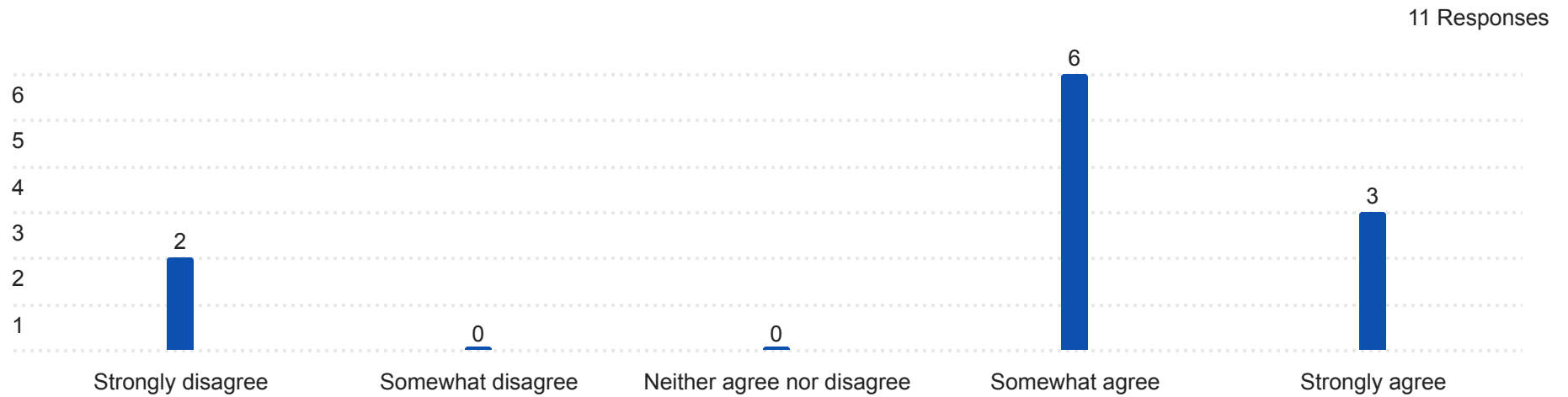
11 Responses

Program/Area Name	Explanation
CalWORKS	N/A
Change It Now (CIN)	The new CIN space in Building 600 is still in need of a desktop computer, with access to banner, for us to carry out the program's activities and services; primarily, offering counseling support.
DSPS Student Services	N/A

EOPS CARE	N/A
Fresh Success	N/A
Movement	Text messaging has become the most effective form of communication and outreach to our students, however, there is always this threat that it will be discontinued without an alternative form of texting communications in place. The layout of banner, my portal, is not user friendly and looks outdated. Logging into Degree Works is unreliable. Directions and response for login issues is problematic. The transition to MyPortal has been problematic for many students.
Puente	N/A
TRIO ASPIRE	N/A
TRIO ETS	N/A
TRIO EXCEL	N/A
Umoja	N/A

Facilities

The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.



If you strongly disagree or somewhat disagree, please explain.

11 Responses

Program/
Area
Name

Explanation

CalWOR
KS

N/A

Change It
Now
(CIN)

It would be helpful to have CIN space in 700 with the rest of the learning communities. Our counselor-coordinator is working out of 400 since there is no space in 700 for her and our 600 space will not be allowed to be an office.

DSPS
Student
Services

We outgrew our space in Bldg 2400 years ago, and even though we saw a massive dip in our numbers during the pandemic, our staffing needs remained the same, or even grew I would say, as the support our students needed increased - and that is still the case. As more students return, and the number of students utilizing accommodations increases (looking at trends, this is definitely going to be the case), the office, testing, computer lab, and instructional space we need to function effectively, efficiently, and legally to keep potential OCR complaints away, is going to increase even further. There are some small desires in staffing in the next three years, but much larger needs for facilities – though I know it will take much longer to address those needs.

EOPS
CARE

N/A

Fresh
Success

N/A

Movemen
t

N/A

Puente

N/A

TRIO
ASPIRE

N/A

TRIO
ETS

N/A

TRIO
EXCEL

N/A

Umoja

N/A