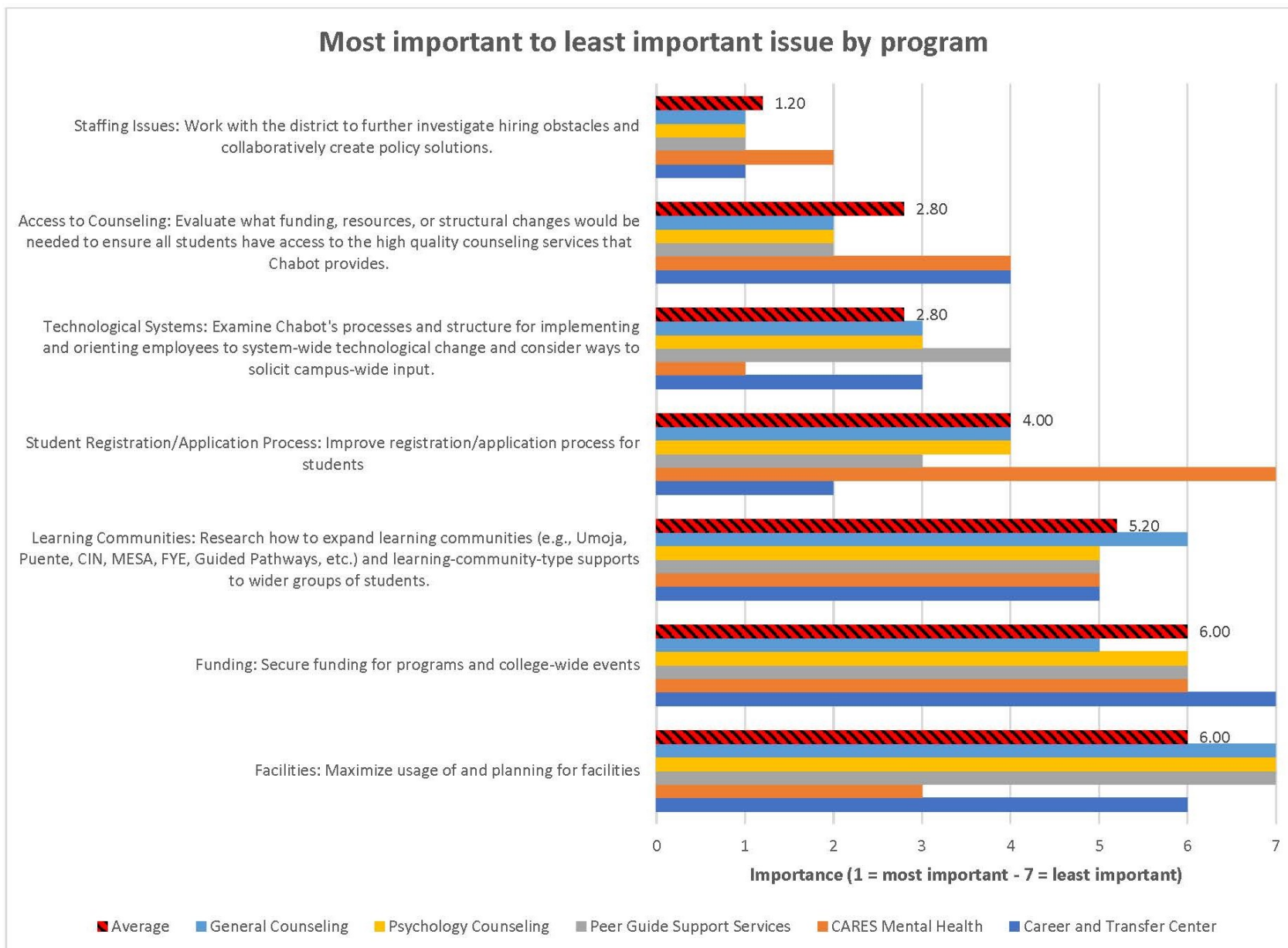# Fall 2022 Counseling Division Summary Report*
*Includes PARs submitted by 11/3/2022

5 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
Peer Guide Support Services	Juztino Panella, Cemone Harper, Yetunde Osikomaiya Brenda Dominguez	Student/Admin Services/Office of the President
Career and Transfer Center	Frances Fon, Emmanuel Lopez, John Salangsang, Shannon Stanley	Student/Admin Services/Office of the President
CARES Mental Health	David Irving, MFT Juztino Panella, MFT Sadie Ashraf, MFT	Student/Admin Services/Office of the President
General Counseling	Laura Alarcón, Dara Greene, Shannon Stanley, Frances Fon, Emmanuel Lopez, Katie Messina, Heather Oshiro, Benjamin Barboza, Yetunde Osikomaiya, Juztino Panella, Reena Jas.	Student/Admin Services/Office of the President
Psychology Counseling	Dara Greene Yetunde Osikomaiya	Academic Programs

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

Most important to least important issue by program

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions. — 1.20

Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides. — 2.80

Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input. — 2.80

Student Registration/Application Process: Improve registration/application process for students — 4.00

Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students. — 5.20

Funding: Secure funding for programs and college-wide events — 6.00

Facilities: Maximize usage of and planning for facilities — 6.00

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

Legend: ▨ Average ▪ General Counseling ▪ Psychology Counseling ▪ Peer Guide Support Services ▪ CARES Mental Health ▪ Career and Transfer Center

Other Priority Areas to Address to Carry Out the College Mission

5 Responses

Name of Program, Discipline, Area or Service	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
Peer Guide Support Services	N/A
Career and Transfer Center	Faculty assignments should prioritize instruction and counseling/advising to maximize use of graduate level training/skills and associated costs for faculty salaries. Administrative tasks, extensive coordination work, marketing, and event planning is not the best use of faculty training/skills nor college funds. The college should consider hiring a person(s) whose sole function is event planning and marketing to assist across campus, akin to our graphic designer who provides support for publications.
CARES Mental Health	N/A
General Counseling	N/A
Psychology Counseling	N/A

Service Area Outcomes

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

4 Responses

Our program/area filled out the SAO Assessment Updates Survey in 2022 in Qualtrics.	Our program/area did NOT fill out the SAO assessment Updates Survey in 2022 in Qualtrics, BUT we have assessed two SAOs in the past five years and our "Results of Last Assessment" include plans for continuous improvement.	Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so by [fill in date MM/DD/YYYY]
1	1	1

Name of Program, Discipline, Area or Service	Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so by [fill in date MM/DD/YYYY] - Text
General Counseling	N/A
Psychology Counseling	N/A
Peer Guide Support Services	N/A
CARES Mental Health	N/A
Career and Transfer Center	N/A

5 Responses

Name of Program, Discipline, Area or Service	Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so by [fill in date MM/DD/YYYY] - Text
General Counseling	N/A
Psychology Counseling	N/A
Peer Guide Support Services	N/A
CARES Mental Health	N/A
Career and Transfer Center	N/A

5 Responses

Name of Program, Discipline, Area or Service	Other [fill-in] - Text
General Counseling	N/A
Psychology Counseling	N/A

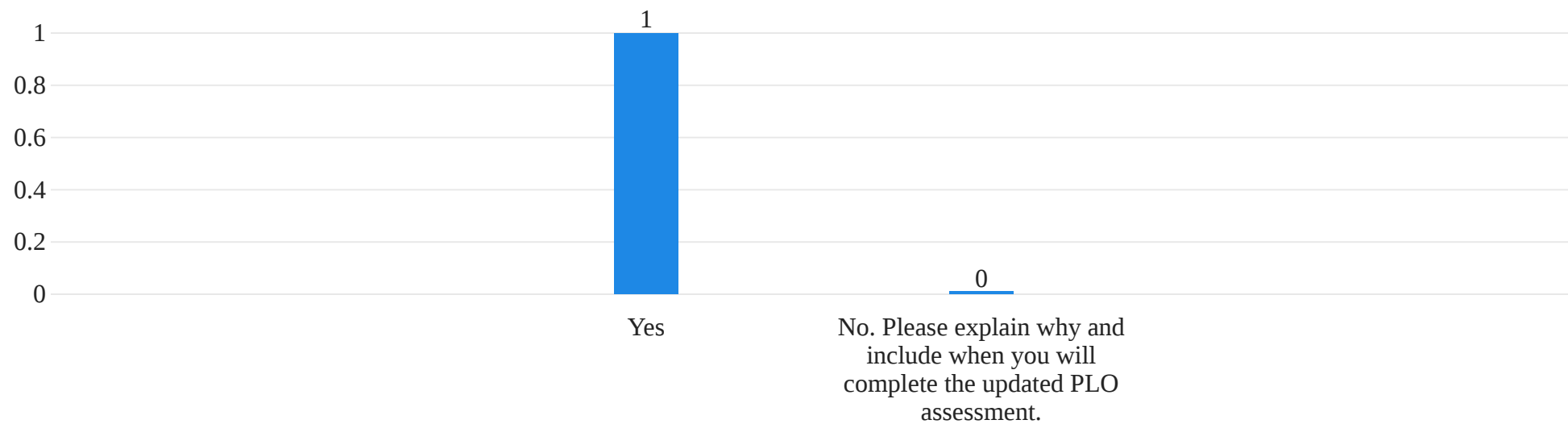|	
Peer Guide Support Services	This is the first year that we are conducting a PAR for Peer Guide Support Services and we therefore would not be able to fill out an SAO update. Below are 2 SAO that we will begin to assess for in Spring 2023 Peer Guide Support Services SAOs - Service Area Outcome: 1. Peer Guides will offer culturally responsive peer guide support services to all students within their scope of practice. These will include demonstrating the ability: a.) to provide a welcoming and supportive environment when working with student b.) to provide both in-person and online services. (Online support currently includes the Peer Guide Telephone Support Line and Chat with a Peer Lobby) c.) to provide navigation support for the Chabot website, Classweb, College Catalog, Schedule of Classes, etc. d.) to provide appropriate campus resources and referrals. e.) to provide basic technical and troubleshooting support. 2. Peer Guides will be better prepared to gain internships and entry level jobs as a result of Peer Guide professional development and training.
CARES Mental Health	N/A
Career and Transfer Center	N/A

Learning Outcomes Assessment Results (SLOs & PLOs)

Is the assessment for all SLOs in your program up to date?

1 Responses

	Yes	Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date ...	No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date ...
	1	0	0
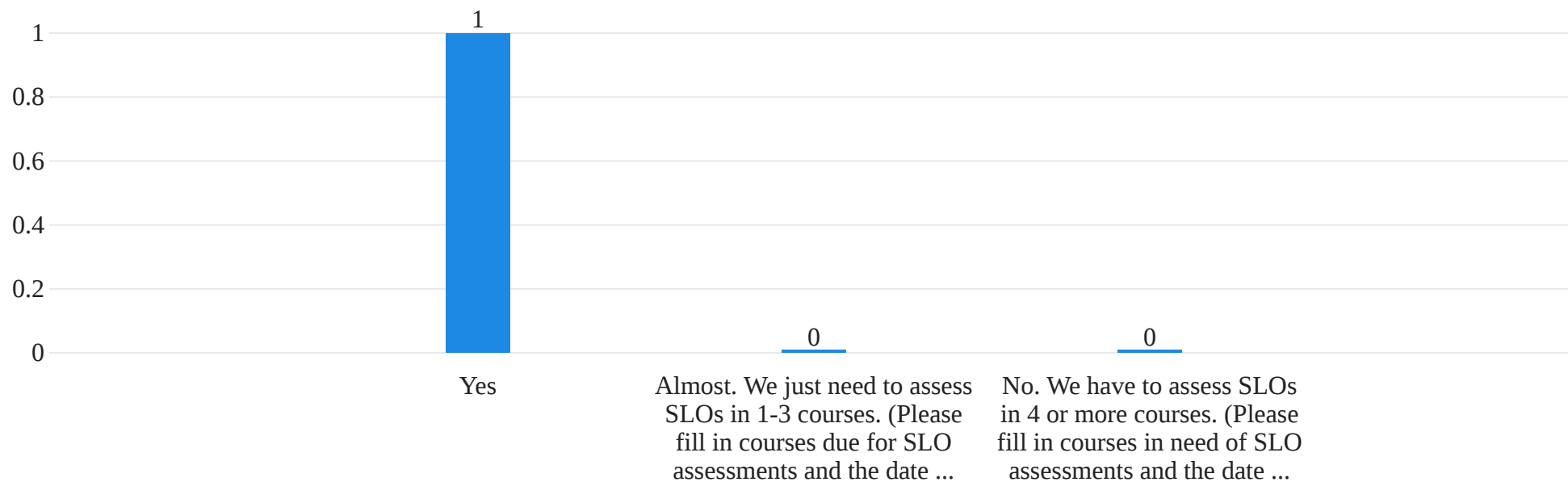
Is assessment for all PLOs in your division/area up to date?

Please check one of the following boxes to describe how your discipline is doing regarding plans/actions for improving student learning based on SLO/PLO assessment data.
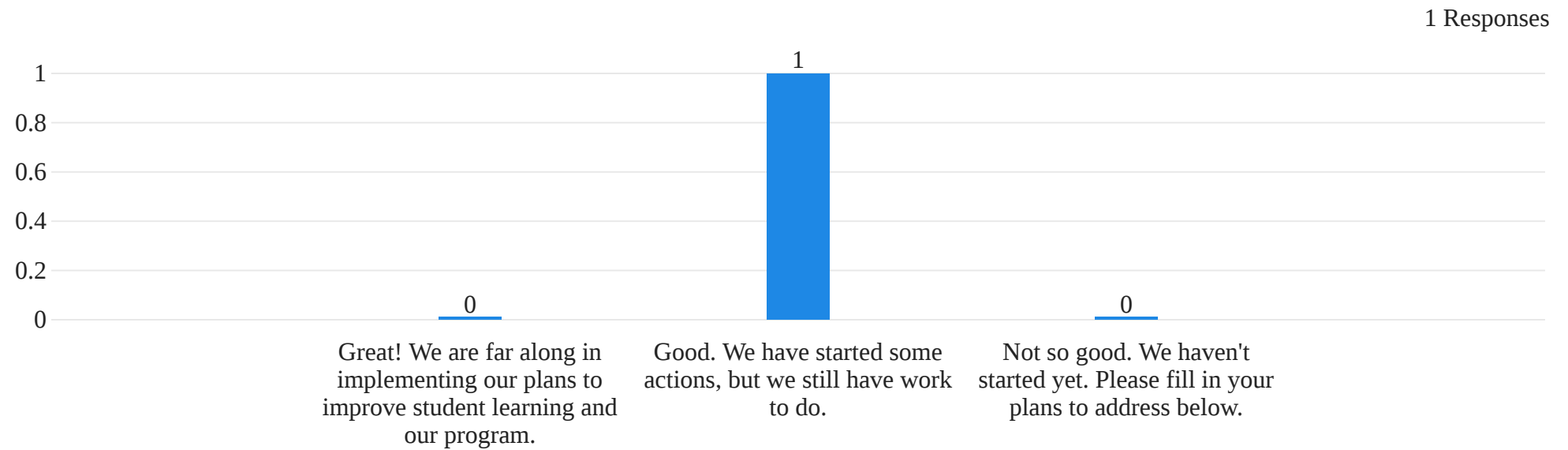
1 Responses

Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

5 Responses
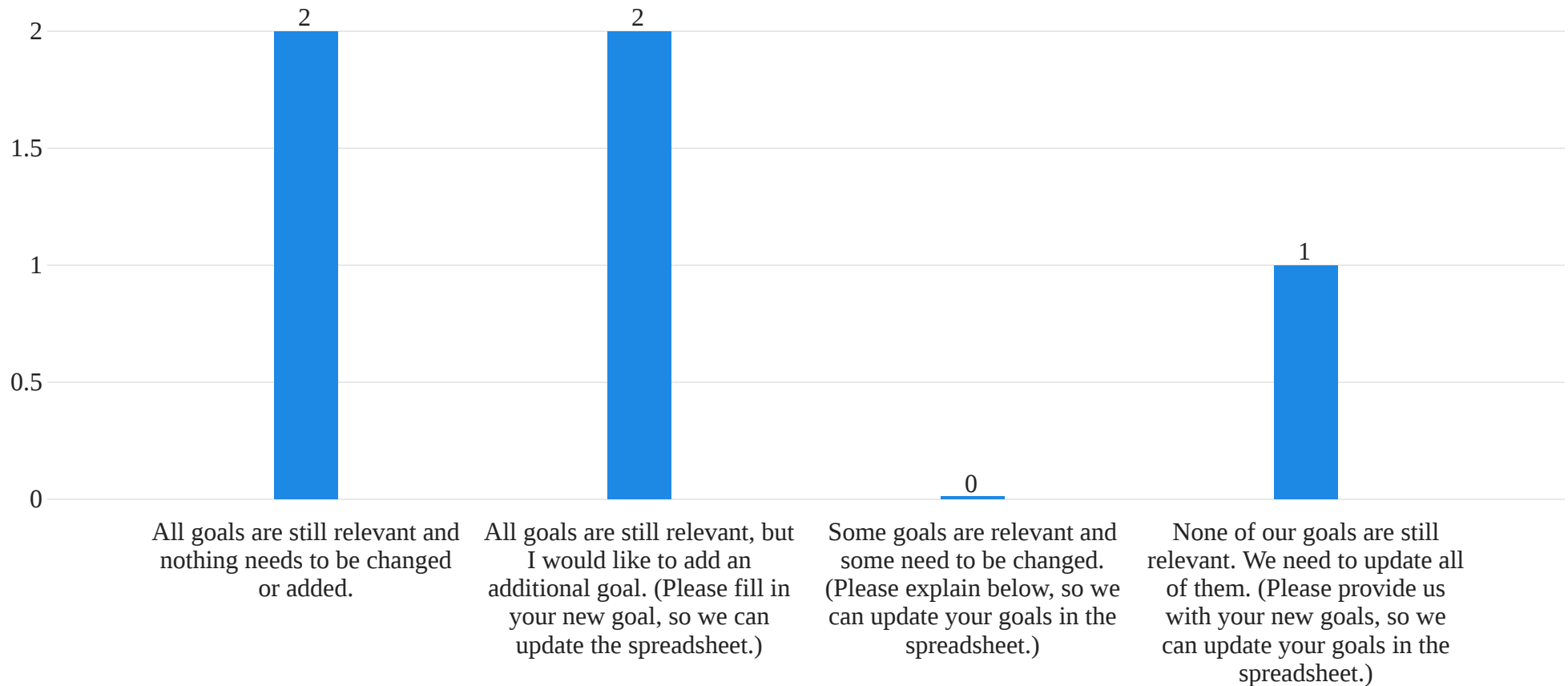
All goals are still relevant and nothing needs to be changed or added.	2
All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)	2
Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)	0
None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)	1

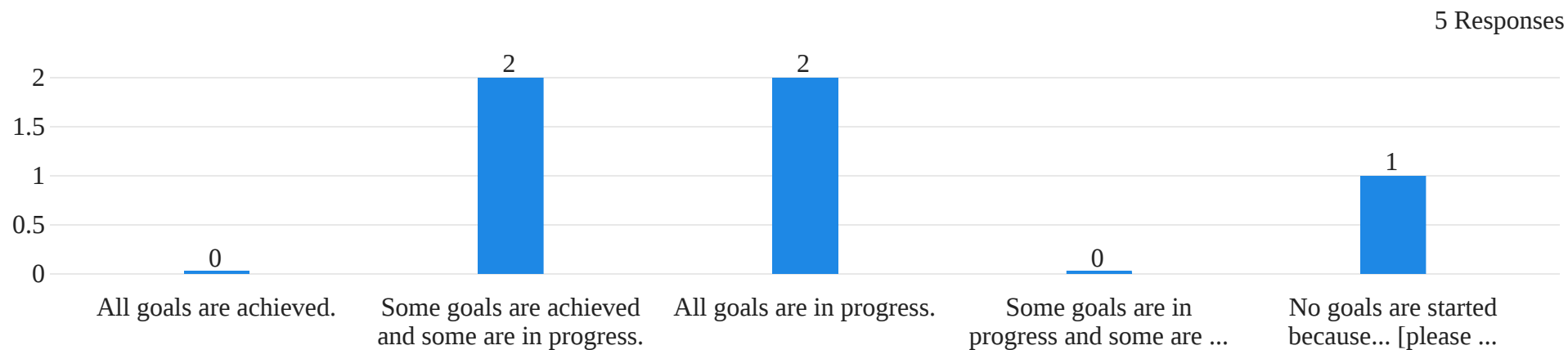| Program Area/Name	All goals are still relevant, but I would like to add an additional goal [fill in].
Career and Transfer Center	Goal 4: Coordinate a career fair to support student career development.
Peer Guide Support Services	Goal 1: Develop and implement a Peer Guide Support Service Center for the downstairs of Building 700 including: Peer Guide Support Service Center Help Desk - located directly across from Online Services, previously called the â€œWelcome Deskâ€ Welcome Desk - located at the public entrance to the 700 building. Expected Output or Outcomes of Goal 1 Peer Guide Support Service Center & Welcome Desk will be staffed with Peer Guides, who are highly trained student employees, that assist students entering Building 700 with a variety of needs. This includes: creating a welcoming and supportive environment in the Peer Guide Support Service Center and at the Welcome Desk. using computer stations in the downstairs of Building 700 to show students how to navigate the Chabot website, Classweb, college catalog, schedule of classes, etc providing warm hand-offs to Student Service programs located in Building 700 providing campus resources and referrals providing basic technical and troubleshooting support Goal 2: Identify a permanent space for the implementation of a Peer Support Hub where Peer Guides can continue to provide the virtual services that were developed during the pandemic. The space will need to be large enough for multiple Peer Guides to be able to speak on the telephone or meet virtually with students while being supervised. The virtual services they will provide include: the Peer Guide Telephone Support Line, Chat with a Peer Virtual Lobby, and telephone outreach campaigns. Expected Output or Outcomes of Goal 2 By having a dedicated space Peer Guides will be able to continue to provide the virtual services that were established during pandemic (in addition to the new in-person services that will be offered at the Peer Guide Support Service Center & Welcome Desk). Goal 3: Develop a procedure and protocol manual for all in-person Peer Guide Support Services including the Peer Guide Support Services Center; Welcome Desk; and Peer Support Hub. Receive consultation from Student Service Administrators, Faculty, and Classified Professionals to support development. Goal 3 Expected Output or Outcomes Peer Guides will have a manual that outlines their duties and responsibilities while providing in-person services. In addition employees in building 700 will have written information outlining what Peer Guides do and how they can be of support to their programs. Goal 4: Given that Peer Guides eventually become mentors of newer peers, we want to develop a Peer mentorship plan that will outline the goals of the mentorship, training needs, and responsibilities of the mentors. Goal 4 Expected Output or Outcomes Peer Mentors will have a clear understanding of their role as a mentor Peer Mentors will be able to assume positions of leadership in orientations and trainings for new Peer Interns Peer Mentors will become more involved in the program development Goal 5: Review and refine current CRM Peer Guide data collection to determine which metrics will best inform Peer Services offered. Goal 5 Expected Output or Outcomes Collecting data will inform: Staffing by Area - the amount of staffing that is needed for each of the areas in which Peers Guides work including: Peer Guide Support Services Center; Welcome Desk; Telephone Support Line; Chat with a Peer Virtual Lobby; telephone outreach and special projects. Hiring - the number of Peers Interns needed to hire to meet the staffing area requirements. Budgeting - the overall cost of Peer Guide salaries per year. Student Needs - The reasons for which the Peer Guides have supported students. (ie students having challenges using Classweb; navigating the Chabot Website; etc)

Name of Program, Discipline, Area or Service	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
Peer Guide Support Services	N/A
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
Psychology Counseling	N/A

Status of Your Program's/Area's Goals

5 Responses

All goals are achieved.	0	
Some goals are achieved and some are in progress.	2	
All goals are in progress.	2	
Some goals are in progress and some are ...	0	
No goals are started because... [please ...	1	

5 Responses

Name of Program, Discipline, Area or Service	No goals are started because... [please explain in text box below]. - Text
General Counseling	N/A
Psychology Counseling	N/A
Peer Guide Support Services	Not Applicable as this is the 1st year PAR for Peer Guide Support Services (see Goal and Expected Outcomes above)
CARES Mental Health	N/A
Career and Transfer Center	N/A

Trends in Accomplishments and Challenges in Reaching Goals

5 Responses

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

Peer
Guide
Support
Services

This is the first Program Area Review for Peer Guide Support Services; therefore we do not have previous SAO's. to compare. This being said, tasked with creating an in-person Peer Guide Support Service Center for downstairs of 700, here are some challenges that we are currently facing:

Return to Campus space for Peer Guides to provide virtual services including the virtual chat and telephone support line - Given the space in downstairs 700 is limited we have been working with the Dean of Counseling, Dean of Special Programs and VPSS to identify spaces that would be conducive for Peer Guides to continue providing the virtual support (Peer Guide Telephone Support Line, and Chat with a Peer Lobby). Currently we are using room 706, which seems seems ideal for:

supervision of the both the Peers in 706 and the Peer at the Peer Guide Support Service Center (given the glass window in 706A has line of site to the Center);

semi-privacy of virtual support (since 706 is not open to the general public);

space for group meetings and training.

If it is determined that it would be in the best interests of Student Services to use 706 for other college needs, then the Peer Guides would need another space to continue providing a.) b.) and c.) listed above.

Protocols & Procedures development and implementation - Given the ever evolving needs of our campus community during the transitions to and from Sheltering in Place and now returning to campus, Peer Guides have had to quickly learn new policies and procedures so they can support students to navigate through these changes. It has therefore been a challenge that Peer Leadership is embracing to be able to both develop the procedure and manuals while providing the trainings, services, events, evaluations, data collection, and all else that support Peer Guides in providing outstanding levels of student support.

General Counseling	-Hiring of a Career Counselor/Counselor -Hiring of Peer Guides and Wellness Ambassadors to enhance peer -CACC: monthly meetings with HS counseling colleagues, professional days hosted at Chabot in Fall and Spring -An increased collaboration between departments: Student Success/Front Door Workgroup, Guided pathways, and Special Programs/General Counseling is improving our collaboration, especially around onboarding and liaison between GC and Admissions, GC and Financial Aid, GC and Degree Works.-Successful collaboration between HSI and STEM. -Addition of Counseling interns (pilot program) -Redesign of General Counseling website. making it more user-friendly. -CounselingNewsletter supporting access to information about programs, services and events. Challenges: 1-Lack of consistency on how students access counseling services during summer and before Spring. The online booking appointment system is turned off, and students must send an e-mail to the department to book appointments. 2- Lack of screening services when students seek counseling appointments. 3-Outreach and onboarding support is needed so that counselors can offload some of the assignment time and see more students (i.e. online orientation, FSP planning, coordination of SOAR and SOAR Day, etc)-- we need an Outreach Director & 3 outreach specialists Technology -- CRM Advise has been promised but no start date in sight. Need training and support in implementing new technology. Also need to get the ZOOM/SARS upgrade like yesterday! -Short staffing leads to challenges with offering both online and in-person modalities - A coordination outreach office is needed on campus so outreach is not done in silos,
Psychology Counseling	Goal 1: We have yet to update the materials for PSCN 10 but are going to transition from updating our in house manual to searching for OER materials and accessing the support of the OER mentors at Chabot. Goal 2: We have increased our graduation numbers for students earning an AS degree in Human Services to 5 students in 2021 up from 2 students per year in previous years. We have increased our graduation numbers for students graduating with the ADT in Social Work and Human Services to 9 students in 2021 up from 1 in the previous year. Our COA in Behavioral Health is new so there isn't any data on that yet. We have increased our outreach efforts for program completion to the Chabot Peer Advisors and through the Year to Career website and we have partnered with the Castro Valley Adult School to support ESL students at their campus who are interested in Human Services careers to complete the COA in Behavioral Health. Goal 3: We are planning to meet with our Human Services Advisory Committee in Spring 23.

Career and Transfer Center

Goal 1: Partner with units across campus such as those in Special Programs who work closely with DI groups to demystify transfer process (e.g. getting on the path, to the gate, through the gate)

Outputs/Outcomes:

*Strategies for supporting DI students can include supporting counselor colleagues for these DI students with their capacity in transfer counseling and/or providing direct services supporting students toward transfer. To that end, we have had reverse shadowing opportunities where a special program counselor participated in a UC TAG workshop so the colleague could facilitate the same for their particular student cohort.

*On October 14, 2022, the Transfer Center partnered with Movement, CalWorks, Trio/EOPS for a campus visit to CSU East Bay's Transfer Friday. CSUEB Transfer Friday was developed out of mutual collaboration so instead of just a campus tour, there is a Q&A component with current CSUEB students who transferred, a resource fair represented by academic and student support programs, as well as lunch provided. We took about 50 students on this trip and it is anticipated that by being at university campus, students can better envision and sense what it is like to be at university, where they see themselves transferring to, and make informed decisions about their transfer destination school.

*The Transfer Center Faculty Coordinator was invited to participate in SASE sub-group work between October through November 2022 on the Student Equity Plan to address the Transfer metric for DI population. This sub-group work may inform potential activities, interventions, and/or strategies to support DI groups.

Goal 2: Modify, Develop, and/or Deliver transfer resources, workshops, and services to support students throughout their transfer journey

Outputs/Outcomes:

*In Spring 2022, we collaborated with Psychology faculty to hold a transfer options workshop specifically for Psychology Majors at their annual Open House. This was attended by about 15 students and the session covered the different transfer pathways to Psychology, Psychological

Science, Cognitive Science, and postgraduate programs like Counseling. It also covered transfer admission guarantee opportunities to CSU, UC, HBCU.

*In May 2022, we organized a few Mini-Transfer Fairs on campus. Each day hosted two to three universities and where feasible, university students who were former Chabot College transfer students. Securing funding for lunch for students and university representatives really helped add to the feel of the event. Across the four day mini-fair, approximately 125 students passed through. We consider this a success given that Spring 2022 was a gradual return to campus and rebuilding everyone's sense of community on campus.

*The return of the annual Transfer Day in October 2022 became a Transfer Week with sessions geared toward new students and transfer explorers leading up to and around the actual Transfer Day fair. Approximately 75 students attended workshops throughout Transfer Week and it is estimated that about 175 students passed through the three hour transfer fair. With Fall 2022 being a more deliberate return to campus by the college since navigating through this pandemic and having 100+ students visit the Transfer Center table on Gladiator Day in August 2022, we consider a turnout of 175+ at Transfer Day a success. Below is a summary of the program for the week:

-Gather together MONDAY at noon in Room 758 where we will explore what transfer is, how it works, and identify ways to make the most of the Thursday Transfer Day Fair. Lunch provided!

-On TUESDAY, we'll learn about university financial aid with CSU East Bay Financial Aid as part of EBCAN, and obtain some next steps to learn more and where to seek support; join us at noon in Room 758 or via Zoom. The WRAC and English faculty are also kicking off the first in a series of on-campus and online UC PIQ Workshops with Writing Coach Support!

-All are invited to participate in WEAR IT WEDNESDAY! Consider wearing an alma mater t-shirt in support of university transfer and higher education, and share your own higher education journey with students, affirming their progress and success so far! #chabotTRANSFERS This is also on BCRC and SBBC's Bow Tie Wednesday!

-Make initial connections with 40+ universities on THURSDAY's TRANSFER DAY FAIR at the Building 700 Outdoor Walkway.

Opportunities to learn about transferring to UC Berkeley with Ber-Mar San Diego, who is a UC Berkeley Admissions Representative as well as a proud Chabot College Alum is slated for Tuesday evening and Thursday morning. Check out Ber-Mar's bio and workshop sessions.

-The week ends on FRIDAY with an opportunity to attend CSU East Bay Transfer Friday together. Campus tour, Q&A with students, department and resource fair, as well as lunch provided through EBCAN!

Goal 3: participate in EBCAN to build upon current practices; collaborate with campus and university partners in order to support our students with a more comprehensive transfer journey experience that addresses belonging, clearer match with academic/career goals, and achieve ADT/university transfer to CSUEB.

Outputs/Outcomes:

*Participating in EBCAN Systems and Support team meetings provided opportunities to have discussion around the efforts we engage in to help students transfer and exchange ideas for how to make it better and smoother.

*One outcome is the enhancement of transfer presentations delivered by CSU East Bay to our students to include information and departments relevant to the students attending the session. In April 2022, we were able to ask CSU East Bay to present a session in the evening in order to serve our evening, homebound, part-time students. Furthermore, they were able to bring in speakers from their PACE program, Financial Aid, and also the online Business Administration degree program. This evening virtual workshop was attended by 25 Chabot students and because it was presented via zoom, the recording of the session was sent out to all 70 registrants. This is considered a success because oftentimes, it can be difficult to secure transfer workshops from universities that have customized topics for the target audience.

Goal 4: Coordinate a career fair to support student career development.

*The career fair has been scheduled for Fall 2022 (Oct. 27, 2022). Here is the current progress on the career fair:

The career fair will have employers that have jobs/internships or are from industries that represent the guided pathways learning and career pathways. All employers will be participating in the career fair have been confirmed. An employer participant selection criteria was developed with priority being given to employers that hire for paid internships.

*The career fair will be communicated to students in various ways including email blasts, flyers, sandwich boards, CANVAS Student Support Hub, and most importantly through referrals. The referrals will be from their counselors, instructors, and other staff. There is ongoing communication with the various campus departments and programs regarding the career fair.

*The logistics of the career fair has been planned.

Planned outputs/outcomes:

*Some students will attend because their intention is to find a job or internship and they will be given a survey at the end of the career fair to provide feedback on how useful the career fair was in relation to their intention.

*Some students will attend because their intention is to learn about careers which can help them with their career goal decision. They will be given a survey at the end of the career fair to provide feedback on how useful the career fair was in relation to their intention.

CARES

Goal 1 - Provide regular and timely in-service trainings for staff and interns

For in-service, trainings were provided to our staff and interns monthly. These training included topics on cultural humility, trauma informed care, self-care, Safe Zone (LGBTQ+ support), crisis response, and clinical documentation.

In addition to in-service trainings, we also provided trainings to employees of Chabot College. We created a Flex Day training in the Fall of 2021 that trained faculty and staff on the core processes of the CARES mental health program, including how to make referrals and how to support students in distress. In addition, we trained employees on how to use our Red Folder crisis, support tool and navigate our CARES website. We also offered Mental Health First Aid to Campus Safety, and Safe Zone train the trainer program to faculty and classified professionals.

Goal 2 - Implement and utilize electronic medical records (EMR)

In partnership with Las Positas College we have chosen an Electronic Medical Record (EMR) system that would support both mental health programs across the district. One of the challenges is the district approval process to move forward with purchasing the system.

Goal 3 - Development of Protocols, Procedures, and Intern Handbook

The Intern Handbook has been completed and has been used to support both last year and this year's program interns.

The CARES Council has developed a draft of our protocols and procedures. We are presently (Fall 2022) receiving input from our entire CARES clinical team that we will use to develop the final draft in the Spring of 2023.

Goal 4 - Mental health campus awareness events and promotion of wellness materials

Spring 2022 we offered two wellness weeks (Suicide Prevention Week and Grief and Loss Week). The events included in these weeks were as follows:

Suicide Prevention 101: How to Help a Friend on Campus

Talk Saves Lives

Out of the Darkness Walk and Resource Fair

It's Real Film and Discussion

Meditation for Healing

Grieving with Grace

Managing Grief and Loss

Dancing with Grief

'Muerte y Luto' Una convivencia en espano

What to do when you don't know what to do

We have also developed and distributed the Red Folders to the campus community. This was included in the new faculty orientation. As mentioned above we presented at Flex Day last fall. We have distributed a wellness magazine to the entire campus community at least once a semester.

We currently are in our second year of our mental health ambassadors' program who support our overall campus outreach and engagement with students. Wellness Ambassadors provide mental health awareness, resource and de-stigmatization presentations in classrooms. They also offer wellness tabling, and partner in development and actualization of mental health outreach events.

Goal 5 - Externship and curriculum development, partnering with Alameda County Behavioral Health

As part of the Peer-2-Career Pipeline and in partnership with Alameda County Behavioral Health CBOs, we developed intern/externship agreements with three CBOs in Fall 2021. In Spring 2022, each of these organizations accepted Chabot students as interns and provided them with training and work-force-based learning experiences within their organization.

Collaborated with Berkeley City College, we are in development of a Window of Tolerance module for their mental health Certificate.

Rationales for Resource Requests

<div align="right">5 Responses</div>

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
Peer Guide Support Services	Goals that need augmented or new resources = Goal 1, 2, 4, and 5 Goal 1 Develop and implement a Peer Guide Support Service Center for the downstairs of Building 700 including: Peer Guide Support Services Center Help Desk (located directly across from On-line Services, previously called the "Welcome Desk) and Welcome Desk - located at the public entrance to the 700 building. Resources needed include: - Peer Guide Wages - Leadership Staffing - Classified Professional 1 is currently at ¾ time. Requesting a CA2 at full-time. - Part-time Counselor currently 6 F-hours - 10 F-hours requested and 30 Counseling hours/semester - Google Expert / Telephone Outreach Lead's contract is until June 30th, 2023. (In order to maintain telephone services, contract will need to be renewed for 2023-2024 academic year.) - Expand Training Capacity - Technology - Peer Guide Work Attire - Signage - Food & SWAG for Events Goal 2 Identify a permanent space for the implementation of a Peer Support Hub where Peer Guides can continue to provide the virtual services that were developed during the pandemic. The space will need to be large enough for multiple Peer Guides to be able to speak on the telephone or meet virtually with students while being supervised. The virtual services they will provide include: the Peer Guide Telephone Support Line, Chat with a Peer Virtual Lobby, and telephone outreach campaigns. - Request Physical Space for Peer Support Hub - 3 Computer workstations (3 small desks and office chairs, 3 laptops with camera and speaker, 6 pairs of noise canceling headsets with microphone and speaker) - Office Supplies Goal 4 Given that Peer Guides eventually become mentors of newer peers, we want to develop a Peer mentorship plan that will outline the goals of the mentorship, training needs, and responsibilities of the mentors. (See goal 1 "Part-time Counselor currently 6 F-hours - 10 F-hours requested and 30 Counseling hours/semester") Goal 5 Review and refine current CRM Peer Guide data collection to determine which metrics will best inform Peer Services offered. Current CRM provided by 25th hour communications was a temporary solution to convert a google spreadsheet into a CRM. In order to provide the sort of data we are looking for, we will need a more robust system, such as Recruit or Advise. (See Goal 1 Google Expert / Telephone Outreach Lead's contract is until June 30th, 2023. In addition to providing telephone support services, they are leading the CRM data collection for the program.)

Augmented and/or new resources primarily pertain to staffing requests. They are:

1. Career/Transfer Center Coordinator:

*The closest existing job description is this one: http://districtazure.clpccd.org/hr/files/docs/jobs-class/CareerTransfEmplCenterCoord.pdf

*Support program operations and logistics, Transfer Center/EBCAN activities and functions to support college in achieving EBCAN which intersects with Guided Pathways and Equity work.

*The Transfer Center holds one to two workshops a week, big events like annual transfer fairs as well as field trips when funding and staffing allows. We regularly host university partners to provide transfer advising/presentations/tabling. Every time a university representative makes a visit to the Transfer Center, we are essentially hosting a guest. We need to provide the representative directions to campus, a parking permit, how to find us, check-in, how to access their office/workshop room, set-up the office/workshop room, reserve tables for tabling days, etc.. We need to be ready to receive their call if they need to call in sick or run late. Unlike General Counseling where part-time counselors become familiar with the campus/department, and establish a way of operating when working here and become familiar with who to reach if they are running late or who to find to be let into the office, university representatives are often only here a handful of times a year and they can be different people with each visit and from year to year due to staff turnover. They are like new employees every single time, and we easily receive requests from multiple institutions who want to make visits to the Transfer Center and meet/serve our students. The Transfer Center really needs the staffing support to regularly host "guests" in order to support the programming it can provide. It's unclear who's job this is. With EBCAN, there is more partnering going on to reduce barriers, innovate and improve the transfer experience for students, design and increase in programmatic events/activities. The center needs staffing support for its operations and logistics in order to execute the programmatic work and developments made through EBCAN.

2. Career/Transfer Center Student Assistants:

Career and Transfer Center	

*With the migration of Peer Guide program to a new location away from CTC Front Desk, the CTC needs to hire and build a team of front desk student assistants to readily receive those who walk up to the second floor of Building 700 lost and looking for Counseling, CalFresh, and the Career/Transfer Center to see a transfer rep and/or attend a workshop and receive application assistance.

*Pre-pandemic, hours of operation totals to approximately 50 hours. As of October 2022, the CTC has been able to hire two student assistants providing 29 hours of CTC front desk coverage.

3. Career/Transfer Center Counseling Assistants and General Counseling Assistants:

*Counseling Assistant II support has been shared between Transfer Center and General Counseling for a few years now. Additionally, we have a whole new Career Counselor/Coordinator trying to establish a viable Career Center. General Counseling appears to be extremely short on Counseling Assistants too. We need more Counseling Assistants and while classified professionals may be cross-trained, we support candidates not being stretched across multiple areas resulting in extremely slow progress in any one area's function.

*We need a Counseling Assistant who is actually supporting the CTC like how other programs have their own Counseling Assistant. Our programs' operations literally stop and stall when a Counseling Assistant has to provide coverage for General Counseling (not at all faulting General Counseling). Pre-pandemic, there was a Counseling Assistant II and Counseling Assistant I at the Career and Transfer Center.

*For General Counseling: if you consider a virtual lobby different from a physical in-person lobby, there may be a need to hire more Counseling Assistants to manage the different lobbies because they can't be at two lobbies at the same time. We aren't able to leverage offering more virtual counseling services because there aren't enough Counseling Assistants to manage these lobbies.

4. Second language speaking ability:
Would like to see us hire Student Services employees who speak Mandarin Chinese. Community members who are trying to attend Chabot College to better their lives through ESL are at the mercy and generosity of people's donated time to translate in Mandarin Chinese here at Chabot just to fill out a college application. Would current student clubs who have Mandarin speakers be open to consider or adopt a spirit of volunteerism and maybe partner with Student Services programs to support Mandarin Chinese speaking communities during Chabot College outreach and application season or registration season or navigating through and trying to sign up for ESL assessment, orientation, classes?

CARES Mental Health	Goal 2 – To meet this goal we will need to establish a contract with an Electronic medical Record Provider.
General Counseling	The hiring of peer guides and student assistance to enhance online access to counseling services. SARS Zoom Integration will support more accurate data collection and a smoother process for accessing online counseling services.
Psychology Counseling	N/A

Service and Instruction Mode of Delivery (Optional Question)

Program/Area Name	As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?
Peer Guide Support Services	The 700 building is the hub of Student Services. In returning to campus, we have had a service area need to create a welcoming environment where students can be supported with a variety of needs and receive referrals to campus resources. In addition there has been concern from students around vaccination, mask mandates, and covid protocols. In order to address these needs the General Counseling is in the process of establishing a Peer Guide Support Service Center in the downstairs of 700. This PAR intends to outline our efforts and needs in these regards.

*Providing more access doesn't translate to being served when you have limited resources and capacity. Providing more access to quality services must consider:
1) evaluating staffing levels and responsibilities to accommodate the increased access;
2) optimizing skills and training of faculty regarding assignments and responsibilities (eg. prioritize work involving instruction, and counseling/advising vs. administrative/coordination/logistics/marketing/event planning tasks);
3) reviewing college processes under the lens of leveraging technology (where appropriate) to create efficiencies, reduce administrative tasks, for an improved & streamlined student experience.

Career and Transfer Center

*Prior to the pandemic, students benefited from the group workshops offered by the Transfer Center and the one-on-one drop-ins with Transfer Center counselor for application support were extensions of the progress made through the workshops. This term, while the group workshops have generally been well received by students as students express they are happy to be talking with a counselor or this is their first time talking with anyone on campus, the one-on-ones after the workshops seemed to indicate the workshop made no dent in the student's understanding about their next steps nor feeling empowered about their progress/next steps. Despite group sessions, students still wanted appointments and weren't necessarily open to dropping in in-person nor virtually. Instead of workshops helping to address a student need so the one-on-ones could address the next tier's needs and/or help more students, workshops appear to be a good way to help students have a touchpoint with the counselor but the needs are all still there. Despite offers, referrals, and invitations to drop-in, students attending workshops often end the workshop asking for an appointment and the one hour appointments have been very full with presenting issues that have been compounded by the past few years. Students attending transfer application workshops this term may have started Chabot in Fall 2020; it means they finished high school at the start of the shut down. It seems the pandemic exacerbated students' needs; students have more needs and more complex needs. This needs to be taken into account and recognized in counseling practice and program coordination. We can't just do more or do deep work with the same amount of people by increasing people's work hours. Workshops and group counseling offer gateways to information, programs, services, as well as college faculty and staff. Workshops also often serve to engage students to seek more specialized, individual assistance - specially, counseling appointments.

*One idea is to connect a 1 unit college success class themed by pathway in order to reach students versus relying on students to find somebody somewhere. It affords the opportunity to develop deeper student/faculty relationships and have regular counselor touchpoints over the course of a semester or a year (and beyond). UC (and CSU) will accept up to three units of college success courses with articulation.

CARES Mental Health	Due to the onset of COVID 19 we were forced to move a lot of our services online. There were some great learning opportunities with regard to moving our services online. Now that we have made the transition we have been able to outreach and connect with another population of students. We were able to ascertain that there is value in being able to offer online services as an option. As we have transitioned back to campus our data so far shows that there are different student populations. There are some that prefer the flexibility of online and some that prefer the personal touch of being in person. We at CARES hope to continue to offer a portion of our services for online accessibility.
General Counseling	• Offering online Counseling services is imperative in this day and age. The College must provide technological resources and human power to make such access uninterrupted, efficient, and accessible. • Counseling access must include additional resources, in addition to increased efficiencies and technologies, to maintain service quality and to meet service area outcomes. • Faculty assignments should prioritize instruction and counseling/advising to maximize use of graduate level training/skills and associated costs for faculty salaries. Administrative tasks, extensive coordination work, marketing, and event planning is not the best use of faculty training/skills nor college funds. The college should consider hiring a person(s) whose sole function is event planning to assist across campus, akin to our graphic designer who provides support for publications. • Workshops and group counseling offer gateways to information, programs, services, as well as college faculty and staff. Workshops also often serve to engage students to seek more specialized, individual assistance - specially, counseling appointments. • Additionally, the pandemic exacerbated students' needs; today's students have more needs and more complex needs, which frequently require research, consultation and follow up. Increasing counselor work hours is not a sustainable solution to increasing counselor access, service quality, nor service area outcomes. • Counseling faculty may develop one-unit, transferrable college success courses similar to those used by PUENTE (PSCN 22 & 21) to regularly engage with pathway student cohorts over the course of one semester or longer.
Psychology Counseling	I think its important for each division to be grounded in what modality of courses offerings work best for the students interested in their programs. There is no one size fits all answer.