

Division: Counseling

Name of Program/Area and Contributors

6 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template did you fill out?
Career and Transfer Center	Frances Fon, John Salangsang	Student Services/Administrative Services/Office of the President
CARES Mental Health	David Irving, MFT	Student Services/Administrative Services/Office of the President
General Counseling	Benjamin Barboza, Wafa Ali, Fufang Wei, Emmanuel Lopez, Heather Oshiro	Student Services/Administrative Services/Office of the President
New Student Support Center	Katrin Field	Student Services/Administrative Services/Office of the President
Psychology Counseling	Dara Greene	Academic Services
Welcome Center	Karen Metcalf	Student Services/Administrative Services/Office of the President

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2024-25

6 Responses

Name of Program/Area	Consider equity first.	Support and prioritize getting off “hold harmless” for the short- and long-term financial health of the college.	Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs.	Develop college ‘materials’ to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various “new” technologies.	IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district.	Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support.
Career and Transfer Center	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Some Progress	Some Progress
CARES Mental Health	Minimal Progress	Some Progress	Some Progress	Some Progress	Some Progress	Minimal Progress
General Counseling	Some Progress	Some Progress	Minimal Progress	Some Progress	No Progress	I don’t know/ Too early to tell
New Student Support Center	Minimal Progress	Some Progress	Some Progress	Minimal Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell
Psychology Counseling	Some Progress	Substantial Progress	Minimal Progress	Substantial Progress	Some Progress	Some Progress
Welcome Center	Minimal Progress	Some Progress	Some Progress	Minimal Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell

6 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
New Student Support Center	#2: Getting off “hold harmless” requires adequate staffing in areas like Financial Aid, Admissions & Records and Student Services. These departments are understaffed and vacancies are not filled at a timely manner.
Psychology Counseling	N/A
Welcome Center	In holding to the accreditation standards adequate staffing is critical and is currently lacking at this institution.

6 Responses

Name of Program/Area	Question: If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
New Student Support Center	#1 While we continue working to close equity gaps among our student populations, we must also confront the persistent inequities within our own institution—among management, faculty, and classified professionals. Significant disparities remain in areas such as compensation, recognition, workload, and decision-making authority. Faculty and administrators often have greater access to professional development opportunities than classified professionals, despite the fact that classified professionals perform essential roles that keep our college running smoothly. Classified members face limited autonomy, fewer opportunities for career advancement, micromanagement and increased workloads caused by persistent staffing shortages. These systemic imbalances have created a two-tiered structure that fosters resentment, undermines morale, and hampers our collective ability to serve students effectively. To truly embody the values of equity and inclusion in our institution, we must acknowledge this situation and implement intentional, transparent policies that recognize and elevate the contributions of all employee groups—ensuring fair access to opportunities, resources, and professional growth across the board. 115515

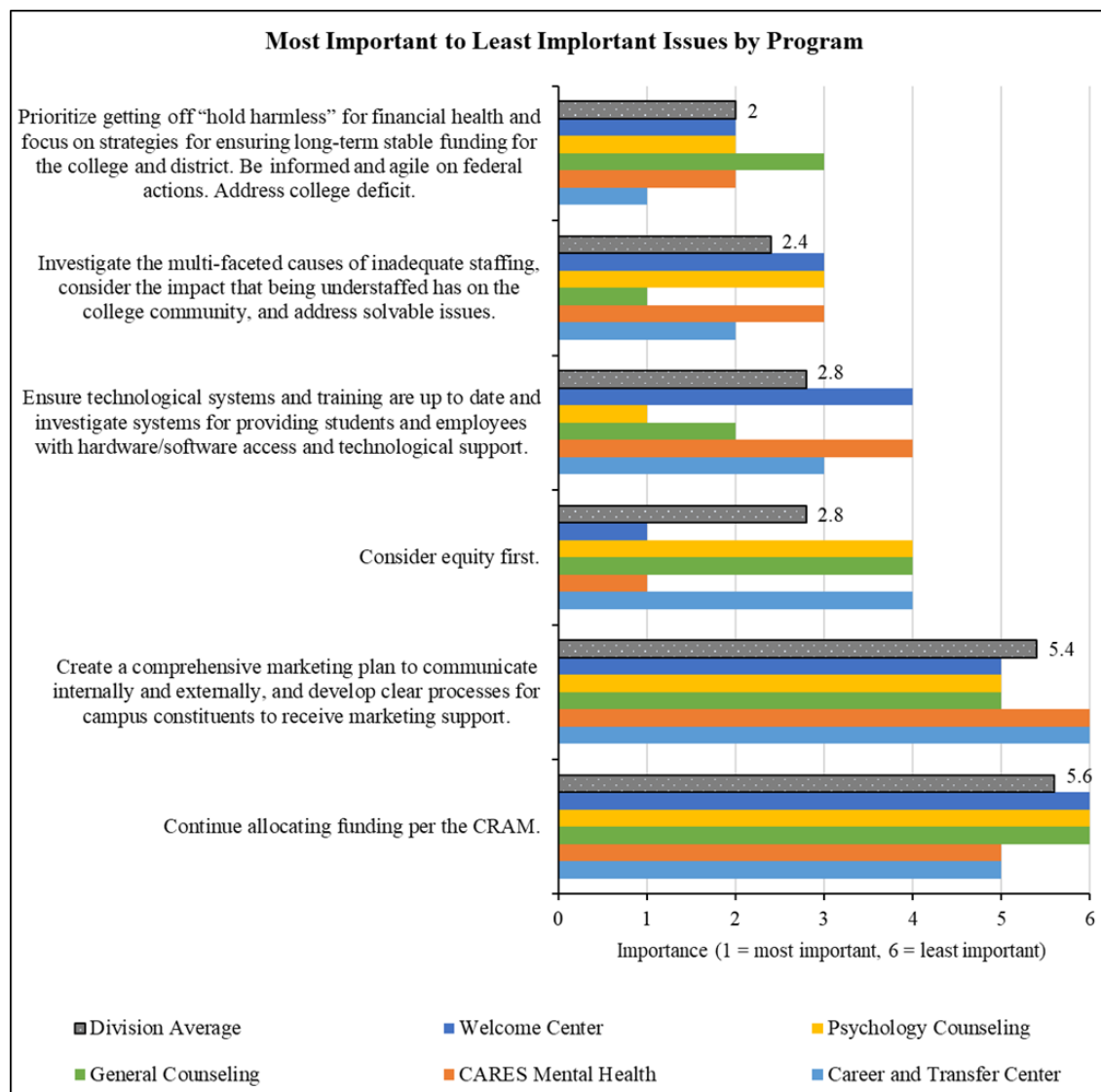
Psychology
Counseling

N/A

Welcome
Center

Number one: Equity must be the first and primary focus to ensure student success. Equity is vital to all groups on campus. Classified Professionals must be treated fairly and equitably as our students, faculty and management; as they are “boots on the ground” with our students and ensuring they are successful and have all of the resources they need to complete their academic journeys. Acknowledgement of this continuing challenge of equity across all groups on campus must be the first step in the consideration of Equity First!

Rank the Annual Priorities for the 2025–26 Academic Year



6 Responses

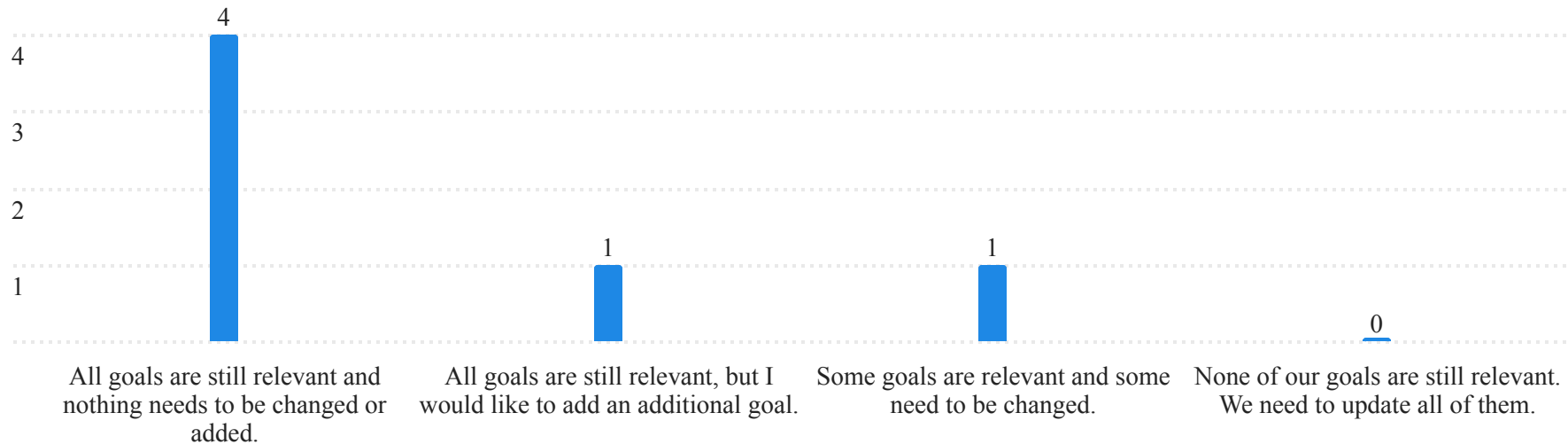
Name of Program/Area	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
New Student Support Center	N/A
Psychology Counseling	N/A
Welcome Center	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that you have two years left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

6 Responses



6 Responses

Name of Program/Area	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
New Student Support Center	The New Student Support Center was established in Fall 2024 and did not submit a PAR that year.
Welcome Center	N/A
Psychology Counseling	N/A
General Counseling	N/A
CARES Mental Health	N/A
Career and Transfer Center	N/A

Name of Program/Area	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text
Career and Transfer Center	Change needs to be made for Goal #1: Provide career exploration resources, services, and programs for students that are undeclared/undecided in collaboration with the guided pathways. Career exploration resources can include student access to career information or career opportunities. Originally, the goal was focused on collaboration with the Undeclared & Exploring Pathway, but that pathway will be going away. Therefore, Goal #1 can be changed to the following: Provide career exploration resources and guidance for students that are undeclared/undecided. Regarding this goal's education master plan (EMP) alignment, it aligns with equity, access, pedagogy and praxis, academic and career success, and community and partnerships. This goal targets all students. Lastly, this goal targets improvement in SCFF metrics by leading to improvements in degree or certificate completion and/or transfer. Originally, the expected outputs or outcomes were the following: Create a workshop for undeclared/undecided students that has been reviewed by counseling colleagues for feedback. Facilitate the workshop at least once per semester. Data collection will consist of # of students served including demographic information. With the change in goal #1, change the expected outputs or outcomes to the following: Develop an undecided students resource guide as a webpage on the Career Center website. This webpage will include tips on deciding on a career and education goal as well as links to resources and services. This guide will be shared to counselors and guided pathways student success teams to be able to share with their undecided students. Goal 3: Keep goal 3 Update Output to: Bring UC Berkeley Community College Transfer Services to classrooms like FYE, Special Programs Revise Goal 4 to: Launch a CSU/UC Transfer Planner campaign to get students into the planner. Update Output to: Bring session to two cohorts/classrooms or offer two workshops for the 25-26 school year.
CARES Mental Health	N/A
General Counseling	N/A

New
Student
Support
Center

N/A

Psychology
Counseling

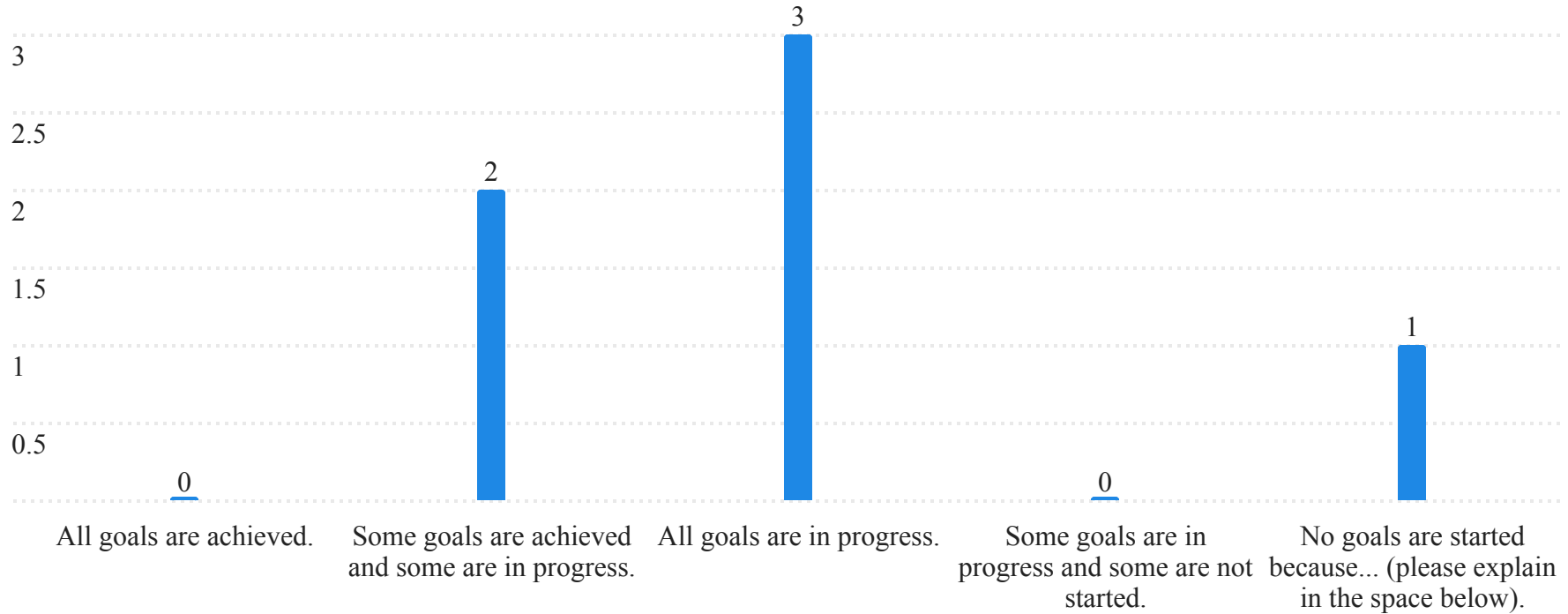
N/A

Welcome
Center

N/A

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

6 Responses



Reflections on Achievement and Challenges:

6 Responses

Name of Program/Area	Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.
Career and Transfer Center	For goal 3: UCB CCTS has been able to make classroom visits to: FYE STEM, FYE Social Science, EOPS, and slated to visit Movement and Puente. In Spring 2026, the hope is to align schedules and aim to visit more classrooms and programs like Umoja and MESA.
	Post for 1 possibly two new part time clinicians. One for LGBTQ+ students and another possibly for the HCAI grant – We have posted this job description and are actively engaged in finding a part-time clinician to serve the LGBTQ+ community on campus
CARES Mental Health	Help secure funding for our current part-time clinicians by seeking support from other categorical funds – CARES has reached out to different organizations on campus to be able to use braided funding to increase our services to students. The funds we have looked into are the LGBTQ+ categorical funds and we have reached out and asked for support from student success and equity. Develop Guidelines and Materials to Support Equitable Outreach & Hiring and onboarding practices, orientation and training Materials – We are currently working on redeveloping our onboarding materials for trainees. As well as, developing a policy and procedure manual for all CARES clinicians.

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

We are continuing to integrate the Guided Pathways model by aligning counseling practices, communication, and services around pathway specific student needs. We have made significant progress in the STEM Pathway with the support of the HSI STEM Grant Funding and the counseling pathway leadership, having a designated STEM Center. We have also strengthened collaboration among counselors assigned to pathways through targeted professional development, such as pathway focused training, First Semester Planning Sessions (FSPS), and SOAR Day activities. Additionally, we are establishing clear roles and communication processes within Student Success Teams to promote consistency, equity, and holistic student support across all pathways.

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

We are working towards enhancing the student experience by streamlining appointment scheduling, intake, and screening systems. We are continuing to build upon ongoing efforts to refine the screening process, conducting pathway counseling focused outreach and increasing functionality within ESARS (i.e. text reminders to students). We are working towards greater coordination between counselors, classified professionals, and the Dean to ensure data-informed decision-making, scheduling, and efficient distribution of counseling resources across all service areas.

Goal # 3 Adequate staffing (both classified professionals and counselors)

General Counseling

We are working hard to ensure adequate staffing to support student access and high quality counseling services. Our goal in our division is to focus on strengthening both classified professional and counselor staffing to maintain efficient services and positive holistic counseling experience for students.

With the recent resignation of a CAII (classified scheduler) and two unfilled vacancies (career transfer center and peer guide/welcome center), the division will prioritize classified staffing to ensure we provide continuity of counseling services.

There has been an outpouring of support around the need for coordination of outreach, onboarding, and classified support for our pathway student success teams (SST's). General Counseling program reviews for many years have advocated for outreach and retention classified support. This year General Counseling is specifically advocating for an outreach coordinator position and retention specialist position.

Two part-time counselors were hired to support SOAR and onboarding coordination, which will allow previous full-time counselors working on SOAR to re-allocate this time back towards working with students. Because of the dire need for classified support in our division, general counseling is not requesting any faculty positions this year even though counselor to student ratios are too high.

Goal # 4 Identify the gaps in Student ed plan completion and ensure that we equitably increasing SEPA's and SEPC's with a holistic counseling approach

General Counseling is working diligently on increasing numbers of completed SEPs. We are leveraging data and providing targeted outreach such as calling and emailing students who were on Academic Probation II, students who have not completed a SEPA or SEPC and students who are close to completion. Additionally, counseling has been piloting new strategies to outreach to disproportionately impacted student groups such as SEP Day (high participation of first generation students). Lastly, our pathway counseling leads are conducting strategic outreach (via email, call campaigns) utilizing data from CRM Advise to invite students within our pathway to make SEP appointments.

New Student Support Center	The transition from Assessment Center to New Student Support Center was successfully completed in Fall 2024. We continue to incorporate assessment services in our center but also offer onboarding assistance to all new, first time in college students. ☐ Application for admission ☐ MyPortal setup ☐ English and Math course selection ☐ ESL assessment ☐ Online orientation ☐ Appointments for planning first semester classes ☐ Hosting first semester planning workshops ☐ Registering for classes ☐ Interdepartmental collaboration with departments like ESL, Financial Aid and A&R ☐ SEP Day organization and support ☐ SOAR planning and high school outreach
Psychology Counseling	Last Spring we updated our PSCN classes to be in alignment with HCAI competencies. We also submitted a new course to curriculum, Intro to Motivational Interviewing which we will offer in AY 2026/2027. We are continuing to work on creating a new COA and we want to update our existing COA and AS degree to reflect our new class and to be stackable with the COA we are creating. We are also working closely with our apprenticeship partner and learning how to manage our classes with students from the apprenticeships needed reserved seats.
Welcome Center	For the first goal: each year the program welcomes new Peer Guides. They shadow the returning Peers as well as receive training and regular check-in's with the coordinator and counselor assistant in the program; in order that they can assist students and community members to the best of their ability. The training and regular check-ins are going well and the new Peers are enthusiastically stepping up to learn more and assist to the best of their ability. For the second goal: The Peers are learning best practice techniques in their customer service and assistance to all students and community members that frequent the Welcome Center/Welcome Desk. For the first goal: each year the program welcomes new Peer Guides. They shadow the returning Peers as well as receive training and regular check-in's with the coordinator and counselor assistant in the program; in order that they can assist students and community members to the best of their ability. The training and regular check-ins are going well and the new Peers are enthusiastically stepping up to learn more and assist to the best of their ability. For the second goal: the Peers are learning best practice techniques in their customer service and assistance to all students and community members that frequent the Welcome Center/Welcome Desk. Another aspect that is going well is the collaboration with other areas; i.e. New Student Support Center, A & R. Fin. Aid. Canvas Support and newly formed collaboration with Chabot In reach, working with the Gladiator Hub on campus tour development.

6 Responses

Name of Program/ Area	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.
Career and Transfer Center	N/A
CARES Mental Health	Post for 1 possibly two new part time clinicians. One for LGBTQ+ students and another possibly for the HCAI grant – It has taken a while to gain a large enough pool of clinicians to interview. Due to decreased staffing over the summer, we could not call and interview over the summer as originally planned. Help secure funding for our current part-time clinicians by seeking support from other categorical funds – Due to the college’s current financial situation there are less funds to seek out for support. Our Clinician supporting Asian American students vacated the position and thus we are getting less supporting funding from the APIEA categorical funds. Develop Guidelines and Materials to Support Equitable Outreach & Hiring and onboarding practices, orientation and training Material – Its taking some time to develop our policy and procedurals manual while still working to meet our client and demand and need.

Challenges

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

We have made significant progress in the STEM Pathway with the support of the HSI STEM Grant Funding and the counseling pathway leadership, having a designated STEM Center. While progress has been made in the STEM pathway, we are still working towards creating systems and structures to implement in all pathways. Without funding to backfill full-time counselors for coordination around pathways, we are continuously operating over capacity.

Another challenge has been technology. The integration of CRM Advise has been helpful, however full functionality has not been realized (i.e. communication tools not yet turned on). We find many data discrepancies and additional targeted training is needed.

While we have had more collaboration with instructional faculty has been improving in regard to guided pathways, more is needed and it is challenging to balance this with competing priorities (increasing SEPs, learning new technology, etc.)

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

General
Counseling Unfortunately, the lack of adequate staffing has been a continuous challenge which leads to difficulties screening students, implementing new technologies and providing adequate access to counselors. For example, the limitations with the SARS technology contribute to student challenges with booking accurate and appropriate appointments.

Goal # 3 Adequate staffing (both classified professionals and counselors)

Unfortunately, we had a resignation for the Counseling Assistant II Position that was recently hired in 2023 and we have not been able to rehire. Additionally, we are still down two full time counselor positions to replace the counselors who left to serve as our Dean and who moved to special programs. Additionally, we were not allotted any new positions which leads to challenges in maintaining current levels for students. With 5 different centers to support students (Career & Transfer, New Student Support, Welcome Center, CARES Mental Health and Counseling), General Counseling is a Division with only 6 full time classified professionals.

While we would like to expand our services, it remains a struggle because of staffing levels. While counselors have many ideas on orchestrating better ways to serve disproportionately impacted students such as students on academic/progress probation, first generation college students and our general student population having lack of adequate staffing remains a top priority to rectify.

Goal # 4 Identify the gaps in Student ed plan completion and ensure that we equitably increase SEPA's and SEPC's with a holistic counseling approach

Due to the various campus roles counselors serve on such as online orientation, probation, multiple pathway leads, PSCN coordinator, International Student coordinator, training/internship coordinator, articulation, transfer, career, mental health, full time counselor capacity limits our direct student contact. This creates a challenge for counselors to provide SEP's for all new and continuing students while supporting the campus with a myriad of coordination duties.

New Student
Support
Center

The New Student Support Center needs a coordinator. I am submitting this partial PAR for our center as a place holder for the next comprehensive review.

Psychology
Counseling

The demand for Human Services related programs is growing in the community. We now have a pathway connected specifically to our programs and there is a couple of new apprenticeship programs that are in the pipeline that will utilize PSCN classes. Trying to create discipline plans that represent the needs of the various programs is challenging and making sure we offer the needed classes at the requested times for the apprenticeship students requires a lot of attention to detail and communication across various groups. It can be challenging to hold spaces for apprenticeship students and then find out at a late date that the numbers of seats needs have changed and that affects our enrollment. Greater alignment and communication with the district apprenticeship programs is needed.

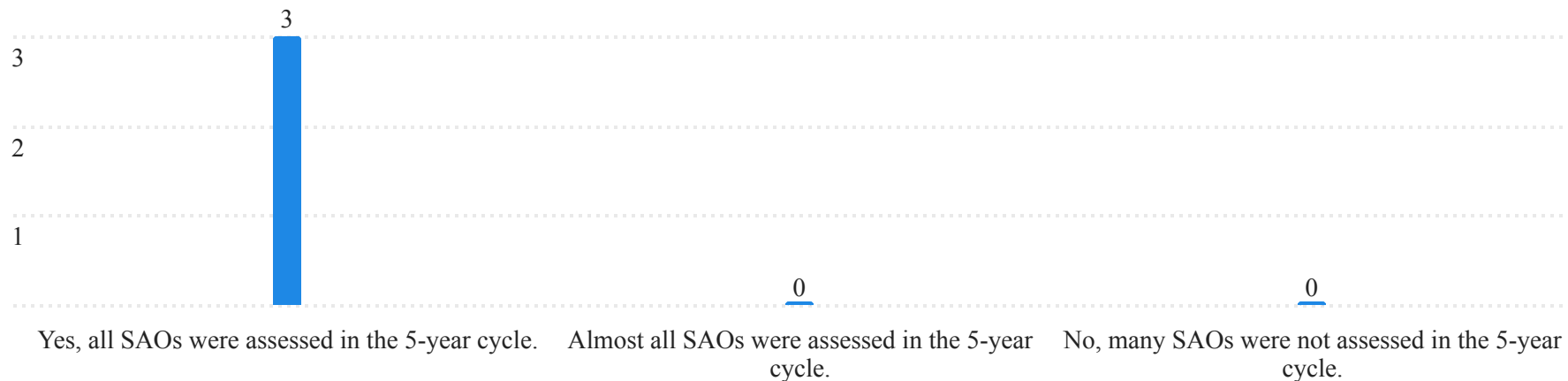
Welcome
Center

Tracking challenges in tech capability of collecting data on students or community members accessing services of the Welcome Center and the Welcome Desk. Another challenge is adequate staffing for the hours required for the Welcome Center to be open, providing assistance to students.

Service Area Outcomes (SAOs)

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

3 Responses



6 Responses

Name of Program/Area	Question: If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
New Student Support Center	The New Student Support Center was just recently established in fall 2024.
Psychology Counseling	N/A
Welcome Center	This is just the second year for a PAR review for the Welcome Center.

Rationales for Resource Requests

6 Responses

Name
of
Program/Area

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?

The Transfer side of the Career/Transfer Center has one full-time counselor/instructor and two part-time counselor colleagues amounting to 16.5 hours. There is a vacancy for a Counseling Assistant II and a vacancy for a classified program coordinator for the center. As part-time counselors are compensated better at D hour (counseling rate) than F hour (non-counseling rate), the focus of part-time Transfer Center counselors is seeing students. Between the three of us, the full-time counselor/instructor schedules appointments for students who want to see a counselor (because eSARS is not working yet for us), handles the scheduling and hosting (securing guest parking permits) and office/room assignment for the university representative visits, and manages event logistics and hospitality for university transfer fairs (because the Transfer Center is missing a classified Program Coordinator and a Counseling Assistant II). Because the center does not have a coordinator nor counseling assistant, supporting students with creating application accounts and navigating these platforms has begun to fall on the Transfer counselors. There is the beginnings of coordination and collaboration with newly hired Peer Guides to receive training to potentially help students with their university applications, so that is a gain, even if it's unideal timing (applications have been going on since the beginning of August and intensifies in October through December 1; transfer is very technical and it takes time to learn in order to inform good judgment on how best to assist student; Spring is a better time to train because Fall semester just runs). Not having a permanent full-time classified coordinator/specialist/assistant to coordinate routing programs and services; have expertise on transfer applications and processes; and manage center operations like university rep scheduling is a strain on counseling faculty who teach, counsel, develop and run workshops, and are sought out to provide case consultation, input, training, materials, and more for colleagues/pathways/campus. For reference, sister college Las Positas College, has one full-time classified coordinator for career and one full-time classified coordinator for Transfer. Applications to universities and transfer tasks take place every single month of the year with the greatest intensity in August (because we are a big feeder school to CSUEB for Spring transfer) and the Fall semester (October - December 1 are CSU & UC application seasons). The Transfer Center can't adequately and comprehensively run its program with roughly the sum of 1.5 counseling faculty across 10 months of the year.

Career and
Transfer
Center

The Transfer program can benefit from a classified program coordinator to share a load of Transfer Center program operations and coordination, especially as it pertains to connecting students and campus units (special programs, pathways, affinity centers/groups) with the universities for transfer exploration, connection, and foster belonging earlier in the transfer journey.

This coordinator could collaboratively partner with others to develop, coordinate, and execute on-campus and virtual programming provided by universities such as Transfer Day, Tabling Thursdays, club visit talks, virtual watch parties in Room 758, mini-Transfer Days, one-on-one advising on-campus or help students meet with their rep virtually in an open office, as available. Programming could be organized in generality, by majors not available at Chabot, schools not close to Chabot (e.g. HBCUs, soCal, specialty schools) in partnership with student clubs, student senate, by discipline/pathway (THIS has so much potential because in addition to the systemwide Transfer Day, there is potential for themed Transfer Days by pathways someday, or instead of transfer fairs and career fairs by itself, would there be a day where a career and transfer fair themed by pathways benefit our campus/students?), etc.. When funding allows for field trips to universities, this coordinator would see field trips through to fruition - from forms, budget, collaboration, registration, to going on the trip.

Basically, instead of waiting for schools to reach out to make visits to the Transfer Center, this team member would help build out this aspect of the Transfer Center program by proactively engaging with university partners to strategically offer exploration and connection opportunities for Chabot students, and do the work of partnering and collaborating with internal programs/pathways/clubs/instructors to develop programming, garner attendance, complement efforts, and round out offerings for the college.

CSU East Bay-focused events like representative visits, field trips, CSU East Bay day, and Pioneer Admitted Day serve the 38%, which is really wonderful, but insufficient for the 62% of our students who, ultimately, transfer to a non-CSUEB campus and some quite far away. It is unclear which portion of our students end up at CSUEB by choice or because they aren't provided opportunities to explore, consider, and envision transfer feasibility elsewhere, and in order for students to see this as viable, they need to be provided opportunities throughout the year to engage with potential schools/programs. As a matter of equity and excellence, Chabot College and the Transfer Center should not just be known for helping students transfer to CSU East Bay, but to schools students aspire to attend. If there are means to add a team member who can work for Transfer and not a specific university or initiative, the Transfer Center can continue to be known for helping students transfer CSU East Bay and a multitude of outstanding universities.

CARES

Mental Health PAR goal 1 will need more resources

General Counseling

Goals 1, 2 and 3 will need additional resources to complete the desired outcomes. We would like to request for CA II, Outreach Coordinator and a Retention Specialist.

New Student Support Center

The New Student Support Center needs a coordinator.

Psychology Counseling

We are not at the point where we need additional resources in planning, offering and assessing PSCN classes.

Welcome Center

adequate staffing

Optional: Campus-Wide Reflection on Current Issues

6 Responses

Name of Program/Area	Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?
Career and Transfer Center	N/A
CARES Mental Health	One challenge that I anticipate will be how the CARES mental health will service students during the longer winter session.
General Counseling	As counselors, we think the block scheduling can help with course offerings for students. A 16 week semester may assist students with their motivation and persistence and provide an opportunity to have more engagement in campus life. What may be challenging can be the high unit courses and/or those with labs that may encounter scheduling challenges with the current resources available (i.e. labs, classrooms, etc.) In counseling we are beginning to have the conversations on how we can best support our students through the consolidated calendar.
New Student Support Center	Adequate staffing to avoid employee burnout is the #1 concern that comes to mind.

Psychology
Counseling

PSCN has typically offered late start classes. We have found the shorter weeks to be of benefit to our students so we feel that the 16 week semester will be of benefit for students in our program. The bigger challenge we face is when we offer half term classes. I am not sure how students will respond to a half term class that is less than 9 weeks long. We may not offer half term classes at the beginning of the compressed calendar.

Welcome
Center

Adequate staffing to prevent employee burnout which impedes student success.