Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

- ⦿ Yes
- ◯ No

Q2. **Background Information**

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	General Counseling ⌄
Division	Counseling ⌄
Organizational Unit	Student Services ⌄

Q4. If you selected "Not Listed" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Wafa Ali, Heather Oshiro, Yetunde Osikomaiya, Katie Messina-Silva, Shannon Stanley, Frances Fon, Benjamin Barboza, Brenda Dominguez, Sadie AShraf

Q6. Which PAR Template (word template) did you fill out?

*Please check this <u>list</u> to make sure that you filled out the correct template.

   ○ Academic Programs
   ◉ Student/Admin Services/Office of the President

Q7. Campus-Wide Issues

Q38. Reflections on Annual Priority Progress in Academic Year 2022-23

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> Pathway Success Teams launched in Fall 23 for: STEM; Business, Econ & Info Tech; Health & Wellness; Social Sciences, Humanities & Education CRM Advise is rolling out with the support of counselors. Ex: FT Counselors are attending a district wide CRM Advise training on 10/18. Improvements in offering counseling through different modalities (SAR zoom integration) - meeting student needs through technology Increased access to counseling services through improved screening efforts and increased service hours including two evenings and Fridays until 5:00 pm

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> -CRM Advise needs a lot of support to roll out and be used effectively -Website redesign is crucial- this is ongoing and iterative need -Class WEB redesign is crucial- improve the student experience -Improved "next steps" processes for students post-CCCapply -Improve processes for Dual Enrollment -Support Fin Aid and A&R to develop a pathway SST support plan (integration of student services into SST's) -Critically assess college and district policies that may be unnecessary and create administrative burdens that adversely impact students. Examine colleges processes that are labor intensive that could be improved and more efficient with technology. One example, moving away from using PDF forms (see Counseling and A&R form web pages). Allocate one-time resources to perform this work. -Explore how to integrate ongoing counselor-student engagement, connection and support for first year students within our Learning and Career Pathways. One idea may be to allocate more FTEs for 1-unit, UC transferrable, PSCN college success courses built into each first-year pathway program map, similar to those used in Puente cohort (PSCN 22, PSCN 26), and PSCN 18 (and/or similar new curriculum). There are other ideas to explore as well. -In terms of Dual enrollment expansion of PSCN courses, we need to explore hiring our high school counselors if there are no current Chabot counselors available to teach them. -Counseling is presently moving to a pathway model, so how do we address this with SARS, scheduling, using eSars for self-scheduling of appointments, automating the appt screening process to enable online scheduling of appointments More work needs to be done around developing a screening process that incorporates the pathway model.

Q8. **Context:** For 2023-24, PRAC put forward <u>seven recommendations</u> for consideration based on their analysis of the <u>Fall 2022 Program and Area Synthesis Statement</u> and the <u>Mission Critical Priorities</u> in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Improve student access from application to registration	**1**
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	**2**
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**3**
Scale successful practices from grants, categorical endeavors, and learning communities	**4**
Improve fluency with business and HR processes	**5**
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**6**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**7**

Q9. **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).

General Counseling supports onboarding of new students across campus, including helping new, first-time students complete the three core services (ie: Orientation, Guided Self Placement and Student Educational Planning). This requires us to work collaboratively within the division (assessment center, online services and counselors) as well as with other divisions (Special Programs, Language Arts, Math & Science, etc.) We are facing several challenges related to onboarding and the capacity of our division to provide adequate counselor availability, and this impacts how we can support Recommendation #1: Improve student access from application to registration. Many of these challenges could be addressed if the college had an Outreach Office, which it does not. This has been consistently pointed out in past program reviews. In the meantime, General Counseling could really benefit from having our own Outreach Specialist to support improvements in student access from application to registration. This includes our local feeder high school partnership (CACC), SOAR, First Semester Planning Sessions, and other Counseling related outreach efforts. Full time counselors currently take on and lead (asked to/expected to) an array of projects/problem-solving roles, coordination work, and more that require event planning, administrative tasks, supervision of student workers and classified staff, reporting requirements, and so much more. This work is time intensive and pulls counselors away from the core function and unique role grounded in counselors graduate-level education required to provide students high quality education (instruction) and counseling services (1-to-1 appointments) as well as time to engage in shared governance and critically important professional development. Access to counseling services (both group/instruction and individual) must recognize the current college-wide institutional structures and practices that play a significant part in this challenge. Counselors have a role to play in developing programs and services, but leading coordination efforts, performing administrative tasks, and supervisory roles should be minimized whenever possible.

Q10. # Reflections on Goals Established in Fall 2021 PAR

Q11. **Context:** In Fall 2021 PAR (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This [spreadsheet](#) lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

○ All goals are still relevant and nothing needs to be changed or added.

○ 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.)

○ Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

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◉ 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.)

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1. Implement the guided pathway
framework and student success team
structure into general counseling

2. Increase access to counselors by
improving scheduling & screening
processes (technology integration)

3. Adequate staffing (both classified
professionals and counselors)

4. Creating a welcoming environment
for students through re-branding of
Online Services to Welcome Center and
Assessment Center to New Student
Support Center
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Q12. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

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

○ All goals are achieved.

○ Some goals are achieved and some are in progress.

◉ All goals are in progress.

○ Some goals are in progress and some are not started.

○ No goals are started because... (please explain in text box below).

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Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved. The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 22, 2023. ORPIE will process requests in the order received. ORPIE will let you know whether they have the requested data and/or how

your program/area could collect your own.

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

Goal 1: Implement the guided pathway framework and student success team structure into general counseling. We are making good progress in that we have 4 SSTs launched with FT counselor co-leads (Business, Economics & Info Technology, Health & Wellness, Social Sciences, Humanities & Education, STEM) Goal 2: Increase access to counselors by improving scheduling & screening processes (technology integration) We made good progress on this goal by modifying our service hours. Namely, we began offering parallel on-campus and virtual service hours so at any given hour, students have the choice to meet online or on-campus. After evaluating a season using Cranium Café, our team moved to Zoom as our online platform for hosting virtual counseling sessions. This also reduces the number of different applications students use to access services on our campus. SARS Grid with Zoom integration is a work in progress for different areas of the division. We are working on balancing the mix of online and in-person counseling appointments to meet students' needs and have improved screening at the front desk. We have additionally created a front-desk screening form to support appropriate counseling services and referrals. Goal 3: Adequate staffing (both classified professionals and counselors) Of the eight full-time classified positions in our department, six have changed over the last six months due to retirement, promotion, transfer, and passing away. Three positions are currently in the process of hiring and in the meantime, we are primarily functioning on short-term temporary employees. The goal is to fill vacancies to support baseline operational needs. For counselors, the retirement from Spring 2019 was finally filled with the hiring of a full-time counselor in September 2023. There are two full-time counselor positions that we lost due to transfer to Special Programs and one promotion to Administration and we are aiming to participate in faculty prioritization for consideration. Goal 4: Creating a welcoming environment for students through re-branding of Online Services to Welcome Center and Assessment Center to New Student Support Center. Approvals have been given to redesign these spaces.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

-Need to come up with better solutions for the onboarding process -Lack of data regarding student demand for counseling services. We cannot close the access to counseling "gap" without data to know when to provide more service and how (virtual, in person) Goal 1: Implement the guided pathway framework and student success team structure into general counseling. While we have four pathway student success teams that have launched, we need the equivalent of at least three more full-time counselors to scale and replicate the strong and promising practices in the remaining pathways (Arts & Design, Industrial Technology, Media & Communications and Public Service). Goal 2: Increase access to counselors by improving scheduling & screening processes (technology integration) Despite not having a Student Services Technology Specialist, we have demonstrated ourselves as nimble, savvy, and resourceful to help ourselves operate and help students access counseling. We've made modifications and innovations where we can, but one challenge in achieving this goal is the lack of a dedicated liaison for end-users in our division to understand how we best serve our students and interface with the IT professionals behind CCCApply, Class Web, SARS Grid, Zoom Integration, SARS Chat/Call, and eSARS. We need timely solutions so students can have positive experiences with General Counseling. Instructors have Instructional Technology Specialists who serve the faculty and students, but Student Services does not. IR student satisfaction survey results have pointed to lack of access to counseling services as a key problem that students face, but once students have access to counseling the results indicate a high degree of satisfaction and the holistic approach counseling provides help students persist. Goal 3: Adequate staffing (both classified professionals and counselors) During the 23/24 academic year we are down two full-time counselors and four classified positions due to a loss, promotions, retirement, etc. This lack of permanent full-time staffing has impacted general counseling and our ability to best serve our students. It takes a lot of effort and time to hire and train our full-time staff, which impacts students' access to counseling services when we are operating with short-term temps as a solution and doesn't address the gaps. We would like to point out that when a 40 hour a week employee leaves, we can only hire someone temporarily at 25 hours a week, but we are encouraged to channel The Power of US by volunteering our time, walk people here and there, and be nice and give campus tours. There's a disconnect between HR hiring rules/practices, baseline operations, and the positive workplace and campus culture we are supposedly trying to foster here. We plan to request two faculty positions through faculty prioritization to replace the positions vacated by Michael Lai (Movement Counselor/Coordinator) and Sadie Ashraf (Dean of Counseling). In addition to hiring our classified professional positions, we are requesting two additional positions: Outreach Specialist and a contracted Tech consultant. General Counseling could benefit from having our own Outreach Specialist to support improvements in student access from application to registration. This includes our local feeder high school partnership, SOAR, CACC, First Semester Planning Sessions, and other Counseling related outreach efforts. Goal 4: Creating a welcoming environment for students through re-branding of Online Services to Welcome Center and Assessment Center to New Student Support Center Presently we are waiting for the next steps from District and IT to move forward with the re-branding.

Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

This question was not displayed to the respondent.

Q41. **Context:** Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in CurricUNET/META. Please take a look at the SLO Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

This question was not displayed to the respondent.

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

This question was not displayed to the respondent.

Q16. **Question:** Has your program completed a PLO assessment in the last five years?

This question was not displayed to the respondent.

Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
• Go to the SLO Completion Report and the PLO Completion Report.
• Look up your program by division, subject, and program name. There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
• Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).

If you have any questions about how to find your prior assessments, please email the curriculum specialist Meray Aghyarian (maghyarian@chabotcollege.edu).

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

This question was not displayed to the respondent.

Q18. **Service Area Outcomes (SAOs)**

Q19. **Context:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

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

○ We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).

◉ We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY) 12/15/2023

○ Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY)

○

Other (fill-in)

[ ]

Q20. From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests

Q21. **Context:** The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
**Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.

All our revised PAR goals require additional resources to achieve them. PAR Goal 1: We need additional counselors to lead our Guided Pathway SSTs. PAR Goal 2: We are requesting technology support to help General Counseling streamline and integrate both existing and new technology platforms that will help screening and increase access for our students. PAR Goal 3: We are asking to increase staffing in general counseling to support daily operations and high demand for counseling services. PAR Goal 4: It is necessary to re-brand Online Services and the Assessment Center because these are based on pre-pandemic and pre-AB-705 models. To rebrand, current staff titles need to be reclassified and we are requesting an Outreach Specialist to assist General Counseling with onboarding of new first-time students to Chabot College. Narrative and data to support the above requests: Since the pandemic, General Counseling has provided mostly drop-in counseling as a way to serve as many students as possible with limited counseling hours. We want to ensure that we are intentionally planning how many available counseling hours are devoted to drop in versus appointments so that we can optimize the number of SEPC appointments we provide each week. Currently, general counseling has about 367 counseling hours available each week across several areas (El Centro/Dream Center, STEM/MESA, Veteran's Center, International Students, Career & Transfer Center). With 5,275 current Chabot students without an ed plan (either SEPC or SEPA), it would take 14 weeks to provide an SEPC for every student if every counselor did nothing but offer SEPC appointments to students. Obviously, this is not a good strategy because counselors do much more than student ed planning, but it illustrates the gap that exists between the need for counseling services and availability of counselors. One important point to highlight is how much coordination time full time general counselors assume, cutting into our ability to provide direct counseling services like ed planning appointments and first semester planning sessions. Out of 14 full time counseling faculty members, 26.99% of their time is spent on general counseling student contact, 12.17% is spent on teaching PSCN courses and 42.66% is spent on campus wide reassignments and coordination time. Some examples include: -HSI/STEM CO-PI (college wide reassignment) -Guided Pathways Coordination (college wide reassignment) -Onboarding (FSP & Online Orientation, CACC, SOAR planning- general counseling reassignment) -Articulation (coordination) -Career Center (coordination) -Transfer Center (coordination) -CARES Mental Health (coordination) -Peer Guide Coordination (general counseling reassignment) -Counseling Intern training and supervision & Adjunct Training (general counseling reassignment) -PSCN Coordination (general counseling reassignment) -Probation/student success (general counseling reassignment) -Counseling Discipline Planning (college wide reassignment)

Q22. **Optional: Campus-wide Reflection on Current Issues**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

We need to simplify and clarify the enrollment process for new first-time students, for example, improving how we communicate the admissions, financial aid and counseling information/steps on our website. We need to make it easier and streamline processes for students to navigate onboarding and access student services.

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

General Counseling would want President Cooks to be aware of: -GC is severely short-staffed with full-time classified professionals and full-time counseling faculty. For example, out of 8 full-time classified positions, we are currently in transition for 6 of these and we are down 2 full-time counselors. Full-time staffing is crucial to supporting student success. -Despite being understaffed, GC is making intentional efforts towards implementing the GP and equity frameworks into everything we do. We are trying to not only keep up daily operations but also implement new ideas and technologies to improve how we serve students. -Some of these improvements are dependent upon technology and collaboration with other departments, both of which are not completely in the control of general counseling -We invite dialogue with President Cooks and others who may be curious about counseling and how we serve students.

Q24. Thank you for completing the annual update questions for the Fall 2023 PAR! **But WAIT!! You might not be quite done yet...**

Resource Requests: Have you completed all your resource requests? If not, go to the Resource Requests Form to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Location Data

Location: (37.6403, -122.0667)

Source: GeoIP Estimation