

## Fall 2023 Counseling Division Summary Report on PARs Submitted by 11/3/23

5 Responses

| Name of Program,<br>Discipline, Area or<br>Service | Name(s) of the person/people who contributed to review:   | Which PAR Template (word<br>template) did you fill out? |
|--|---|---|
| Career and Transfer Center                         | Frances Fon, John Salangsang, Shannon Stanley   | Student/Admin Services/Office<br>of the President       |
| CARES Mental Health                                | David Irving - Mental Health Coordinator  | Student/Admin Services/Office<br>of the President       |
| General Counseling                                 | Wafa Ali, Heather Oshiro, Yetunde Osikomaiya, Katie Messina-Silva, Shannon Stanley, Frances Fon, Benjamin Barboza, Brenda Dominguez, Sadie AShraf | Student/Admin Services/Office<br>of the President       |
| Peer Guide Support<br>Services                     | John Salangsang   | Student/Admin Services/Office<br>of the President       |
| Psychology Counseling                              | 1   | Academic Programs                                       |

## Reflections on Annual Priority Progress in Academic Year 2022-23

5 Responses

Name of Program,  
Discipline, Area  
or Service

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

Career and Transfer  
Center

\*Experienced increased dialog between counseling faculty and instructional faculty on the impacts of curriculum (courses and programs) on student educational goals (associate degrees and transfer).

\*After evaluating a season using Cranium Cafe (CC), the General Counseling Division migrated away from CC and adopted Zoom as the platform for facilitating online counseling services which goes well with Transfer Center workshops and virtual drop-ins which have been conducted via Zoom throughout the pandemic. This reduces students needing to use different applications for services at our campus.

\*The Career Center has expanded opportunities for Chabot to connect to the external community by setting up a new career services system (Handshake) to manage employer connections and create a student internship and job board. With this new system, the Career Center has registered over 600 employers and approved of over 1,500 internship/job postings.

\*Employers have been connected to various learning & career pathways and programs to build/expand workbased learning opportunities. For example, healthcare employers have been referred to the Health & Wellness student success team.

\*A website redesign has been done on the Career Center website that includes the addition of career exploration resources and opportunities for students.

## CARES Mental Health

Overall, we have seen an increase in Chabot's connection to external community to expand students access to basic needs support and work-based learning opportunities and careers. We have also seen improvement in student interfaces. The CARES team has had the opportunity to work with the Director of Student Equity in hopes to better be able to streamline services access to basic needs. CARES mental health also provides work-based learning opportunities through our Wellness Ambassador and Student Navigator peer support programs. Though outreach we are able to better let the campus know about the resources that not only CARES mental health provides but other supports around campus. The CARES mental health program has also worked to improve student interfaces as we are currently undergoing a move to an electronic medical record system that will allow students easier access to book and schedule appointments. We anticipate the new student portals will assist students with easier pathways to gain access to services.

Pathway Success Teams launched in Fall 23 for: STEM; Business, Econ & Info Tech; Health & Wellness; Social Sciences, Humanities & Education

## General Counseling

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

## Peer Guide Support Services

The peer guides within the peer guide support services program have been introduced to Pathway Success Teams to offer support.

The peer guide support services offer a virtual way for students to access services by providing an online chat on certain hours of the day, managed by the peer guides.

## Psychology Counseling

All of the above goals are being actively discussed and worked on within Student Services and Counseling. We see a lot of good intent, great ideas but could definitely envision more financial and personnel support to move the needed on the above stated goals.

5 Responses

Name of Program,  
Discipline, Area  
or Service

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?

Career and Transfer  
Center

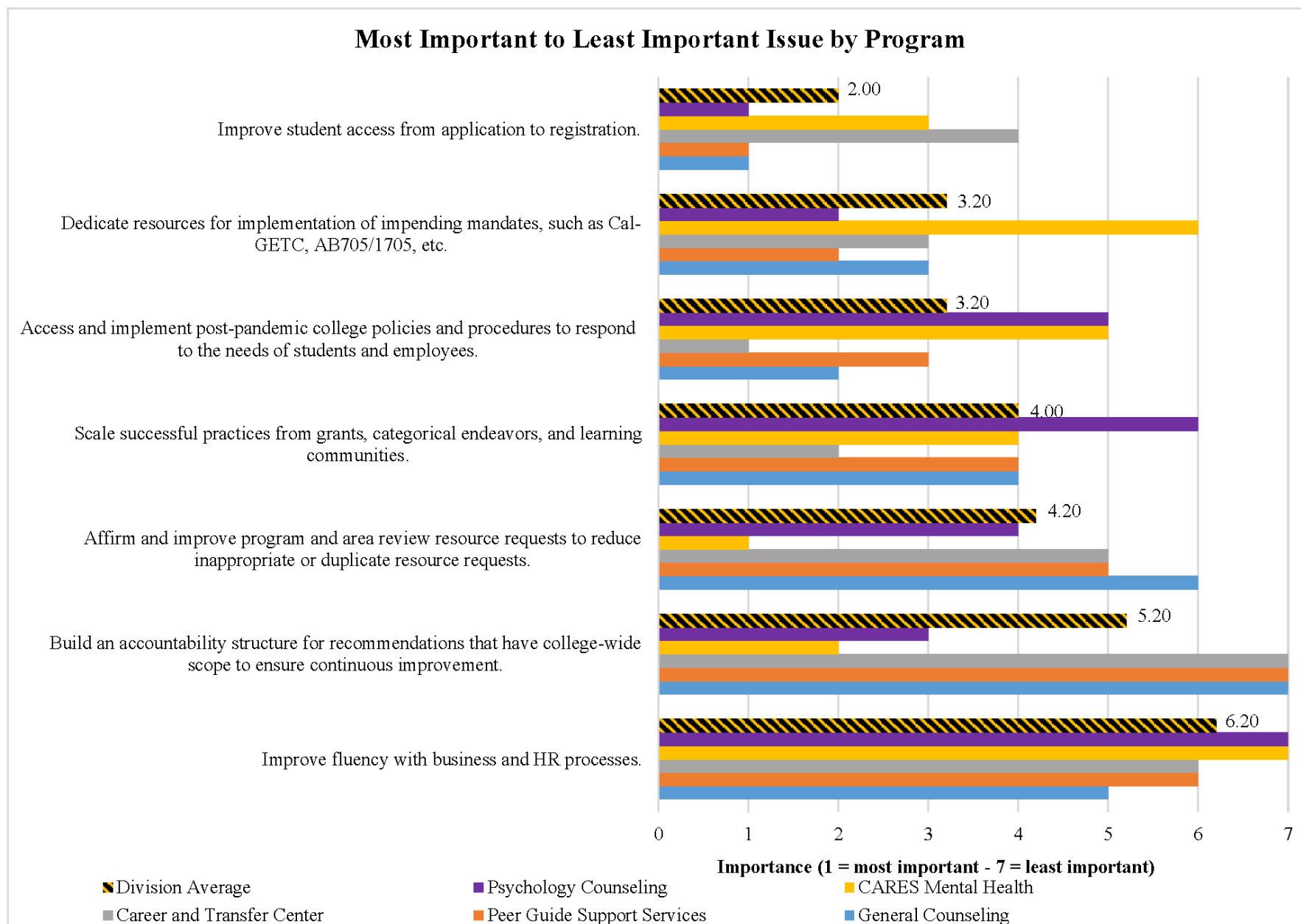
\*Critically analyze the skill sets, education, and interest necessary to deliver on planning priorities so as to best match employees to work/ projects. Scaling programs include increasing resources, including human resources.  
\*Critically examine and openly discuss how institutional changes (such as student success teams) will impact employee workload.  
\*Work on managing the gaps that exist between college/local priorities and the external forces shaping college priorities.  
\*Leverage technology to create efficiencies, including forms that students use to apply, graduate and all those forms and processes in between. Keep the human touch where it belongs and reduce the red tape/ administrative tasks that could be performed by technology.

CARES Mental  
Health

I feel it is important to increase outreach and communications with students. I also feel that it would be good to establish more research and data collection to ascertain how many students are receiving and utilizing student services and how that utilization is increase students academic success.

|                             |  |
|-----------------------------|--|
| General Counseling          | <ul style="list-style-type: none"> <li>-CRM Advise needs a lot of support to roll out and be used effectively</li> <li>-Website redesign is crucial- this is ongoing and iterative need</li> <li>-Class WEB redesign is crucial- improve the student experience</li> <li>-Improved “next steps” processes for students post-CCCapply</li> <li>-Improve processes for Dual Enrollment</li> <li>-Support Fin Aid and A&amp;R to develop a pathway SST support plan (integration of student services into SST’s)</li> <li>-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&amp;R form web pages). Allocate one-time resources to perform this work.</li> <li>-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.</li> <li>-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.</li> <li>-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.</li> </ul> |
| Peer Guide Support Services | <p>Critically analyze the student experience from onboarding, enrolling in courses, and all other steps. There are student onboarding experiences that can be a barrier for students.</p>  |
| Psychology Counseling       | <p>The dialogues are taking place and we see everyone working at their best within the confines of an academic setting and a shared governance process.</p>  |

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



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).

1. Whatever we do, we need to understand that there are limits as to how efficient we can be while also maintaining caring, competent, and compassionate services. To do otherwise would be unethical. I feel that the best way to maximize our efficiency is to identify the work that is best performed by counselors and try to maximize using our time in the work that maximizes our skills and training. We need to identify the work that we are doing that may be better performed by others so as to open up more counselor availability for the work that is unique to our training. I feel that some of the work expected of us does not require a graduate degree in counseling.

During peak reg times, counselors might rotate being available in the Welcome Center/Online Services to assist with students adding classes.

Counseling is a key place where students go (and are referred to) when they encounter institutional barriers. This is appropriate as it relates to our role in providing support, but needs to be called out in that if there were fewer institutional roadblocks, we would have more time to assist students with SEPs, etc.

Career and Transfer  
Center

The topic of increasing access to counseling must include the fact that the flood of students into our area during peak periods is partly due to institutional barriers such as poor user interface on ClassWeb, college website issues, complex policies and procedures. These issues need to be addressed by the entire institution and understood as a contributor to the reoccurring issue of access to counseling during peak periods.

I understand CRM Advise may help with this, so I am somewhat hopeful. Improved technology, college policies, and processes must be part of this conversation. Our college needs to improve in these areas so our time can be freed up for our core purposes: to partner with students to clarify their goals; provide support and address personal needs; develop education plans that lead to success, completion, transfer.

2. Leverage technology, where appropriate, to reduce the need for students and employees to engage in unnecessary manual processes and procedures.

3. If 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 and tension between HR hiring rules/practices, baseline operations, and the positive workplace and campus wellness culture we are supposedly trying to foster here.

CARES Mental Health

N/A

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.

#### General Counseling

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.

#### Peer Guide Support Services

N/A

#### Psychology Counseling

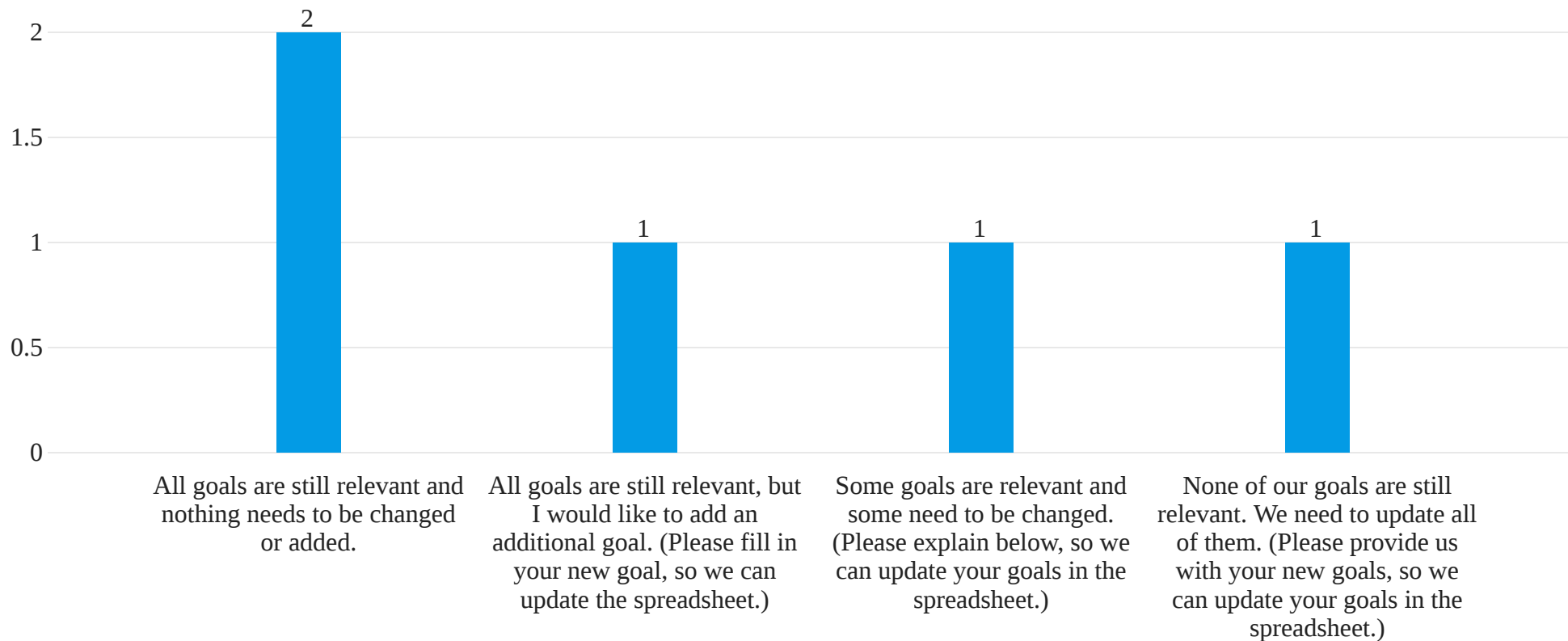
N/A



## Reflections on Goals

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:

5 Responses



5 Responses

| Name of Program, Discipline, Area or Service | 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.) - Text   |
|--|--|
| Career and Transfer Center                   | <p>Goal 5: Provide career exploration resources, services, and programs for students that are undeclared/undecided in collaboration with the guided pathways.</p> <p>Additionally, this is the Outcomes that goes with Goal 4: Coordinated a career fair each semester since Fall 2022</p> |
| CARES Mental Health                          | N/A  |
| General Counseling                           | N/A  |
| Peer Guide Support Services                  | N/A  |
| Psychology Counseling                        | N/A  |

5 Responses

| 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.) - Text |
|--|---|
| Career and Transfer Center                   | N/A   |
| CARES Mental Health                          | N/A   |
| General Counseling                           | N/A   |
| Peer Guide Support Services                  | N/A   |
| Psychology Counseling                        | PSCN 10 is now an OER class so we no longer need to update it.  |

5 Responses

| Name of Program, Discipline, Area or Service | None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.) - Text |
|--|--|
|--|--|

|                            |     |
|----------------------------|-----|
| Career and Transfer Center | N/A |
|----------------------------|-----|

|                     |     |
|---------------------|-----|
| CARES Mental Health | N/A |
|---------------------|-----|

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)

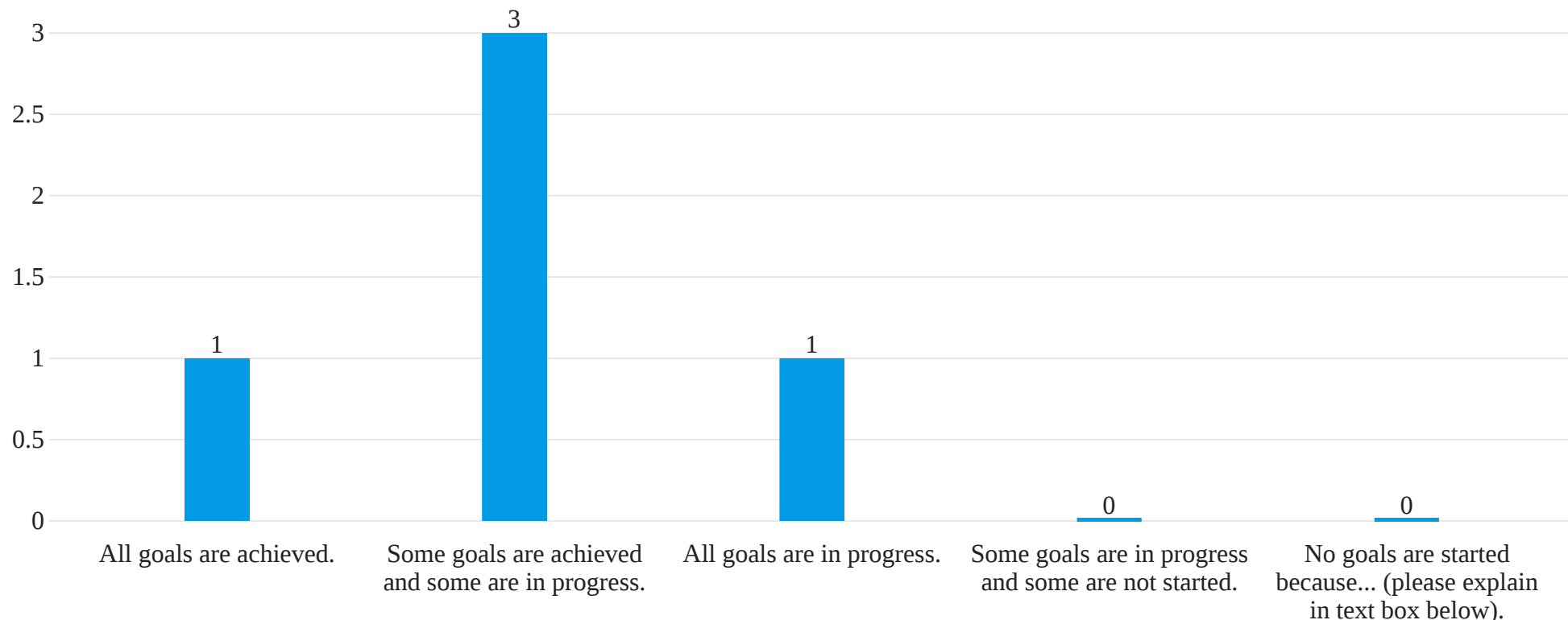
|                    |  |
|--------------------|--|
| General Counseling | <ol style="list-style-type: none"> <li data-bbox="558 659 1409 686">3. Adequate staffing (both classified professionals and counselors)</li> <li data-bbox="558 751 1961 829">4. Creating a welcoming environment for students through re-branding of Online Services to Welcome Center and Assessment Center to New Student Support Center</li> </ol> |
|--------------------|--|

|                             |     |
|-----------------------------|-----|
| Peer Guide Support Services | N/A |
|-----------------------------|-----|

|                       |     |
|-----------------------|-----|
| Psychology Counseling | N/A |
|-----------------------|-----|

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

5 Responses



5 Responses

Name of Program,  
Discipline, Area  
or Service

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

Career and Transfer  
Center

N/A

CARES Mental  
Health

N/A

General Counseling      N/A

Peer Guide Support  
Services                      N/A

Psychology  
Counseling                  N/A

Name of Program,  
Discipline, Area  
or Service

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

\*Achieved. In addition to the updates last year, had a lot of opportunity to partner with colleagues in Special Programs to build transfer counselor knowledge to better support students through transfer process such as:

-UC TAP to TAG Workshops for EOPS students and train EOPS counselor in the process

-UC Berkeley Transfer Workshop with Movement presented by UC Berkeley Undergraduate Admissions who is a Chabot graduate so students can see themselves in the presenter who is one of their own.

-Dialoguing with Special Program colleagues in ACE/DSRC, Guardian Scholars, CalWorks to better understand transfer barriers experienced and mutually support each other and how to leverage each other's areas and resources to support the student.

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

\*Achieved. This is an ongoing goal but the focus changes with each new PAR cycle. In addition to the updates last year, this cycle, we were able to:

-Modify the Transfer Students and Financial Aid awards workshop to reflect updated sample financial aid awards.

-Was able to ask CSU East Bay Financial Aid to present to current students during Chabot College Transfer Week to bring to the forefront the idea of transfer financial aid and begin dialoguing around the cost of university and where financial aid offers fit in the transfer process.

Career and Transfer Center

Goal 3: participate in EBCAN to build upon current practices; collaborate with campus and university 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.

\*In addition to the reflections last year, additional achievements include:

-Collaborated with Movement, CalWorks, EOPs to take students to participate in the Chabot-LPC-CSUEB Transfer Friday in October 2022. This allowed Movement to hold another trip to UCB. Two more trips to CSUEB are slated in 23-24 funded by EBCAN.

-Pioneer Day in April 2023: a late afternoon event for recently admitted transfer students. CSUEB Transfer Student Ambassadors were at this event so that's great. My understanding is 40+ admitted students attended, and between bringing their friends, siblings, family, about 80+ people passed through.

-Cross Registration rules for CSUEB were revised so Chabot students can participate earlier in their transfer journey to CSUEB

-Funding provided ways for Transfer Center to purchase application fee waiver codes for students experiencing hardship in submitting the application to the CSU East Bay.

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

\*A career fair was coordinated in fall 2022 and spring 2023 with a total of 344 attendees, 155 in fall 2022 and 189 in spring 2023.

\*Over 90% of the attendees surveyed strongly agreed/agreed that the career fair was useful.

\*22 employers participated in the career fair, the employers and/or their opportunities reflected all the Chabot College learning and career pathways.

Goal 5: Provide career exploration resources, services, and programs for students that are undeclared/undecided in collaboration with the guided pathways.

\*In spring 2023, the Undeclared & Exploring Pathway plan was developed along with the pathway's student success team.

\*Career exploration resources have been added to the Career Center website.

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

Outcomes – The CARES mental health program has provided several trainings to faculty and classified professionals during flex days and throughout the academic years. This has included a detailed flex day presentation on ways best ways to access our services, several Safe Zone trainings on working with the LGBTQ+ community, and Mental Health First Aid trainings. The CARES program plans to continue to offer these types of trainings and wish to develop continued training and support in areas such as access to the Behavioral intervention team, crisis support and Safe Zone train the trainer programs.

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

Outcomes - Our Electronic Medical Record System is live and operational as of October 10th 2023.

Goal 3 - Development of Protocols, Procedures and Intern Handbook

#### CARES Mental Health

Outcomes - We have developed protocols and procedural manual for our interns and trainees that we use for our trainee program annually.

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

Outcomes – The CARES Mental Health Program routinely engages in campus awareness , events and promotion of mental health and wellness with the support of our Wellness Ambassador program. Our Wellness Ambassadors participate in activities such as classroom presentations, campus tabling, wellness outreach days (such as Nutrition Fest, Valentines Wellness Day and Health Fairs). This increase promotion has increased overall student access and referrals to the CARES Mental Health Services.

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

Outcomes – The CARES mental health program has helped to create the behavioral health certificate program (effective Fall 2021) at Chabot College. This certificate is currently being offered to students looking to start their educational journey in a behavior health field. We have also established several MOU's with outside agencies to develop a comprehensive externship program that our student Peer Guides and Wellness Ambassadors can use to support their development into a career of behavioral health.



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.

#### General Counseling

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.

## Goal 1

A dedicated space has been established for the peer guides which is in the lobby of building 700. The space consists of the Peer Guide Support Services Center (in progress to be called the Peer Guide Welcome Desk), room 706, and usage of the space within Online Services.

## Goal 2

Created a training 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 3

A peer guide training manual has been developed and is often reviewed and updated. The manual serves as a source of information for reference, information on protocols, and other operational and employee items for the peer guides to know.

## Peer Guide Support Services

## Goal 4

Peer Mentors have a clear understanding of their role as a mentor. They assume positions of leadership in orientations and trainings for new Peer Interns. Peer Mentors are more involved in the program development.

## Goal 5

Data points have been identified and are collected into a report. Data is entered into 25th Hour CRM. 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)

## Psychology Counseling

In the past year the PSCN program partnered with Castro Valley Adult School to support a cohort of ESL students in the goal of completing their COA in Behavioral Health. In addition, we have worked with the district office to create an apprenticeship program for students interested in Social Work which includes the required classes for the ADT in Social Work and the COA in Behavioral Health. In Fall 23 we have had many CBOs reach out to partner with us in onboarding students interested in Human Services related professions. Our programs have seen an uptick in completion rates in 21-22 and 22-23.

5 Responses

Name of Program,  
Discipline, Area  
or Service

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.

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Career and Transfer Center

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

\*One challenge to trying to put on a transfer student panel to discuss the ups and downs of the transition to the university, including the topic of funding one's transfer education, is the reality that our students are now at the university adjusting to new and demanding university life, and may not be available to participate but we will continue to try!

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

The CARES program has struggled to provide trainings for our interns and trainees. We have established a great internship program to help guide professionals into the field of behavioral health. However, without a full time person to help manage the trainee program we struggle to be able to provide relevant and supportive training for our interns.

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

Though our electronic medical record system is up and working we still need support from IT to interface our program with the My Portal system to help support greater student access to our mental health program. IT has been notified and we hope they will get to this by later this semester.

Goal 3 - Development of Protocols, Procedures and Intern Handbook

#### CARES Mental Health

We have developed an outline for our overall policy and procedures manual for faculty it still needs be edited and reviewed before it is used regularly. We also have a new classified professional on our team and we are looking to add this person's duties to the policy and procedures.

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

We currently do not have a dedicated full time person to help coordinate the Wellness Ambassador program a full time person dedicated to coordinating this program would help with being able to make sure that this program consistently helps to meet this goal.

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

We still need to work on collecting data regarding how many students are participating in the behavioral health certificate program. We need support with coordination of the externship program.

-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.

#### General Counseling

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.

#### Peer Guide Support Services

One challenge is more accurate collection of student engagement data during in-person services. For now, peer guides are self-reporting the data, though during busy hours, they may not accurately account for all the students they engaged with.

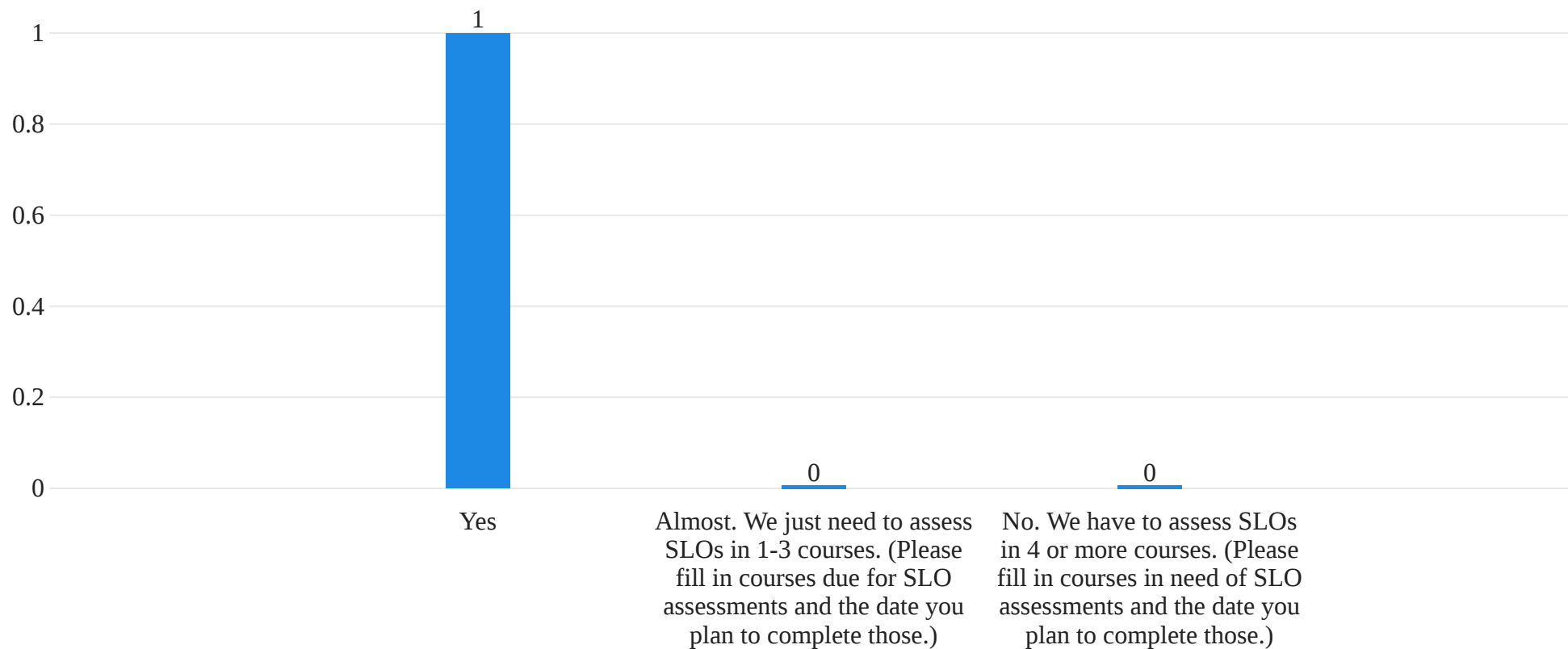
#### Psychology Counseling

We have not yet organized our Advisory Board meeting. The challenges faced for creating that meeting is finding the right CBOs to network with and finding the right Counseling faculty to lead the conversation. Counselors are spread thin in their work which involves much more than instruction and it is difficult to dedicate time to creating the pipelines into our community and updating curriculum to reflect the needs of the community.

## Learning Outcomes Assessment Results (SLOs & PLOs)

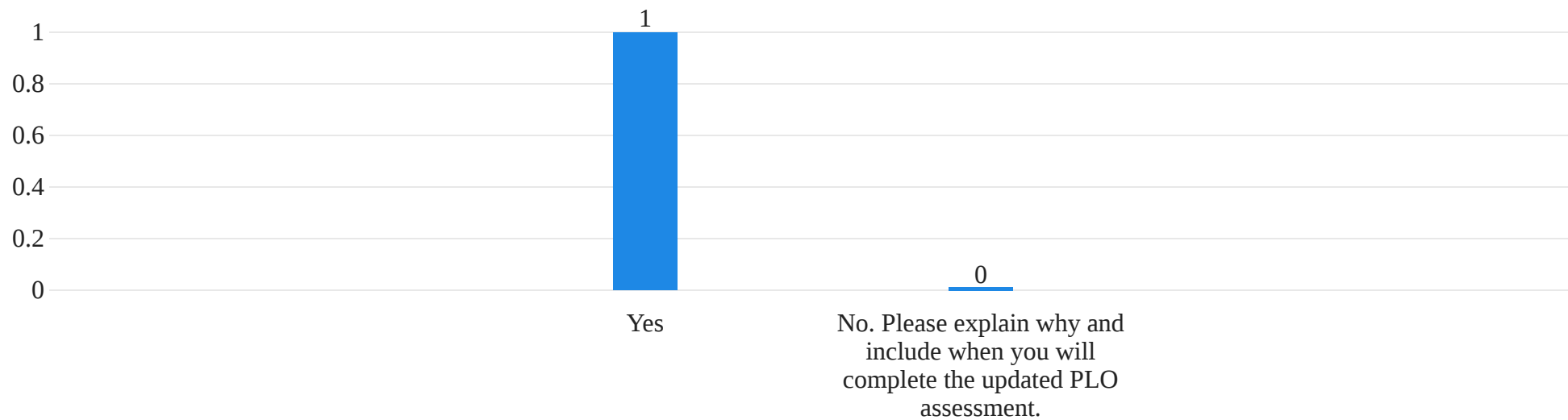
Is the assessment for all SLOs in your program up to date?

1 Responses

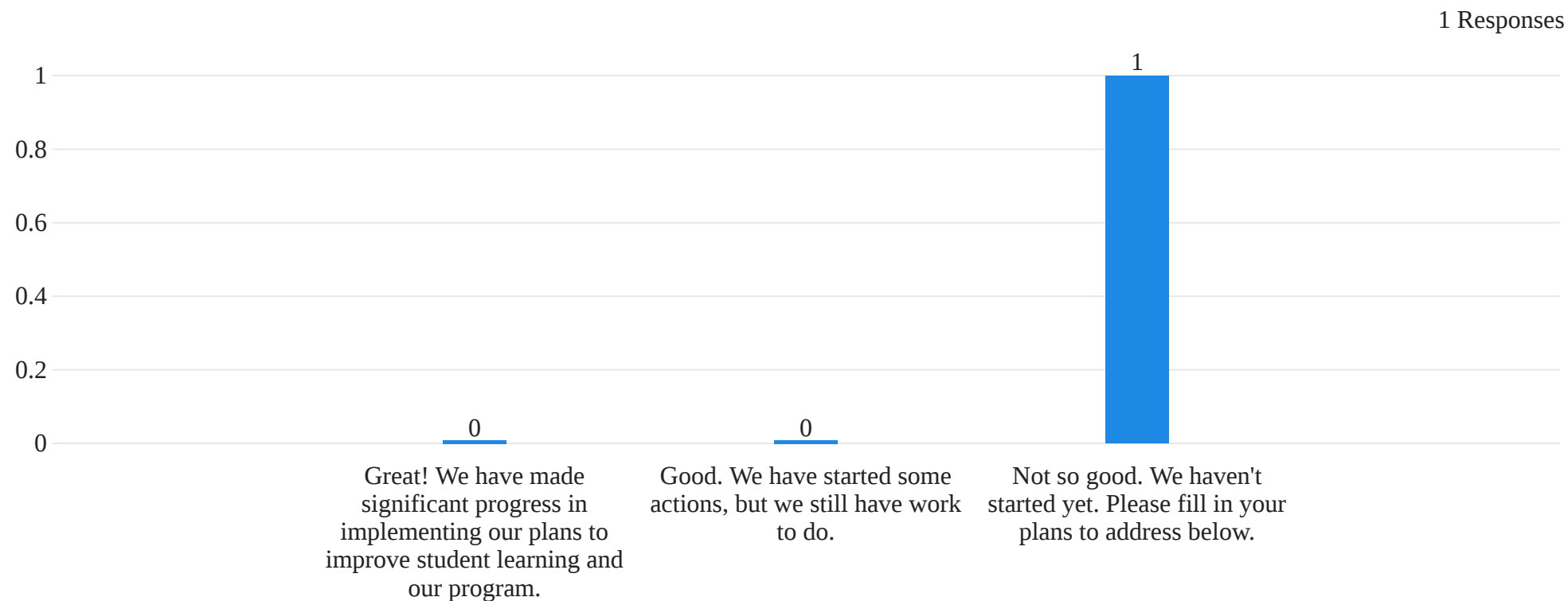


### Is assessment for all PLOs in your program up to date?

1 Responses



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.



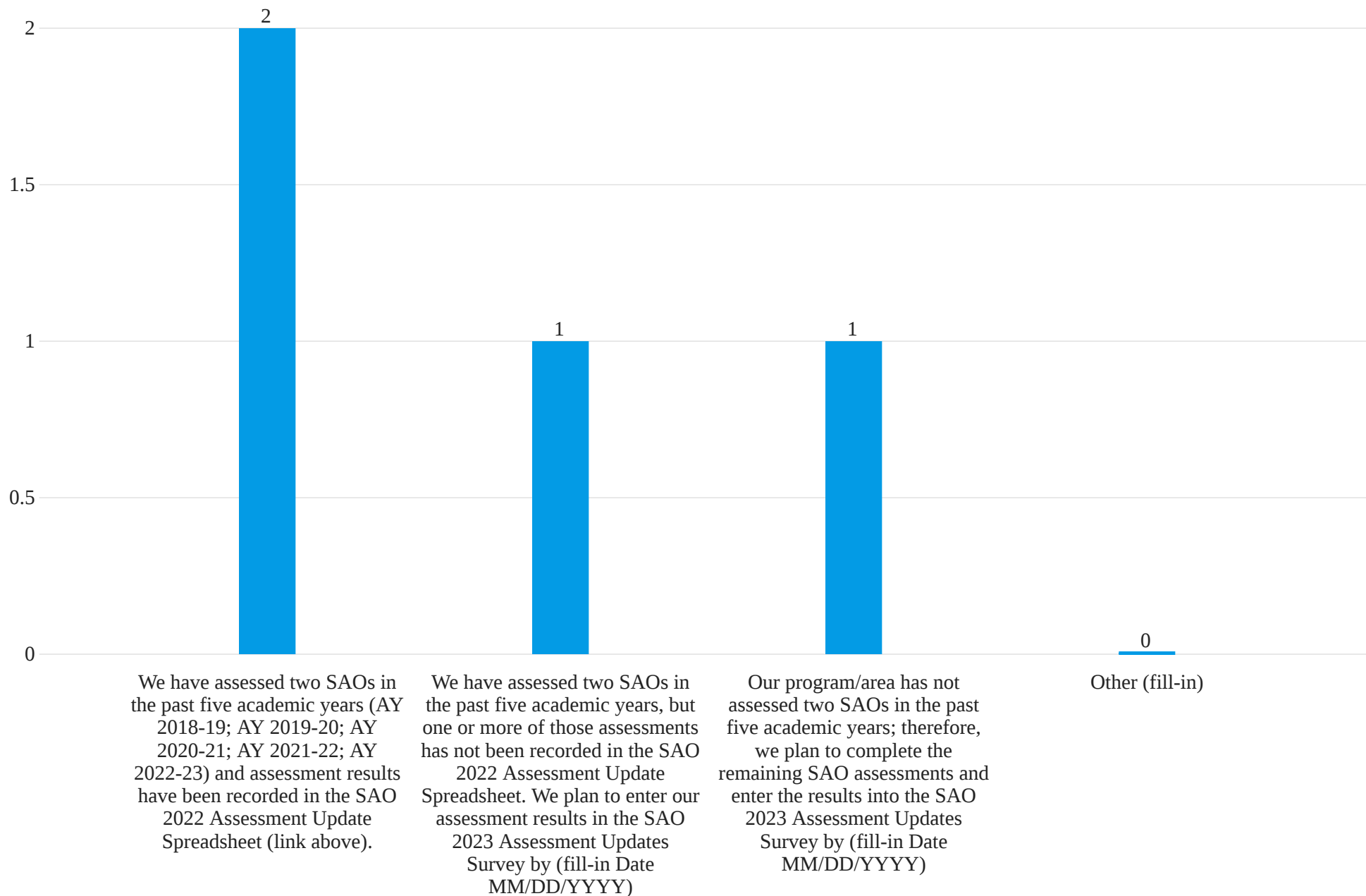


5 Responses

| Name of Program, Discipline, Area or Service | If you selected 'Not so good. We haven't started yet' above, please fill in your plans to address below.        |
|--|---|
| Career and Transfer Center                   | N/A   |
| CARES Mental Health                          | N/A   |
| General Counseling                           | N/A   |
| Peer Guide Support Services                  | N/A   |
| Psychology Counseling                        | We recognize that our SLOs need to be updated to assess more relevant measurable objectives from our curriculum |

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

4 Responses



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)

5 Responses

|  |  |
|--|--|
| Name of Program, Discipline, Area or Service | 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) - Text |
| Career and Transfer Center                   | N/A  |
| CARES Mental Health                          | N/A  |
| General Counseling                           | 12/15/2023   |
| Peer Guide Support Services                  | N/A  |
| Psychology Counseling                        | N/A  |

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)

5 Responses

| Name of Program, Discipline, Area or Service | 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) - Text |
|--|--|
| Career and Transfer Center                   | N/A  |
| CARES Mental Health                          | N/A  |
| General Counseling                           | N/A  |
| Peer Guide Support Services                  | 09/30/2024   |
| Psychology Counseling                        | N/A  |

## Rationales for Resource Requests

5 Responses

| Name of Program, Discipline, Area or Service | Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?   |
|--|---|
| Career and Transfer Center                   | Additional staff support by way of Transfer Center counselors and funding for programming have come from EBCAN funds. Continued funding through EBCAN or the like will help Transfer Center continue to offer services and programs and also support lead Transfer Center Counselor to participate in intersegmental conversations and collaboration working toward smoother transfer experience for our students.  |
| CARES Mental Health                          | To reach our SAO goals we there is a need to augment our SAO assessment to include more data on student participation and engagement with our program. To help achieve both our PAR goals and SAO goals, the CARES team will need more and continued support from IR to document the amount of students who are seeking both our mental health program as well as participating in our educational programs (like the behavioral health certificate program).We also need additional staffing support such as some to coordinate our traineeship program and our Wellness Ambassador program. |

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)

#### General Counseling

#### Peer Guide Support Services

There have been issues with the current CRM and there may be better solutions for systems to use to collect and report data. With the onboarding of CRM Advise, that may be a potential system to consider for collecting data.

Psychology Counseling    None

## Response to Enrollment (Optional Question)

5 Responses

| Name of Program, Discipline, Area or Service | 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?)                   |
|--|---|
| Career and Transfer Center                   | Reduce institutional obstacles (micro barriers) for students and employees. Examine all processes, forms, meetings, committees, and procedures to see what can be eliminated, streamlined, and/or improved with technology. Hypothesis: Doing so may lead to increased retention and productivity.  |
| CARES Mental Health                          | I feel there is a need to provide more hybrid and hyflex opportunities for students on campus. Using data from student participation in the CARES program we have had a good mix of students wanting both in person services and services through zoom. Giving students options seems to be helpful in supporting the individual student in being able to create a learning environment that is best suited for their own personal success. |
| General Counseling                           | 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.  |
| Peer Guide Support Services                  | Ensuring a smooth process for students from application to enrollment is an area seen within Peer Guides that can be improved. Specifically, improving the ease of navigating the website/application, reducing the steps, and creating clear and simple communication on onboarding steps.   |
| Psychology Counseling                        | I think we should be patient and wait for the world to recover from a world wide pandemic. We need to ensure that our campus is as easy to access as the other 116 community colleges in California since students are now savvy and can jump to another CCC that has easier onboarding and ready communication.  |



## One Thing To Tell President Cooks (Optional Question)

5 Responses

Name of Program,  
Discipline, Area  
or Service

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?

1. Choosing a major/career and navigating university transfer is a complex process which can be stressful, with multiple "cracks" to avoid (even with ADTs). Most students entering Chabot are at some level of exploration as to why they are here and where they might want to go. It's important to reduce shame around this normal developmental process of exploring and provide multiple opportunities for student development and personal support. There is little that will get in the way of a person with intrinsically motivated goals surrounded by caring people.

Career and Transfer  
Center

2. The Chabot College Transfer Center seeks to support students through the transfer process from exploring, applying, to transitioning to the four-year institution so you can achieve and earn your bachelor degree! We provide information, resources, services, and learning opportunities so one can make informed decisions about one's transfer goals and destinations. The Transfer Center serves as a resource for the campus, collaborating across our campus community and externally with university partners to provide students transfer bound experiences and work together to reduce barriers in the mechanics of transferring.

3. The Chabot College Career Center supports students who are exploring majors/careers and/or seeking an internship or job. We provide information, resources, services, and programs/events for students while managing employer connections and career opportunities to be accessible for students. The center supports and works collaboratively with our campus community.

CARES Mental  
Health

CARES is doing great but could use more resources including another full time mental health clinician that can support and coordinate our traineeship and Wellness Ambassador programs. Though we have recently established the CARES center for mental health support in the 700 building, space is still a need as we would like to hire more clinicians to be able to serve more students. These clinicians will need more office space to be able to see students.

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.

General Counseling

Peer Guide Support  
Services

Our program/area is on the ground floor working with prospective, new, and returning students and we have a strong perspective of what it means to help a student from application to enrollment as we assist them in navigating through the college systems.

Psychology  
Counseling

N/A