Division: Special Programs

8 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
CalWORKS	Elsa Saenz	Student Services/Administrative Services/Office of the President
DSPS Student Services	Nathaniel Rice	Student Services/Administrative Services/Office of the President
EOPS CARE	Brian Augsburger, Rosy Reyes, Cynthia Johnson, Alison Kubo, Angel Lopez	Student Services/Administrative Services/Office of the President
Fresh Success	Elsa Saenz	Student Services/Administrative Services/Office of the President
Guardian Scholars Program	Felicita Ocampo-Pedroza, Nikie Abillano, Elle de la Cruz, and Serenna Tran	Student Services/Administrative Services/Office of the President
Movement	Michael R. Lai	Student Services/Administrative Services/Office of the President
Puente	Sandra Genera	Student Services/Administrative Services/Office of the President
Umoja	Tommy Reed	Student Services/Administrative Services/Office of the President

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

8 Responses

Name of Program/Area	Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives in our academic and student services and support programs for disproportionately impacted groups.	Increase opportunities for student workforce development. Strengthen career readiness and internships.	Create, improve, and support initiatives and programs targeted at student success and retention.	Expand basic needs resources for all students.	Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value.	Maximize the Student-Centered Funding Formula (SCFF) metrics for college funding by increasing student enrollment, financial aid awards, and student degrees and certificates conferred by the college, while examining the enrollment process, time to completion, outreach and recruitment strategies.
CalWORKS	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
DSPS Student Services	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Substantial Progress
EOPS CARE	Some Progress	Some Progress	Some Progress	Some Progress	Minimal Progress	Substantial Progress
Fresh Success	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Guardian Scholars Program	Some Progress	Some Progress	Some Progress	Minimal Progress	Minimal Progress	Some Progress

Movement	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Puente	Full Implementation	Substantial Progress	Full Implementation	Full Implementation	No Progress	Full Implementation
Umoja	No Progress	Minimal Progress	Minimal Progress	Minimal Progress	Minimal Progress	Some Progress

8 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 1). Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives.

The college has made progress in continuing conversations and initiatives focused on equity and disproportionately impacted students. However, there is an opportunity to more consistently translate these commitments into measurable outcomes across academic programs, student services, and institutional practices. Continued attention to culturally responsive support, equitable access to resources, and student persistence data will be important in determining the impact of these efforts. It would be nice if our Equity Office can bring back more of this report out.

2). Increase opportunities for student workforce development. Strengthen career readiness and internships.
This is an area where the college can continue to strengthen coordination and communication regarding workforce development programs, career opportunities, and employment pathways. There is an opportunity to create a stronger bridge between District-level Economic Development and Contract Education (EDCE), apprenticeship programs, workforce partners, counseling, academic departments, and student support programs.
Chabot has established workforce development programs, including CalWORKs and Fresh Success, that connect directly with Alameda County and neighboring counties and provide students with employment, education, training, and supportive services. Increasing awareness and coordination across these programs could help ensure that counselors, faculty, and students have timely information about available workforce opportunities and pathways.
A more integrated approach to communicating workforce programs and opportunities would strengthen career readiness and help students more effectively connect their education to employment and economic mobility.

3). Create, improve, and support initiatives and programs targeted at student success and retention.
There is an opportunity for the college to further examine persistence and retention among our largest student populations. Latino students represent more than 44% of Chabot's student population, yet persistence after the first year remains an area of concern.
Given the significant number of first-generation and low-income students we serve, the college should continue to examine what additional tools, resources, communication strategies, and student supports are needed to improve persistence and completion.
In particular, we should consider whether our current communication methods effectively reach first-generation students and their families, and whether students clearly understand the resources, academic pathways, and supports available to them. Investing in culturally responsive, proactive, and coordinated student support strategies could help strengthen student engagement, persistence, and completion.

4). Expand basic needs resources for all students.
CalFresh is an important basic-needs resource that can provide students and their families with ongoing monthly food assistance. The college has an opportunity to strengthen CalFresh outreach, application assistance, enrollment, and ongoing support.
It would be valuable to examine how many students are currently being supported with CalFresh applications and successful enrollment, as well as how we can increase awareness among eligible students.
With changes to CalFresh eligibility and participation requirements under the new federal legislation, there is an increased opportunity for the college to provide timely education and support to help students understand the requirements, maintain their benefits, and successfully navigate the enrollment and recertification process.
Because food insecurity can directly affect a student's ability to remain enrolled and academically successful, strengthening CalFresh outreach and support should be viewed as both a basic-needs strategy and a student-retention strategy.

5). Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value. There is an opportunity to continue strengthening a culture of connection, inclusion, and transparency across the college. At times, workplace relationships and access to information can feel dependent on existing professional networks or familiarity with established groups. This can create challenges for newer employees or individuals who are not yet connected to those networks. Creating more intentional opportunities for cross-departmental connection, mentorship, collaboration, and communication could help newer employees build relationships and feel more connected to the broader college community. There are positive examples of newer staff and Vice Presidents creating stronger opportunities for outreach and connection. Building on these efforts and creating more consistent structures for employee engagement could contribute to a stronger workplace culture and support the college's ability to attract, retain, and develop talented employees.

DSPS Student Services	Progress on Goal 5 is a mixed bag. In some areas there has been substantial progress, but in others there has not. Overall I would say there has been progress, but a general statement hides areas where there has not been progress. A challenge though is the solution is not obvious – it's not that we're not doing anything, just that what we are doing is of uncertain efficacy, and anything we do moves very slowly. We did not get where we are overnight, nor will the challenges be fixed overnight. That said, there are some areas we are not moving forward, but I also do not see a clear path forward.
EOPS CARE	N/A

Fresh Success

1). Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives.
The college has made progress in continuing conversations and initiatives focused on equity and disproportionately impacted students. However, there is an opportunity to more consistently translate these commitments into measurable outcomes across academic programs, student services, and institutional practices. Continued attention to culturally responsive support, equitable access to resources, and student persistence data will be important in determining the impact of these efforts. It would be nice if our Equity Office could bring back more of this report out.

2). Increase opportunities for student workforce development. Strengthen career readiness and internships.
This is an area where the college can continue to strengthen coordination and communication regarding workforce development programs, career opportunities, and employment pathways. There is an opportunity to create a stronger bridge between District-level Economic Development and Contract Education (EDCE), apprenticeship programs, workforce partners, counseling, academic departments, and student support programs.
Chabot has established workforce development programs, including CalWORKs and Fresh Success, that connect directly with Alameda County and neighboring counties and provide students with employment, education, training, and supportive services. Increasing awareness and coordination across these programs could help ensure that counselors, faculty, and students have timely information about available workforce opportunities and pathways.
A more integrated approach to communicating workforce programs and opportunities would strengthen career readiness and help students more effectively connect their education to employment and economic mobility.

3). Create, improve, and support initiatives and programs targeted at student success and retention.
There is an opportunity for the college to further examine persistence and retention among our largest student populations. Latino students represent more than 44% of Chabot's student population, yet persistence after the first year remains an area of concern.
Given the significant number of first-generation and low-income students we serve, the college should continue to examine what additional tools, resources, communication strategies, and student supports are needed to improve persistence and completion.
In particular, we should consider whether our current communication methods effectively reach first-generation students and their families, and whether students clearly understand the resources, academic pathways, and supports available to them. Investing in culturally responsive, proactive, and coordinated student support strategies could help strengthen student engagement, persistence, and completion.

4). Expand basic needs resources for all students.
CalFresh is an important basic-needs resource that can provide students and their families with ongoing monthly food assistance. The college has an opportunity to strengthen CalFresh outreach, application assistance, enrollment, and ongoing support.
It would be valuable to examine how many students are currently being supported with CalFresh applications and successful enrollment, as well as how we can increase awareness among eligible students.
With changes to CalFresh eligibility and participation requirements under the new federal legislation, there is an increased opportunity for the college to provide timely education and support to help students understand the requirements, maintain their benefits, and successfully navigate the enrollment and recertification process.
Because food insecurity can directly affect a student's ability to remain enrolled and academically successful, strengthening CalFresh outreach and support should be viewed as both a basic-needs strategy and a student-retention strategy.

5). Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value. There is an opportunity to continue strengthening a culture of connection, inclusion, and transparency across the college. At times, workplace relationships and access to information can feel dependent on existing professional networks or familiarity with established groups. This can create challenges for newer employees or individuals who are not yet connected to those networks. Creating more intentional opportunities for cross-departmental connection, mentorship, collaboration, and communication could help newer employees build relationships and feel more connected to the broader college community. There are positive examples of newer staff and Vice Presidents creating stronger opportunities for outreach and connection. Building on these efforts and creating more consistent structures for employee engagement could contribute to a stronger workplace culture and support the college's ability to attract, retain, and develop talented employees.

1. DISPROPORTIONATELY IMPACTED STUDENTS & THE GUARDIAN SCHOLARS PROGRAM (PRIORITIES 1, 4, & 6)

-Gaps in Foster Youth Support: Foster youth at Chabot are among our most diverse and marginalized populations—often intersecting as first-generation, parenting, unhoused, low-income, disabled, and LGBTQ+. Despite institutional strides, these students continue to face severe systemic barriers.

-Funding Inequities Between NextUp and Guardian Scholars: Guardian Scholars Program (GSP) students who are not NextUp-eligible—such as those who enrolled after age 25 or left foster care before age 13—are ineligible for our state-funded program and the resources that come along with it. With GSP lacking dedicated funding, finding college funds for these students has become nearly impossible.

Resource Deficits in Basic Needs Services: When GSP students are referred to the Gladiator Resource Hub, the Hub's own funding limitations leave them unable to meet student demand. In some instances, NextUp students have also been turned away due to resource limits. Dedicated, institutionalized funding for GSP and the Hub is essential to serving our most vulnerable students equitably.

2. STUDENT EMPLOYMENT: COMPENSATION & PROFESSIONAL DEVELOPMENT (PRIORITIES 2, 3, 4, & 5)

Living Wages for Student Workers: As the campus relies heavily on student assistants to fill gaps created by hiring freezes, we must ensure student employees are paid a living wage. Students should not have to choose between their survival and their education.

Intentional Professional Growth Over Administrative Tasks: Student employment positions are currently underutilized, often leaving students sitting at front desks without clear direction or performing basic restocking. Transforming student jobs into structured, intern-level opportunities with intentional training aligned with their academic and career pathways will improve retention, build workforce skills, and attract top student talent.

3. GROWTH VS. CAPACITY: STAFF WORKLOAD & SYSTEMIC BURNOUT (PRIORITIES 5 & 6)

Guardian Scholars Program

Exploitation of Staff Commitment: While statistics show commendable growth in enrollment, financial aid applications, and degree completion (Priority 6), support capacity has dwindled because student-facing positions are not being recreated or filled at a matching rate.

Absorbing Increased Loads: Staff and faculty are absorbing unsustainable physical and mental workloads. The deep commitment and duty staff feel toward students is frequently stretched beyond capacity, leading to burnout. Growth without proportional staffing investment harms both employees and the quality of student care.

4. COMMUNICATION, DEIAA IMPLEMENTATION, & WORKPLACE CULTURE (PRIORITIES 1 & 5)

Operationalizing DEIAA: While positive collaboration is emerging across professional classifications and departments, DEIAA initiatives still feel early in their ideological stage rather than fully operationalized. Part-time faculty/staff, in particular, face challenges staying informed about college-wide initiatives, events, resources, or requirements.

Improving Workplace Culture and Trust: Workplace culture requires authentic, daily relationship-building rather than isolated events. Staff must be empowered to provide honest program feedback without fear of negative consequences from leadership.

Transparent Communication Channels: Timely, consistent, and clear communication is necessary to keep all staff and faculty informed, engaged, and supported across institutional initiatives.

5. FINANCIAL LITERACY & BASIC NEEDS ACCESS (PRIORITIES 2, 3, & 4)

Financial Aid Transparency: Bureaucratic financial barriers remain a primary reason students stop out before degree completion. While the digital SAP appeal process is a major improvement, the college needs proactive, plain-language education around SAP requirements and completion rates that extends beyond basic website information.

Centralizing and Scaling Basic Needs: Fluctuating resource availability at the Gladiator Resource Hub (e.g., emergency aid, housing support, transportation) causes confusion for students and staff. Establishing consistent, expanded, and transparent basic needs offerings across the college and district is critical for student retention.

Movement	N/A
Puente	For the past 2 years, Puente has needed for a Counselor and English instructor to step into the Puente Counselor/Coordinator/Instructor role or the Puente English Instructor/Coordinator role for one reason or another. The deans in our respective areas along with the current coordinators have approached colleagues in the departments that would require minimal training for the interim positions. Nobody from English or Counseling has agreed to accept the interim opportunity. With 2 of the 4 Learning Communities having been deactivated starting fall 2026, it seems like we need to envision a different way that Learning Community teams can thrive with the type of workload that is required to facilitate a successful team with successful outcomes.
Umoja	N/A

8 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 goals and college 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	N/A
DSPS Student Services	For goals 1 through 5, I believe a dedicated and streamlined focus on 2 things would really help all these areas. 1. More effective leveraging of existing technologies (through more and better training and campus-wide understanding of them) 2. A communication process and focus revision, across all levels. Do that, and goal 6 will fall into place as a natural consequence. To do the first steps though, an investment in dedicated staffing for those goals would likely be needed, not tacking new responsibilities on to someone's existing job, resulting in effort that demonstrates overload and non-focused energy.
EOPS CARE	N/A
Fresh Success	See above

To make meaningful, efficient, and lasting progress toward our institutional goals and college planning priorities, college leadership should implement the following strategic recommendations:

1. PROPORTIONAL, NEEDS-BASED EQUITY FUNDING (PRIORITIES 1, 4, & 6)

Distribute Resources Based on Impact, Not Parity: True equity requires directing resources where barriers are greatest rather than giving every program equal funding. Special programs must be funded proportionally to the severe, overlapping needs of the populations they serve.

Institutionalize Funding for Vulnerable Student Groups: Institutional support should ensure baseline sustainability for programs serving highly vulnerable populations, specifically through dedicated funding for the Guardian Scholars Program (GSP) and the Gladiator Resource Hub. Allocating funding here directly addresses basic needs, ensuring students do not have to choose between their livelihood and their education.

Proactive Financial Planning: College leadership must anticipate funding sunsets for critical student services. The Guardian Scholars Program is a primary example of a vital support network that required institutional continuity planning before its external funding ended.

Invest in Comprehensive Basic Needs & Professional Development: Sustained funding must cover baseline staffing, direct student basic needs assistance, and ongoing professional development for both classified staff and student workers.

2. DATA EQUITY, EXPLICIT INCLUSION, & STRATEGIC OVERSIGHT (PRIORITIES 1 & 4)

Guardian Scholars Program

Explicitly Include Foster Youth in Strategic Planning: Foster youth carry some of the heaviest barriers on campus, yet were omitted from the most recent equity plan without leadership oversight. As the college completes its current equity plan assessment, foster youth must be explicitly named and integrated into institutional data, goals, and funding decisions.

Equitable Evaluation Metrics: Reviewing programs solely through conversation updates is insufficient. Leadership must evaluate budget allocations, disaggregated data, and program report outcomes through an explicit equity lens to identify and close service gaps.

3. INTENTIONAL, SUSTAINABLE STAFFING NETWORKS (PRIORITY 3)

Invest in Dedicated, Permanent Staffing: The college cannot rely solely on the informal commitment of overextended staff. Building an equitable, high-performing support network requires creating permanent, dedicated staffing positions—including roles that support broader college initiatives.

Attract & Retain Talent: Chabot's talent pool is exceptional. Investing in sustainable, well-supported positions will attract and retain professionals who share the college's commitment to student success.

4. CENTERING STUDENT & FRONTLINE PRACTITIONER VOICES (PRIORITIES 1, 2, 3, & 5)

Direct Student Involvement in Governance & Planning (Priority 2): Students experience college initiatives and student services firsthand; their voices are essential in shaping effective policies. The college must go beyond standard surveys by creating accessible, transparent avenues for student engagement—such as annual in-person welcome events, monthly town halls, or direct collaboration through Student Senate.

Elevate Frontline Staff Insights: Policy and operational decisions must actively center the professionals doing direct, on-the-ground work with students, ensuring planning reflects real-world student needs and operational realities.

Movement	N/A
Puente	The Learning Communities at Chabot are struggling. The load is a lot: counseling, teaching and coordination of caseloads, budgets, events and reports. With the deactivation of 2 of the 4 Learning Communities- CIN! & Movement did not have the support needed to continue after May 2026. With Puente and Umoja's limited staffing, it is evident that it is time to review how the Learning Communities can be restructured to maintain the MOU and strategic plan of addressing the Equity Gap at Chabot. Learning Communities directly affect the SCFF. Our students have SEPC's they are following, they get connected with their respective Financial Aid Advisors, they succeed in transfer-level English & Math classes their first year at Chabot, and persist semester-to-semester and year-to-year at higher rates than students not in a Learning Community.
Umoja	N/A

8 Responses

Question: The previous question asked about progress on the 2025-26 President’s Goals and College Planning Priorities. This question is about the goals and priorities that the President raised for 2026-27.

Name of Program/Area

If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President’s Goals and College Planning Priorities, please describe below (optional).

CalWORKS	N/A

DSPS Student Services	Make the goals simpler and more memorable/easier to keep front of mind for ALL employees. Something like this: CHABOT: SIX PRIORITIES. ONE COLLEGE. Letter Word Presidential goal C Connection Equity, inclusion, accessibility, support, and belonging H Help Basic needs, educational support, physical and mental well-being A Achievement Academic excellence, enrollment growth, increased retention, and student success B Balance Fiscal stewardship, accountability, sustainability, intentional growth O Opportunity Workforce development, careers, economic mobility, leadership T Teamwork Employee retention, satisfaction, pride, development, and mentoring Campus message: CHABOT is more than our name. It's how we succeed. ====== Creating a promotional video with this message would cement this idea into the mind of both the campus and the general community.
EOPS CARE	N/A
Fresh Success	N/A

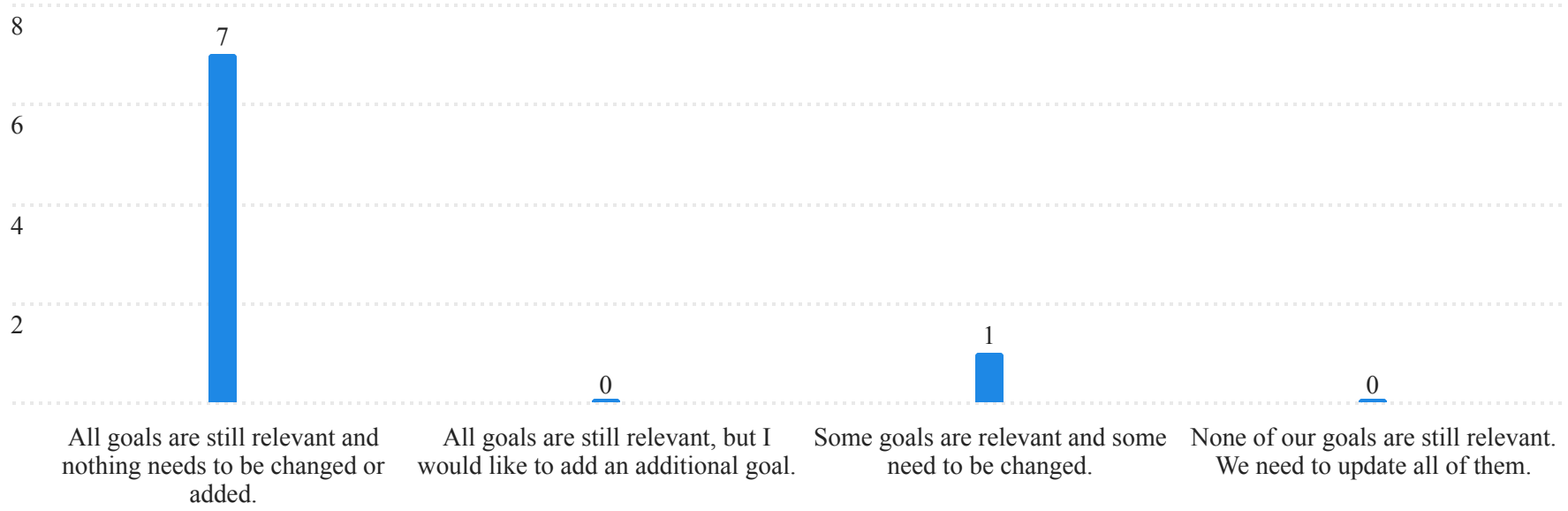
Guardian Scholars Program	Student employment is a key issue the 2026–27 goals don't address. Chabot has a unique opportunity to hire the very students we serve and give them meaningful work in our programs, offices, and communities that builds on what we have prepared them to do. This is workforce development in its most direct form, and it advances Goal 2's commitment to skillset advancement and economic mobility. Many of our students, especially foster youth, are already balancing school with the need to support themselves. When they earn a living wage, they can afford stable housing, which is central to Goal 3's focus on basic needs, housing, and well-being. Students with stable housing are more likely to stay enrolled, persist from term to term, and complete their goals, which supports the retention and success outcomes in Goals 5 and 6. Including student employment in the goals, with a commitment to a living wage, intentional supervision, and professional development, would affirm that we invest in our students as future leaders. It would also turn on-campus jobs into a real pathway to stability, retention, and careers.
	Technological advancement is another key issue that we must address as a college. While we shouldn't fully be reliant on technology, we must update our system to simply be on par with other higher ed institutions in the Bay Area. We are making strides to update them, but they must be mindfully adapted through critical evaluation.
Movement	N/A
Puente	n/a
Umoja	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that this is the final year of this 3-year PAR cycle to accomplish these goals, please take a look at your goals to determine:

8 Responses

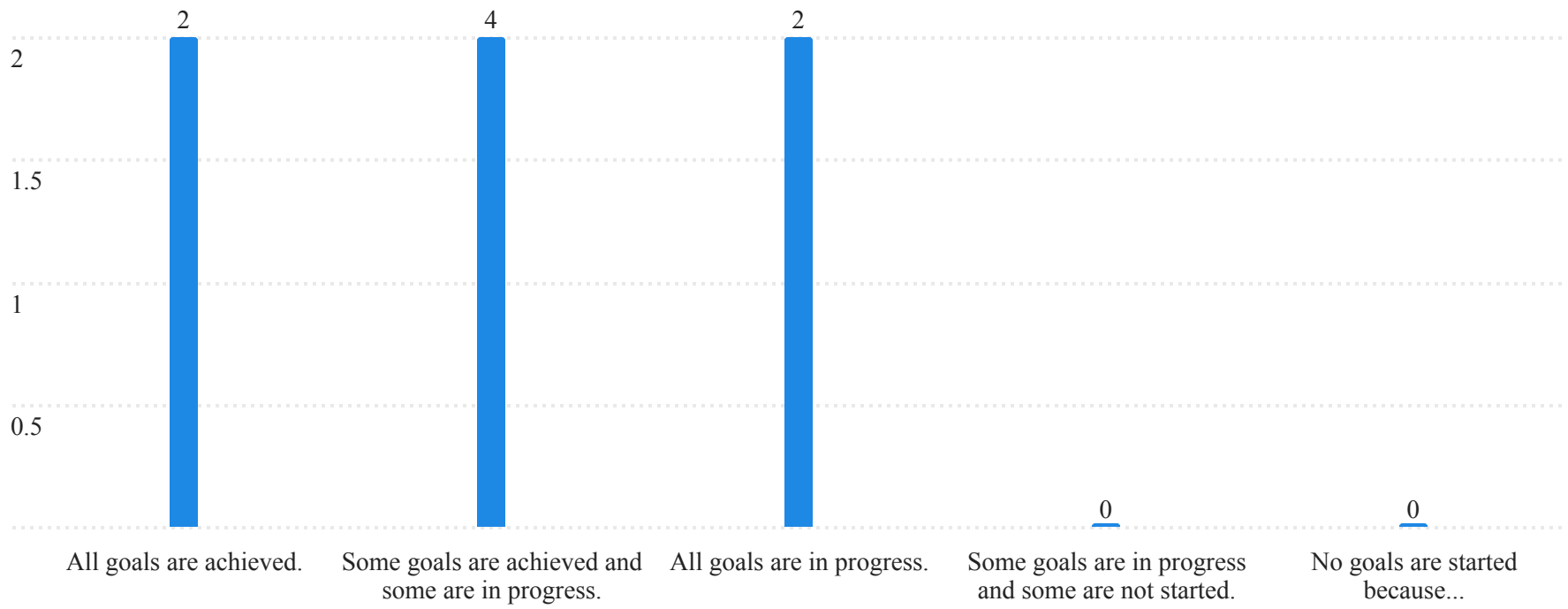


8 Responses

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.)
CalWORKS	N/A
DSPS Student Services	N/A
EOPS CARE	N/A
Fresh Success	N/A
Guardian Scholars Program	Expand program staffing in some way to meet the needs of increased enrollment, basic need navigation, and financial aid support -- FT Foster Youth Outreach Specialist, FT Foster Youth Resource Specialist, and/or FT Foster Youth Program Counselor Goal 2 has made some progress, however I've found that the 1:1 navigation support currently works best with our program rather than workshops. By expanding program staffing, it will allow that work to be split amongst us more sustainably as our students in particular need more intentional support with acquiring and using tech and navigating all of Chabot's platforms not just Degreeworks.
Movement	N/A
Puente	N/A
Umoja	N/A

What is the current status of the goals your program/area established in Fall 2024 and updated in Fall 2025?

8 Responses



Reflections on Achievement and Challenges:

8 Responses

Name of Program/Area	So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

Priority Registration and Student Support

During Fall 2025 and Spring 2026, the CalWORKs program strengthened its support for students during the priority registration period by offering both in-person and Zoom assistance. These supports helped students navigate the registration process and address barriers to enrolling in courses.

The program also took a more proactive approach to ensuring students completed the requirements necessary to access priority registration. Staff monitored students' completion of orientation, guided self-placement, and other required steps through Banner reporting and direct outreach.

CalWORKs serves a significant population of ESL and career education students who may not be required to enroll in traditional English or math courses. As a result, some students were missing one or more of the required steps. In response, CalWORKs staff implemented several strategies to increase completion:

Individual student review: Staff review Banner reports to identify which required steps each student has completed and which remain outstanding.

CalWORKS

Proactive outreach: Students are notified during orientation and through individual outreach about missing requirements and the actions needed to become eligible for priority registration.

In-person support: The program established an in-person lab to assist students with completing orientation and other required steps.

One-on-one assistance: Staff provide individualized support to help students navigate requirements and resolve barriers.

Follow-up monitoring: A new Banner report will be pulled in October to identify students with outstanding requirements and conduct targeted follow-up before the next priority registration period.

These efforts have strengthened the program's ability to identify barriers early and provide students with individualized support rather than waiting until the registration period to address incomplete requirements.

The program has also seen a notable increase in the number of Afghan students served, who currently represent approximately 40–50% of the CalWORKs student population. This has reinforced the importance of culturally responsive and individualized outreach and support to ensure that students understand college requirements and can successfully navigate enrollment processes.

Overall, the program has made progress toward its goal of increasing student readiness for priority registration by using data-informed outreach, proactive communication, and individualized support.

	The stated goals were around SEP percentages within DSPS, accommodation and interaction increases, and achievement of stated goals. A recent dive into these metrics indicated that we are doing fairly well. As of today, with 624 current students, 62 received SEPCs this semester, 578 have an SEPA, 499 have an SEPC, 614 have one or the other, and 463 have both. That is a snapshot from today (10/12) of SEPA at 92.6%, SEPC at 79.9%, either SEP at 98.4% and both at 74.2%. Taking into consideration the number of non-matriculating students we have that are taking one class, such as ADPE, this is a great percentage, but we strive to get all students who would benefit from an SEPC to get one and are working one outreach to increase our overall percentages, especially for SEPCs.
DSPS Student Services	In terms of service contacts, for Spring 2025 to SP 2026, here are some relevant metrics: Alternative testing contacts increased from 172 to 277 Alternate media contacts increased from 75 to 118 Front desk contact increased from 1,558 to 1,973 Overall counseling utilization of appointment slots increased from 71.1% to 81.7% DSPS annual numbers have increased as follows: 22-23 23-24 24-25 25-26 784 909 904 1093 NOTE - I believe there was an MIS reporting error in 24-25, as internal numbers indicated a higher count of students served
EOPS CARE	Goal #1, we continue to request 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 created a new Priority Reg campaign last year that helped to increase the numbers of students who registered during PR. Goal #2, With considerable staffing resources expended, we were able to increase our EOPS enrollment numbers to roughly 520 for the 26/26 academic year. Roughly a 15% increase from the prior year. We made improvements to our orientation this year that we are hoping will have an impact on streamlining the intake process. We added an outreach Specialist who has helped to support the EOPS enrollment process.

Goal 1: Increase the number of Fresh Success students.

Fresh Success served 133 unduplicated students during AY 2025–26, compared with 183 students in AY 2024–25. While enrollment decreased, the program has maintained strong demand and continues to operate at its current capacity.

In the 25-26 Academic year, the following were awarded: 71 Degrees and 73 certificates to Fresh Success students. Another standout data point

That supports our SCFF metrics is that in the Fall of 2025, 70% (73 students out of 104 students) of Fresh Success students received the PELL.

Fresh Success is a financially self-sustaining program that does not receive additional college funding to expand capacity. The program leverages federal reimbursement funds by invoicing allowable administrative and supportive services provided to enrolled CalFresh recipients. For every $1.00 in allowable program expenditures, the college can receive $0.45 in federal reimbursement.

Fresh Success

The program has continued to maximize its reimbursement potential by partnering with other campus programs that serve CalFresh-eligible students. Current partnerships include EOPS, RISE, and GSP/NextUp Through these partnerships, Fresh Success can leverage allowable services and resources—including book vouchers, grants, emergency aid, parking permits, and transportation assistance—to support students while maximizing available federal reimbursement.

Moving forward, the primary opportunity is to identify sustainable resources and partnerships that would allow Fresh Success to increase student capacity and expand access to these workforce and student-support services.

Goal 4: Maintain the persistence rate for Fresh Success Students- We are happy to report that we maintained persistence at an 81%.

Guardian Scholars Program	Despite limited staffing and resources, our small, dedicated team has achieved strong progress across all program goals. Our success is rooted in a holistic, trauma-informed, strengths-based case management approach. By establishing a safe, non-judgmental space and prioritizing trust-building, we meet students where they are, maintaining connection and engagement even through disruptions in their educational journeys. 1. ENROLLMENT GROWTH, COUNSELING, & EDUCATION PLANNING OUTCOMES Significant Enrollment & Program Expansion Overall program participation continues to surge, with NextUp approaching 100 students. Guardian Scholars continues to grow without dedicated funding, relying only on support from the Gladiator Resource Hub. Summer enrollment reached over 30 students—more than double the previous summer. Dual enrollment participation continues to grow! Applications to both NextUp and Guardian Scholars have increased significantly, bolstered by strengthened community partnerships and steady referral pipelines. Increased SEPC Completion Rates: By building strong rapport and trust, counselors have successfully driven an increase in completed Comprehensive Student Education Plans (SEPCs). We recognize that relationship-building can often begin with an Abbreviated Plan (SEPA), and consistent monthly outreach and support through personal challenges ultimately guide students toward long-term educational mapping. More students are completing education plans and gaining a clearer understanding of their pathways and how to reach their goals. With the increase in our basic needs support, including emergency aid, housing stipends, and childcare assistance, it also reduces barriers so students can focus on their studies. Retention & Case Management: Our holistic approach supports students academically, personally, and professionally. This has contributed directly to higher enrollment and retention. Several students who were close to dropping out have stayed enrolled because of the individualized support they received from the NextUp team. Team-Wide Technological Alignment: Because our entire team is knowledgeable about Chabot's platforms, counselors can establish foundational Education Plans while the broader team reinforces registration processes and guides students through navigating MyPortal, BankMobile, and DegreeWorks. 2. NAVIGATION & DIGITAL LITERACY DEVELOPMENT Support from the Start: Program orientation has improved students' understanding of program services and of navigating college overall. Students are more engaged in our program and with campus life. They are taking on leadership roles on campus and in the community and being hired in positions across the college. Growth in DegreeWorks Fluency: Students have developed a clearer understanding of how to locate, read, and navigate their SEPs within DegreeWorks, empowering them to meet with counselors to make adjustments as needed. High-Impact 1-on-1 Support: While traditional workshops saw less engagement, personalized, 1-on-1 appointments with counselors and staff proved highly effective in building student confidence and self-efficacy across all digital portals. 3. FINANCIAL AID & FINANCIAL LITERACY PROGRESS Upstream Financial Aid Integration: Progress toward FAFSA/CA Dream Act completion has grown significantly by embedding financial aid applications as mandatory tasks during program orientation and conducting early outreach at the start of the school year. Institutional Collaboration: We strengthened our partnership with the Chabot College Financial Aid department, enabling our team to swiftly resolve complex financial aid issues unique to foster youth. Comprehensive Financial Aid Support: Daily in-person and virtual assistance is provided across all staff roles (Counselors, Counseling Assistant, Coordinator, Outreach Specialist, and Student Worker). Combined with financial literacy coaching, students gain critical skills in financial aid platform navigation, resourcefulness, budgeting, and financial planning. 4. HOLISTICSTUDENT SUPPORT, LEADERSHIP, & STUDENT VOICE Basic Needs Provision: Integrating essential support—including emergency aid, housing stipends, and childcare assistance—alleviates immediate life barriers so students can focus on academic success. Student Voice & Leadership: Student input directly shapes program delivery through focus groups and surveys. Students are increasingly engaged on campus, taking on leadership roles, and securing employment across the college. Lived Experience in Staffing: Hiring a graduating program alumnus with lived foster care experience as our Outreach Specialist significantly strengthened student trust and rapport. This role enabled us to maintain a consistent presence at partner high schools two days a week. 5. DUAL ENROLLMENT & HIGH SCHOOL TO COLLEGE PIPELINES Expanded High School Partnerships: Dual enrollment participation has grown through active community outreach. Grant Funding Success: Our outcomes helped us secure a grant in 2025 to support foster youth in local high schools. The grant ends in summer 2027. We hope the college will help sustain this work so the pipeline we've built from high school to Chabot may continue serving the community it is apart of.

Movement	As of Fall 2026, we have 320 enrolled students, 316 students (99%) have at least a SEPA and 280 students (88%) have both a SEPA and SEPC.
Puente	Having access to CRM Advise has provided us added insight in assisting Puente complete our programs goals. I have used CRM Advise, SARS Grid reports, Degree Works and RYQPTAS Banner report to track Puente students and ensure we are meeting our goals and expected outcomes.

Umoja	Pilot Umoja Dual Enrollment classes at 3-4 High Schools each school year. Over the past two years, the Umoja Community Program has successfully expanded its Dual Enrollment initiative, serving five local high schools through culturally responsive, “Umojafied” curriculum and instruction. Students have participated in Psychology Counseling (PSCN) courses and GNST 33A, our Black Student Leadership course. These courses introduce students to college-level learning while providing an engaging, culturally affirming educational experience rooted in the values and practices of Umoja. The impact of this initiative has been especially meaningful at schools such as Lincoln High School, a continuation school where many students may not have previously considered college as an immediate or realistic option. Through their participation in Umoja Dual Enrollment courses, students have begun to see Chabot College as an accessible and viable pathway to higher education. To date, approximately 5–7 students from Lincoln have transitioned into the Umoja Community at Chabot.At Castro Valley High School, students have expressed a strong connection to the Umoja experience, with some choosing to attend Chabot College rather than immediately enrolling at a four-year institution. Students have described their desire to experience the “HBCU-like” environment they encountered through their Dual Enrollment courses. This speaks to the power of culturally relevant instruction, relationship-building, and creating spaces where Black students feel seen, valued, and connected. Our expansion to Hayward High School represents another significant milestone. With 35 students enrolled, this is our largest Umoja Dual Enrollment class to date. The enthusiasm from students, faculty, and staff has been tremendous, with school personnel requesting additional opportunities to collaborate and increase Umoja's presence and engagement on their campus. Similarly, Mt. Eden High School has hosted two Umoja Dual Enrollment classes, allowing students to develop meaningful relationships with the program and establish an early connection to Chabot College. This initiative has evolved beyond simply offering college courses at local high schools. It has become an intentional recruitment, retention, and college-going culture strategy. By bringing the Umoja experience directly to students before they graduate, we are building relationships, increasing college awareness, strengthening students' sense of belonging, and creating a direct pathway into the Umoja Community at Chabot College. Moving forward, our goal is to continue offering Umoja Dual Enrollment courses at 3–4 high schools annually while strengthening our partnerships, expanding student engagement, and developing more intentional transitions from high school participation to enrollment at Chabot College. Partner with therapist or mental health support system, to serve the Umoja population. The Umoja Community Program has established a valuable partnership with Chabot College's CARES program to provide dedicated mental health and wellness support for our students. Through this collaboration, we have secured five hours per week of Lee Porscha's time specifically to serve the Umoja student population.This partnership has been an invaluable addition to our program and represents an important step toward addressing one of the most significant challenges to student retention: helping students navigate the personal, emotional, and life circumstances that can interfere with their ability to remain enrolled and successfully complete the semester.We recognize that academic success is not solely determined by what happens in the classroom. Many of our students face challenges outside of college that directly impact their attendance, engagement, mental wellness, and overall persistence. Providing intentional, culturally responsive mental health support is essential to helping students overcome these barriers. Lee Porscha has become an important resource within the Umoja Community. In addition to meeting individually with students, she has created opportunities for group engagement, facilitated supportive spaces for students to connect, and developed workshops focused on self-care, wellness, and emotional well-being. These efforts help normalize conversations around mental health while strengthening the sense of community, belonging, and trust that is central to the Umoja experience. This partnership reinforces our belief that student success requires a holistic approach. It is not enough to help students enroll in college; we must also provide the support systems necessary to help them remain enrolled, navigate challenges, and successfully reach the end of each semester. Moving forward, our goal is to sustain and expand this partnership, increase access to culturally responsive mental health resources, and further integrate wellness support into our broader student success and retention strategies. Ultimately, retention is not just about keeping students in classrooms. It is about creating an environment where students have the support, resources, and relationships necessary to stay, thrive, and succeed. Continue offering 2 sections of Umoja Promise English 1 and 4A in the Fall. The Umoja Community Program has offered its accelerated English 1 and4A courses for approximately 8–9 years, providing students with an intentional, supportive, and culturally responsive pathway toward completing their college-level English requirements. While the COVID-19 pandemic significantly impacted enrollment and disrupted the momentum we had established,we are now seeing a strong resurgence in student participation and steadily rebuilding toward our pre-pandemic enrollment numbers. Over the past three fall semesters, enrollment has remained consistently strong: • Fall 2024: Approximately 60 students • Fall 2025: 66 students • Fall 2026: 62 students. These numbers represent a significant accomplishment for the Umoja Community. Maintaining enrollment above 60 students for three consecutive fall semesters demonstrate continued interest in the program and the effectiveness of our recruitment, outreach, and student engagement efforts. An important contributor to this momentum has been our Seso Wo Suban Summer Academy, which has become a valuable tool for preparing incoming students for their college experience. The academy helps students build relationships, develop confidence, become familiar with campus resources, and establish a sense of belonging before the fall semester begins. Students enter the Umoja Promise English cohort with a stronger connection to the program and greater excitement about their educational journey. Beyond enrollment, we are also seeing encouraging academic outcomes, with student success rates ranging from approximately 75% to 80%. These results highlight the effectiveness of combining accelerated instruction with culturally responsive teaching, intentional relationship-building, and comprehensive academic support. Another important component of this success has been the presence of an instructional aide in the classroom. Having dedicated instructional support allows students to receive additional assistance, build meaningful relationships, and feel seen, valued, and included in the learning environment. This additional layer of support strengthens classroom engagement and helps create the sense of community that is central to the Umoja experience. The Umoja Promise English cohort is more than an accelerated academic pathway. It is a foundational experience that introduces students to the Umoja Community, builds their confidence as college learners, and establishes the relationships and support systems that contribute to long-term student success. Moving forward, our goal is to sustain two sections of Umoja Promise English 1 and 4A each fall semester, continue strengthening our partnership with the Seso Wo Suban Summer Academy, and maintain dedicated instructional aide support. We also aim to build on our current success rates while increasing enrollment and creating stronger pathways for students to continue progressing toward their educational goals. Our continued enrollment growth and strong academic outcomes demonstrate that when students are provided with culturally affirming instruction, meaningful relationships, and intentional support, they are positioned not only to enroll in college but to succeed.

8 Responses

Name of Program /Area	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	High School Dual Enrollment The CalWORKs program has not yet enrolled any high school dual-enrolled students during the current reporting period. The program had planned to promote participation through a $200 financial incentive; however, due to budget limitations, the incentive was not implemented. Without the incentive and with limited resources available for targeted outreach, the program has not actively promoted this component at the level originally anticipated. Moving forward, the program should explore alternative strategies to increase awareness and participation among eligible high school students, including stronger coordination with high school partners, outreach to school counselors and CalWORKs staff, and identifying sustainable funding sources for student incentives or other participation supports. Priority Registration and Language Access A continuing challenge is ensuring that ESL students can complete the required orientation and guided self-placement steps necessary to receive priority registration. Currently, these processes are primarily offered in English, which can create an additional barrier for students who are still developing their English language proficiency. This concern has been communicated to the area Dean. Expanding language-accessible options, translated materials, or additional staff support for multilingual students could help reduce this barrier and improve completion of the required steps. The challenge is particularly important given the changing demographics of the CalWORKs population and the increase in students for whom English is not their first language. Providing more accessible pathways to complete required enrollment steps would support equitable access to priority registration and reduce administrative barriers that can affect students' ability to enroll in needed courses.
DSPS Student Services	Current challenges mainly revolve around staffing, specifically around the time needed as the director to complete paperwork, as well as do data dives such as this, and to come up with, implement, and manage effective improvement procedures, collaboratively and with full buy-in from all involved.
EOPS CARE	Currently, we have only one (1) person managing applications, eligibility and matriculation for potential students. We usually get 900+ 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.

Goal 2: Hire a part-time counselor. The Fresh Success program has maintained a stable number, and some of our students are also in another program that has existing counseling; therefore, we have managed our counseling time, and no part-time counselor has been hired.

Fresh Success

Goal 3: Increase throughput rate of transfer-level 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 who are looking to transfer or receive an AA/AS degree.

Guardian Scholars Program	Our team continues to deliver strong outcomes; however, several structural, spatial, technological, and cultural challenges limit our capacity to fully meet our goals and sustainably support our rapid program growth as we near almost 100 students! 1. STAFFING CONSTRAINTS & CAPACITY LIMITATIONS (IMPACTS GOAL 1 & GENERAL OUTCOMES) Reliance on Temporary and Part-Time Staff: Aside from classified staff (Program Coordinator/Counseling Assistant), the remaining team consists of part-time or temporary positions. Our Outreach Specialist is on a temporary, on-call contract capped at 150 days per year. Even a permanent part-time position (20 hours/week) with a path to full-time would provide critical operational consistency. Counselor Capacity: With only two part-time counselors serving nearly 100 students, appointment availability is at maximum capacity. When a counselor is absent, student support capacity drops by 50% or more. Expanded Staff Responsibilities: Staff must constantly absorb additional operational duties (inreach/outreach, resource allocation, and general program management) to keep up with growth, creating an unsustainable workflow. Impact on Student Engagement & Retention: Turnover and counselor departures directly lead to lost contact with students. When familiar faces leave, students frequently disengage, directly hindering enrollment and Student Education Plan Complete (SEPC) outcomes (Goal 1). 2. PROGRAM RELOCATION, SPACE CONSTRAINTS, & TRAUMA-INFORMED IMPACT (IMPACTS GOAL 1 & STUDENT RETENTION)Disruption of Community and Belonging: Program relocation away from the shared EOPS space severed a long-standing partnership and community hub. For Foster Youth—a population that frequently experiences unplanned moves and violations of autonomy—sudden spatial shifts invoke real disruption and trauma. Disengagement Due to Last-Minute Moves: Despite increased communication efforts by staff to mitigate confusion, last-minute relocation during the hectic start of the semester caused students to lose their sense of stability, leading directly to disengagement when they could no longer find familiar spaces.I nadequate Office Space & Privacy Issues: The new area is significantly smaller and lacks sufficient room for staff, student workers, and direct-service contractors. Overcrowding compromises student privacy and confidentiality during sensitive meetings, directly impacting service quality. Need for Inclusive Decision-Making: Although made in good faith, this decision underscores the necessity of involving program staff and students in changes that directly affect highly vulnerable populations. 3. TECHNOLOGY ACCESS & MOBILE OPTIMIZATION BARRIERS (IMPACTS GOAL 2 & SEPC RATES)Mobile Dependency vs. Unoptimized Systems: The majority of our students rely solely on mobile phones rather than laptops/computers to access institutional platforms (MyPortal, DegreeWorks, Canvas) that are not optimized for mobile navigation, featuring complex text lists and unintuitive layouts that cause student frustration and confusion. Impact on Student Educational Plans (SEPs): Technical barriers on mobile devices directly decrease student interaction with DegreeWorks which impact lower overall engagement with their SEPs and registering for classes that are located on SEPCs. 4.STUDENT LIFE STRESSORS & FINANCIAL AID COMPLETION (IMPACTS GOAL 3: FAFSA COMPLETION) External Stressors: FAFSA completion frequently drops in priority when students are navigating severe life challenges, including housing instability, family crises, personal illness, and immediate financial constraints. Additionally, when students return and search for support in petitioning for their financial aid, students must navigate additional processes and forms that are hard to understand affecting independent comprehension and increases disengagement due to shame, etc. High Need for One-on-One Support: Data and observation show that FAFSA completion rates are highest when staff sit down directly with students for dedicated, in-person assistance. Limited staffing capacity directly constrains the number of intensive, high-touch support sessions we can provide. 5.WORKPLACE CULTURE, TRAINING, & INSTITUTIONAL SUPPORT Need for Psychological Safety and Trust: Collaboration suffers when staff concerns are met with assumptions or blame rather than understanding. To work effectively, staff require an environment grounded in kindness, teaching, clear training, and open communication without fear of negative consequences. Alignment with Institutional Goals: Fostering an administrative culture built on trust and positive intent directly reflects the principles of respect, trust, and belonging named in the President's goals, which is vital for maintaining staff morale and effective student service delivery.

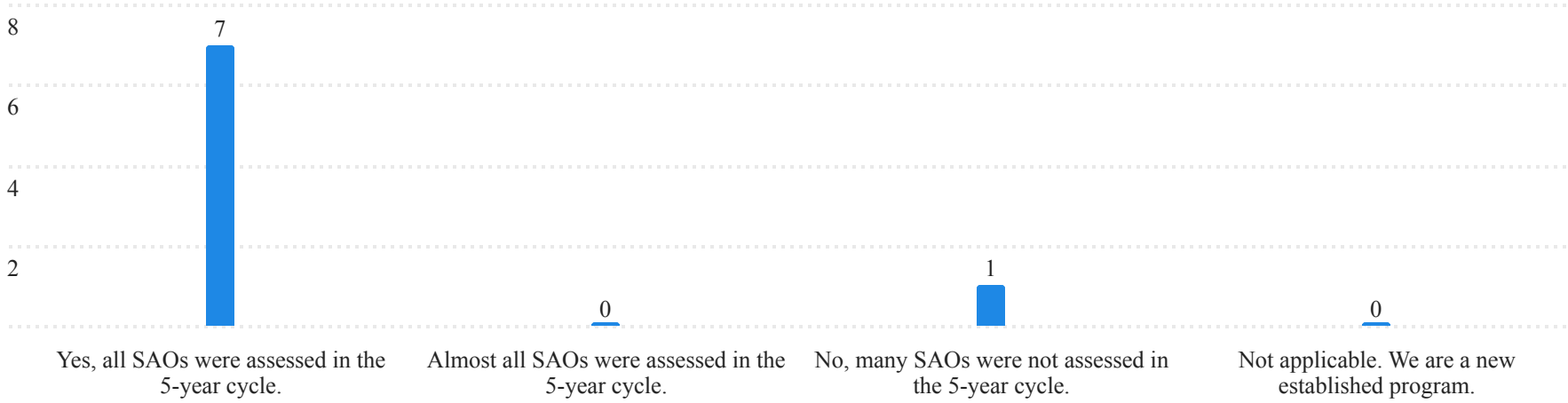
Movement	Academic Year 2026-2027 will be the first year off the AANAPISI grant and we are adjusting programming and services to fit this reality and working to create a model that can be institutionalized and sustainable.
Puente	The challenge we faced in spring 2026, was the loss of the Puente Counselor Assistant II, who resigned. They were being paid out of SEA budget and this position was not tagged to be refilled. Without a Counselor Assistant scheduling and maintaining counseling appointments, reminders, and follow-up, there was a higher percentage of students who did were no/shows to appointments. There were also budget invoices that were paid late and EOY planning that was submitted "last-minute" because the coordinators are counseling and teaching. Also, a challenge was in working with the business office in terms of paperwork taking a lot of time to complete and get processed. The business office needs to update their systems.

Umoja

• Pilot Umoja Dual Enrollment classes at 3-4 High Schools each school year One of the ongoing challenges in expanding Umoja Dual Enrollment is identifying faculty who are willing and prepared to teach an "Umojafied" course. Teaching within the Umoja framework requires more than delivering course content and meeting academic outcomes. It requires an intentional commitment to relationship-building, culturally responsive instruction, and creating a safe, welcoming, and affirming classroom environment where students feel comfortable participating, expressing themselves, and taking ownership of their learning. The Umoja experience is rooted in the belief that students deserve more than access to college courses; they deserve a meaningful educational experience that allows them to learn, grow, build confidence, and prepare for the expectations and opportunities of higher education. This approach requires faculty who understand that student engagement, trust, belonging, and personal development are just as important as academic achievement. Another significant challenge has been the cancellation of Dual Enrollment courses at smaller, nontraditional high schools due to low enrollment. Schools such as Lincoln High School, Brenkwitz High School, and Royal Sunset serve student populations that could greatly benefit from early exposure to college-level coursework and the supportive environment provided through Umoja. We were particularly disappointed when our partnership with Lincoln High School was interrupted last year because enrollment numbers did not meet the minimum threshold. Our experience at Lincoln demonstrated the value of this work. Students who may not have previously considered college began seeing Chabot as a realistic option, and several ultimately transitioned into the Umoja Community. We must recognize that the value of a Dual Enrollment course cannot be measured solely by the number of students enrolled. At continuation and alternative high schools where the classes are non-traditional and significantly smaller, serving even a small group of students can have a significant impact on their educational trajectories. These are often the very students who stand to benefit most from an early introduction to college, positive relationships with college faculty, and an educational experience that helps them see themselves as capable college students. Moving forward, we need to explore more flexible enrollment requirements, alternative funding models, and intentional partnerships that allow us to sustain Dual Enrollment opportunities at smaller and nontraditional high schools. We must also continue recruiting and developing faculty who are committed to the Umoja philosophy and understand the importance of creating transformative classroom experiences. If our institutional commitment is truly centered on equity, access, and student success, we must be willing to rethink traditional enrollment metrics and course cancellation practices that unintentionally exclude the students who need these opportunities most. Our responsibility is not simply to offer college courses where enrollment is easiest to achieve, but to intentionally create pathways for students who have historically had the fewest opportunities to access them. Partner with therapist or mental health support system, to serve the Umoja population While there is an established formula for providing mental health services on campus, the current level of support does not adequately meet the needs of our student population. We have found an invaluable partner in Lee Porscha through CARES, and the five hours of dedicated weekly support have made a meaningful difference for our Umoja students. However, five hours per week is simply not enough to address the growing demand for accessible, timely, and culturally responsive mental health services. Many of our students are navigating significant personal challenges in real time. These circumstances can directly affect their ability to attend classes, remain engaged, and persist through the semester. When students reach out for help, the opportunity to connect them with support is often immediate and time-sensitive. If services are not readily available, students may become increasingly disconnected from their educational journey. Too often, students who are struggling do not formally withdraw or ask for additional assistance; they simply stop showing up. One of the most important components of student retention is our ability to intervene when students need us most, not days or weeks after they have reached out for help. We believe there should be a dedicated mental health professional assigned to Special Programs who can provide consistent, accessible, and culturally responsive therapeutic services to our students. Equally important, the scheduling and coordination of these services should be managed directly within Special Programs, in collaboration with the mental health provider and in accordance with appropriate confidentiality requirements. Our previous model demonstrated how effective this approach could be. Before the pandemic, our Counselor Assistant II, Chilopie, coordinated appointments directly with our therapist. This allowed us to connect students with services quickly and efficiently, often while they were physically present and asking for assistance. When the therapist arrived for work, their schedule was already filled with students who had been connected to services through our program. This model worked because it removed unnecessary barriers between students and the support they needed. It allowed staff who had already established trusting relationships with students to help facilitate the next step in accessing care. Under the current structure, requiring students to schedule appointments through a third party creates an additional layer of complexity. For students already experiencing emotional distress, personal challenges,or difficulty navigating institutional systems, that additional step can become the difference between receiving support and disengaging altogether. Access to mental health services should be designed around the realities of our students' lives, rather than expecting students in crisis or distress to navigate multiple systems before receiving help. Moving forward, we recommend expanding mental health services through a dedicated therapist or mental health professional serving Special Programs, with an appointment coordination process managed by designated program staff. This would allow us to provide more immediate connections to care, strengthen continuity of support, and create a more intentional system for addressing the personal and emotional challenges that affect student persistence. Our experience has shown us that when students trust the people connecting them to resources, they are more likely to take advantage of those services. We must preserve and strengthen those relationships rather than create additional administrative barriers. Student retention is not simply about identifying students who are struggling. It is about having the resources, relationships, and systems in place to respond before we lose them. If we are serious about improving student success and retention, investing in accessible mental health support must be viewed as an essential component of our educational mission, not an optional supplemental service. Continue offering 2 sections of Umoja Promise English 1 and 4A in the Fall. The Umoja Community Program continues to gain momentum, demonstrating strong enrollment, student engagement, and academic success. Our Umoja Promise English courses have consistently shown positive outcomes for Black students, and the program has established itself as a valuable pathway for student success and retention. However, despite this demonstrated success, we continue to struggle with ensuring that students are introduced to Umoja at the very beginning of their college journey. One of our most significant challenges is that Umoja is still not consistently positioned at the "front door" of the college, particularly for incoming Black students. Although we have demonstrated the effectiveness of our learning community and culturally responsive approach, students are frequently directed into other pathways, including First Year Experience (FYE), without being fully informed of the opportunities and support available through Umoja. This is especially concerning because we have heard directly from the Vice President of Student Services that learning communities such as Umoja should be prioritized during the enrollment process. Yet, our current systems and practices do not consistently reflect that priority. Instead, we continue to experience a trickle-down recruitment process,where students are introduced to other programs first, leaving Umoja staff scrambling to recruit and enroll students during the first week of the semester. We should not have to compete for students within our own institution when our shared goal is to connect students with the programs and resources that best support their success. Perhaps the strongest evidence that this process needs to change comes directly from our students. We regularly encounter students who discover Umoja midway through the semester or after struggling through their Golden Four general education requirements. Once they become connected to the Umoja Community, many express frustration and regret that they were not introduced to the program earlier. This past semester, we had multiple students express interest in joining Umoja English courses after the semester had already begun. Unfortunately, by that point,opportunities to enroll were limited. These experiences highlight a significant gap in how we introduce students to the resources available to them. Students should not have to struggle academically, become disconnected, or find themselves at risk of leaving college before discovering a program specifically designed to support their success. We must establish a more intentional and equitable recruitment and enrollment process that positions Umoja as a primary option for incoming students, particularly Black students who may benefit from the culturally affirming learning environment and comprehensive support our program provides. Moving forward, we recommend strengthening Umoja's integration into the college's onboarding,orientation, counseling, and registration processes. This includes ensuring that incoming students are introduced to Umoja early, that counselors and enrollment staff are knowledgeable about our program, and that learning communities are presented as meaningful first-year pathways rather than secondary options after other programs have been filled. There must also be greater alignment between institutional leadership's stated priorities and the actual practices guiding student enrollment. If learning communities are identified as a priority, that commitment must be reflected in how students are advised, how programs are promoted, and how enrollment opportunities are communicated. Our goal is not to compete with other student success programs. Our goal is to ensure that students are informed, empowered, and connected to the educational environment that best meets their needs. Ultimately, the Umoja Community should not be a program students discover after experiencing academic difficulty. It should be an opportunity they are introduced to from the moment they begin their journey at Chabot College. If we know a program is working, we have an institutional responsibility to ensure students know it exists and have a meaningful opportunity to participate.

Service Area Outcomes (SAOs)

8 Responses



8 Responses

Name of Program/Area	If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
CalWORKS	N/A
DSPS Student Services	N/A
EOPS CARE	Goal #2 – _Staffing Resources, see Classified Prioritization
Fresh Success	N/A

Guardian Scholars Program	Our program has not completed SAO assessments in the five-year cycle because of ongoing staffing and leadership transitions. These made it difficult to maintain a consistent assessment plan and timeline. With a small team, staff capacity has gone first to direct student services as the program has grown.
Movement	N/A
Puente	n/a
Umoja	N/A

Rationales for Resource Requests

8 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	None
DSPS Student Services	N/A
EOPS CARE	Goal #2 – _Staffing Resources, see Classified Prioritization
Fresh Success	None

Guardian Scholars Program

Several of our PAR goals and SAO plans will require additional or new resources to sustain program growth and continue serving foster youth equitably.

1. Full-time, permanent Foster Youth Outreach Specialist
Our outreach specialist is a temporary, on-call position limited to 150 days per year, which cannot support year-round outreach, application assistance, and onboarding. A permanent full-time position would keep our high school, county, and community partnerships consistent and strengthen the pathway from high school to Chabot.
Aligns with: First-Year Experience priority and Goals 1, 5, and 6.

2. Sustaining High School Outreach Beyond Grant Funding
Our 2025 grant supporting foster youth in local high schools ends in summer 2027. Institutional support will be needed to continue this pipeline, which has contributed to increased applications, enrollment, and dual enrollment participation.
Aligns with: First-Year Experience priority and Goal 6.

3. Dedicated Funding for Guardian Scholars Program Students
Guardian Scholars students who are not eligible for NextUp have no dedicated funding for emergency aid, transportation, or basic needs support. Dedicated funds would let us serve these students directly. This would also reduce their reliance on the Gladiator Resource Hub, which is already stretched.
Aligns with: Goals 1 and 3.

4. Adequate Office Space
Our current space cannot accommodate our staff, student workers, and contractors. It also limits confidentiality during student meetings. Additional or reconfigured space would improve service delivery and create a welcoming community space for students.
Aligns with: Goals 1 and 3.

5. Student Worker Wages and Professional Development
Funding to pay student workers a living wage and provide meaningful training and professional development would support students' economic stability and housing security, and prepare them as leaders.
Aligns with: Goals 2, 3, and 6.

6. Staff Professional Development and SAO Assessment Support
Training and support for staff will be needed to build a sustainable SAO assessment plan. This includes guidance from the college's assessment staff and time dedicated to data collection and analysis. Professional development in trauma-informed and strengths-based practices would further strengthen our case management model.
Aligns with: Goals 1 and 5.

These resources would help us continue increasing enrollment, retention, financial aid completion, and education plan completion for foster youth, one of the college's most disproportionately impacted populations.

Movement	N/A
Puente	none
Umoja	N/A

Optional: Campus-Wide Reflection on Current Issues

AI (Artificial Intelligence) in Teaching, Learning, and Operations

8 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?
CalWORKS	N/A
DSPS Student Services	1. A deeper understanding of what AI is, isn't, and how it can and should be used. This will involved sustained and consistent training, communication, and modeling by administration and campus leaders at all levels. 2. Effective training to learn to recognize when, how, and to what degree AI can be used to improve or make faster normal processes we do daily, or to come up with new processes that utilize AI that likely would not have been possible otherwise. 3. Ongoing dialogue about AI and its place, impact, limitations, and ongoing (almost daily) development and changes. These are real things that impact how we use it, what level we use it at, the cost of using it, and the resources beyond money that it consumes when we use it.
EOPS CARE	Additional training, and practice with AI efficiency tools.
Fresh Success	N/A

Guardian Scholars Program	Before employees (faculty, classified professionals, admin, etc.) can effectively or safely engage with AI in instruction and student support, the college must address critical technical debt, system usability issues, and digitial literacy foundations. Layering complex AI tools on top of our current systems creates adminstrative friction, worsens campus burnout, and risks broadening the equity gaps for students. Before engaging with AI, they must increase competencies in the following areas: User interface and navigation optimization: Current platforms such as MyPortal, Chabot/CLPCCD website, etc. must be modernized to have intuitive UI/UX design for both computer and phone view by utilizing things such as visual anchors or proper taxonomy. Additionally by moving towards SSO, it lessens the burden on staff/faculty supporting students gaining access and spends more time supporting them with navigation. Core knowledge & skill: While there have been strides to creating centralized, accessible knowledge bases for staff/students, there is still a need for images/tutorials for common issues that come up in platforms outside of MyPortal. After providing an accessible database, the Chabot institution should have a clear evaluation process to how our current or prospective technological tools (AI or not) provide a pedagogical and operational purpose that is open to all levels of employees not just admin/management. Ethical internal evaluations: Technology should reduce administrative burden, and not justify increased workloads. When staff and faculty spend time assisting students in basic tech navigation processes, introducing AI risks expanding expectations rather than offering real relief (“Just use AI.”) Additionally, there should be an evaluation on what the current access is to technology at home for our whole campus community. Many students and staff currently are struggling with fundamental digital access, including reliable internet, hardware, or tech affordability. There is no baseline support such as a one-time stipend, company phone, etc. We must bridge the digital divide, not deepen it.
Movement	N/A
Puente	None to be noted at the moment.
Umoja	N/A

8 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?
CalWORKS	N/A
DSPS Student Services	Very similar issues as above, but through a lens of student conduct, guided learning, and seeing and using AI as a tool, not a shortcut to an end product.
EOPS CARE	Ethical tools and practices that will assist them with job searches & job applications.
Fresh Success	N/A

Guardian Scholars Program	Students should develop the skills to use AI responsibly, critically, and confidently, both in school and in the workforce. Key competencies include: Basic AI literacy: understanding what AI tools are, how they work, and where they fall short. Critical thinking and evaluation: checking AI output for accuracy and bias, and verifying information against reliable sources. Ethical and responsible use: knowing academic integrity expectations, protecting personal privacy and data, and knowing when AI use is or isn't appropriate. Practical application: using AI to support learning, career exploration, resume and job search preparation, and workplace tasks, without losing their own voice and judgment. To build these competencies equitably, the college should offer free AI training and courses for students and student workers. It should also set clear, consistent expectations for how AI may be used in classes and on the job. Free access matters especially for foster youth and other disproportionately impacted students, who may have less access to technology and guidance outside of school. Equipping them with these skills helps ensure they enter the workforce prepared and are not left behind as AI becomes part of everyday work and community life
Movement	N/A
Puente	None to be noted at the moment.
Umoja	N/A

Shared Governance

8 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?
CalWORKS	The college may want to visit a College Council model that includes the Presidents and representatives from the senates and shared governance committee leads. A formal structure of this kind could strengthen communication, coordination, and transparency across the college and constituency groups. Currently, there can be a disconnect in how information flows across constituency groups, including clarity around reporting relationships, where recommendations are being discussed, and how decisions move through the shared governance process. A College Council could provide a consistent forum for constituency leaders to report out, share recommendations, identify cross-campus issues, and engage in meaningful dialogue. Equally important would be establishing a process for closing the loop on recommendations and feedback—communicating what was considered, what actions were taken, and, when recommendations are not adopted, providing the rationale. This would promote greater transparency, strengthen trust among constituency groups, and help ensure that shared governance is experienced as an ongoing, collaborative process rather than a series of disconnected conversations.
DSPS Student Services	Streamlined communication, effective feedback loops, clarification of what roles and abilities each group has, and a deeper sense of ownership in what each groups does. They need people that want to serve on them, rather than just those that are performing an obligation.
EOPS CARE	Clarity on the charge, role and goals for shared governance committees.

The college may want to visit a College Council model that includes the Presidents and representatives from the senates and shared governance committee leads. A formal structure of this kind could strengthen communication, coordination, and transparency across the college and constituency groups.

Fresh Success

Currently, there can be a disconnect in how information flows across constituency groups, including clarity around reporting relationships, where recommendations are being discussed, and how decisions move through the shared governance process. A College Council could provide a consistent forum for constituency leaders to report out, share recommendations, identify cross-campus issues, and engage in meaningful dialogue.

Equally important would be establishing a process for closing the loop on recommendations and feedback—communicating what was considered, what actions were taken, and, when recommendations are not adopted, providing the rationale. This would promote greater transparency, strengthen trust among constituency groups, and help ensure that shared governance is experienced as an ongoing, collaborative process rather than a series of disconnected conversations.

	n, the college should focus on: -Multual respect in daily interactions: treating every colleague, regardless of role or title, with kindness and professionalism, and assuming positive intent rather than jumping to blame. -A culture of teaching, not blame: when mistakes or misunderstandings happen, responding with support, training, and guidance rather than criticism. -Safe and open communication: making sure employees and students can share honest feedback and concerns without fear of retaliation, and that their input is heard and acted on.
Guardian Scholars Program	-Inclusive decision-making: involving the programs, staff and students most affected before decisions are made, and recognizing that the impact of a decision matters as much as its intent. -Consistent relationshiup-building: creating everyday opportunities for consituency groups to connect and collaborate, rather than relying on occasional one-time events. -Providing ample time and access to participate in the community: if we want our campus culture to reflect our values, we must allow all employees regardless of classification (classified, faculty, admin, etc.) to get themselves involved with the opportunities that allow them to advocate and make change. -Recognize the hardships of newer employees: that are unfamiliar with how Chabot College operates. It is tough to be a newer employee without any support or idea how to navigate this institution, especially if they are a younger professional. These employees should be supported by regular meeting or 1:1s by their department lead and admin (i.e. Dean + VP + ideally even the president). Everyone should be involved in the mentoring and development of the members of our community.
Movement	N/A
Puente	None to be noted at the moment.

Umoja	N/A

Educational Master Plan

8 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?
CalWORKS	A key opportunity for the next Educational Master Plan is to ensure that it is developed through visible and active engagement from the College President and all constituency groups. The President's participation in information-gathering sessions and opportunities to hear directly from faculty, classified professionals, administrators, and students would demonstrate that the EMP is truly a collegewide plan and not simply a planning document developed by a limited group. Broad engagement will be critical to building understanding, ownership, and buy-in. The college is also simultaneously engaged in the accreditation process, which may make it challenging for employees to distinguish the purpose and importance of the EMP. To address this, the college could identify multiple "spokespeople" and champions across divisions and constituency groups to communicate the purpose of the EMP, engage employees and students, and continually connect the plan to the work already happening across the college. The EMP should be positioned as a living roadmap and progress tool for the college—not simply another document posted on the website. Once adopted, the President, PRAC, and shared governance structure should actively embrace the EMP and use it to guide institutional priorities, resource allocation, program development, and decision-making. Establishing clear goals, measurable outcomes, responsible parties, and regular opportunities to assess progress would help ensure that the EMP remains visible and actionable throughout its implementation. With strong presidential leadership, meaningful shared governance engagement, and ongoing communication about progress, the EMP can become an innovative and useful framework for moving the college forward rather than another required planning document.

DSPS Student Services	Many more ideas that I can write here, but a deeper and more tangible dedication to accessible education, with the money behind it to make it happen. I mean things like a line item in the budget for ASL interpretation needs that do not fall under DSPS, a realization that power assist doors are not just needed on external entrances, and a campus-wide embrace of simple steps to support UDL in all classrooms and teaching spaces are the first things that come to mind. I would appreciate a longer forum to provide feedback on the EMP and specific opportunities I would love to see addressed in it.
EOPS CARE	As the college expands programs like dual enrollment, CE, and the introduction of a middle college, there are opportunities to include both academic services and student services in planning and implementation. It is important that Learning Communities maintain support to grow and thrive.

Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on .

	A key opportunity for the next Educational Master Plan is to ensure that it is developed through visible and active engagement from the College President and all constituency groups. The President's participation in information-gathering sessions and opportunities to hear directly from faculty, classified professionals, administrators, and students would demonstrate that the EMP is truly a collegewide plan and not simply a planning document developed by a limited group.
Fresh Success	Broad engagement will be critical to building understanding, ownership, and buy-in. The college is also simultaneously engaged in the accreditation process, which may make it challenging for employees to distinguish the purpose and importance of the EMP. To address this, the college could identify multiple "spokespeople" and champions across divisions and constituency groups to communicate the purpose of the EMP, engage employees and students, and continually connect the plan to the work already happening across the college. The EMP should be positioned as a living roadmap and progress tool for the college—not simply another document posted on the website. Once adopted, the President, PRAC, and shared governance structure should actively embrace the EMP and use it to guide institutional priorities, resource allocation, program development, and decision-making. Establishing clear goals, measurable outcomes, responsible parties, and regular opportunities to assess progress would help ensure that the EMP remains visible and actionable throughout its implementation. With strong presidential leadership, meaningful shared governance engagement, and ongoing communication about progress, the EMP can become an innovative and useful framework for moving the college forward rather than another required planning document.

Guardian Scholars Program	Name foster youth explicitly as a priority population. Foster youth are among Chabot's most disproportionately impacted students. Many are first-generation, parenting, houseless, low-income, disabled, or LGBTQ+, yet they were left out of the most recent equity plan and are not named in the current President's Goals. The next EMP should name foster youth explicitly so they are included in planning, data, and funding decisions rather thanoverlooked. Specific actions: -Track foster youth as a disaggregated group in the equity plan and in collegewide student outcome data, includingenrollment, persistence, completion, and transfer. -Create a sustainable institutional funding plan for foster youth programs, including Guardian Scholars students who don't qualify for NextUp. -Institutionalize the high school-to-Chabot foster youth pipeline currently funded by our 2025 grant, which ends in summer 2027. -Provide collegewide professional development on trauma-informed practices so foster youth are supported in every office, not only in special programs. Make student employment a pathway to stability and careers Hiring the very students we serve is one of the most direct ways to advance workforce development, economic mobility, housing stability, and retention. The next EMP should treat on-campus student employment as a strategic priority. Specific actions: -Pay student workers a living wage so they can afford stable housing and focus on their studies. -Create a collegewide student worker training and professional development program, including skills like AI literacy, communication, and leadership. -Give priority hiring consideration to students from disproportionately impacted populations, including foster youth. -Provide supervisor training so student workers receive intentional mentorship and leave Chabot with meaningful work experience.

Movement	N/A
Puente	Ensuring that Chabot is providing a holistic approach as a Hispanic Serving Institution. That Chabot is not just enrolling “Hispanic” students, but that we are serving them holistically. That Chabot is being intentional in providing the 46% of our student population with resources, services and actions that the Chicano/Latinx student population can identify, connect and succeed in. Examples can be: increasing the number of murals and cultural art on campus so the students can feel seen and proud of being at Chabot, highlighting our Chicanx/Latinx students in our marketing materials, having our students share their stories in their native languages, having a space to highlight our Chicanx/Latinx faculty on campus with the research and courses they teach, just to name a few.
Umoja	N/A