Division: Counseling

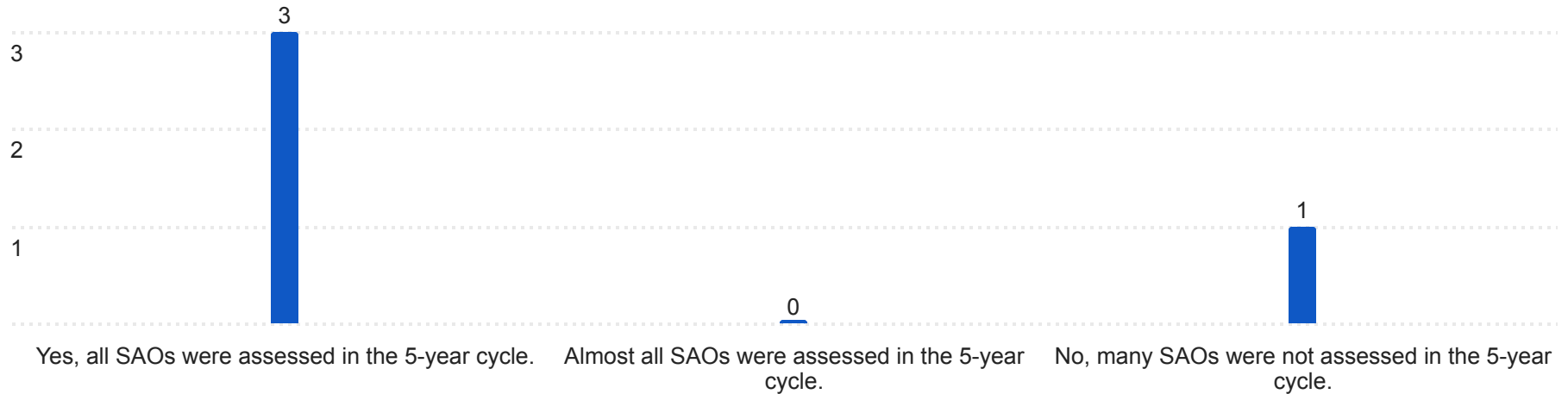## Name of Program/Area and Contributors

4 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	John Salangsang, Margarita Baez	Student Services/Administrative Services/Office of the President
CARES Mental Health	David Irving, Juztino Panella, Sadie Ashraf	Student Services/Administrative Services/Office of the President
General Counseling	Brenda Dominguez, Sadie Ashraf, Antonio Gomez, Benjamin Barboza, Celia Rodriguez, David Irving, Emmanuel Lopez, Heather Oshiro, Jasmine Garcia, John Salangsang, Juztino Panella, Katie Messina-Silva, Karen Metcalf, Lanesha Tyler, Margarita Baez, Michelle Reyes, Shannon Stanley, Wafa Ali, Yetunde Osikomaiya	Student Services/Administrative Services/Office of the President
Welcome Center	Karen Metcalf	Student Services/Administrative Services/Office of the President

Responses on Service Area Outcomes for Areas in Your Division

Q4.2 - Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?

4 Responses

Bar chart:
- Yes, all SAOs were assessed in the 5-year cycle. — 3
- Almost all SAOs were assessed in the 5-year cycle. — 0
- No, many SAOs were not assessed in the 5-year cycle. — 1

Explanation for uncompleted SAO assessments in the five-year assessment cycle:

4 Responses

Program/Area Name	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
Welcome Center	New emerging renamed Center with addition of Peer Guides

Responses on Institutional Supports and Barriers

Regarding Your Program or Area

What institutional-level **supports or practices** were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

4 Responses

Program/ Area Name	What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Career and Transfer Center	For the Career Center, we received institutional-level support in helping us market our services and activities such as our Career Center resources, services, and activities (i.e. career fair). We received support from almost all areas within student services, academic services, and the Director of Marketing. For our career fair, we received support with logistical and administrative items related to planning. We received support from Campus Safety, facilities, Student Life, and RPIE. In the Transfer Center, institutional-level support has been instrumental in achieving our PAR goals, SLOs, PLOs, and SAOs while aligning with the college mission. We received valuable assistance in marketing our services and events, such as Transfer Day and Pioneer Day, through collaboration with student services, academic services, and our marketing department, which significantly increased student participation. Funding for initiatives like application fee waivers has also reduced financial barriers for underrepresented students. Additionally, revised cross-registration policies and the presence of CSUEB Transfer Student Ambassadors at events have created a welcoming environment and streamlined pathways for students. Overall, these supports have enhanced our capacity to promote equity and student success.
CARES Mental Health	Being granted the space to establish the CARES Mental Health Center as a one stop shop for students to be able to receive CARES services. We also hired a full-time classified professional to help manage and support the CARES referral system. We also were able to start using our Electronic Medical Record System to help us with data collection.

General Counseling	A number of key institutional supports have been helpful to General Counseling, including: The Guided Pathways team and implementation work happening across campus, the Building 700 rebranding of the welcome area, support for hiring of key positions (counselors and student services Classified Professionals), CRM Advise is in development, has Pathway dashboards, is starting to send out communications to students, and will be extremely helpful to counseling once it is fully operational to provide timely access to data and allow counselors to communicate directly with students, the SARS/Zoom Integration and Microsoft docs/teams have both been helpful technology developments, and a comprehensive counseling services website revision is underway. Counseling collaboration with Marketing to develop postcards, media, student communications. Revision to peer guide program to better connect all student assistants, train, coordinate program. Behavioral health apprentice program; Wellness coaching grant, Chabot has become certified as an institution to offer wellness coaching certification through PSCN courses to grow behavioral health pipeline.
Welcome Center	The support of faculty with the Peer Guides in the counseling division has been fundamental to the success of the Peer Guides as they assist their fellow peers with accessing and understanding various components of the online functionality of the campus. The training provided by counseling faculty has been invaluable to the learning of the Peer Guides, increasing their effectiveness as they assist their peers.

What institutional-level **barriers or challenges** prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

4 Responses

Program/Area Name	What institutional-level barriers or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Career and Transfer Center	For the Career Center, challenges included securing staff to assist with duties toward various functions for the Career Center to offer services, resources, and activities. In spring 2024, we did hire our permanent full-time classified staff, who can now assist with overseeing the functions within the physical space of our Career & Transfer Center, assist with maintaining our student appointment system, and help with our career fair planning. Currently, there are additional areas that can use the support of additional staff such as a dedicated staff member to help with employer relationship management. Similarly, the Transfer Center has faced challenges due to limited funding for staffing and resources, which has restricted our outreach efforts, particularly to underrepresented student populations. However, similar to the Career Center, having hired a full-time classified staff member shared between the Career & Transfer Center has been beneficial. This staffing enhancement will greatly improve our capacity to manage counseling appointments, plan transfer events, and handle the day-to-day operations at the front desk.

CARES Mental Health	Though we have a new CARES Mental Health Center we still do not have enough space for all our clinicians and interns to have office space throughout the week. We cannot expand our intern program without more space and more monetary support. To meet our SLO of providing mental health services to students we need to increase our ability to see students for their mental health needs. This would require hiring more Mental Health Clinicians. Our clinicians are all usually full by the middle of semester. The last barrier is we would like our EMR system to be incorporated with Admissions and Records for easier access to our students' demographic information. This would require support from district IT to help to integrate our systems.
General Counseling	One major challenge continues to be the need for additional staffing (counselors and classified), a need for additional support with onboarding, and consistent, clear messaging to students across all areas, text technology to communicate with students/just-in-time reminders, as well as a need for forms processing technology.
Welcome Center	The challenge has been remaining within the budgetary constraints for the Peer Guides Program as the Peer Guides are requested to staff various events on campus as well as staffing the Welcome Desk and other areas.

Regarding Students in Reaching their Educational Goals

From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep doing**?)

4 Responses

Program /Area Name	From your vantage point, what does Chabot do that is particularly helpful to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should keep doing?)
Career and Transfer Center	Chabot College fosters a strong sense of community within the campus environment that focuses on diversity, equity, and inclusion. Chabot College provides a variety of wraparound services that address students' holistic needs, including resources for basic needs like temporary housing and food security. These efforts create an inclusive environment that not only supports academic success but also promotes overall well-being, making them essential practices we should continue.

CARES Mental Health	We should continue to offer support services to help the overall wellbeing of the student. This includes mental health and physical health services.
General Counseling	Chabot College excels in helping students reach their educational goals through providing holistic counseling, individualized Student Education Plans (that encompass each student's specific goals and path), strong career (including comprehensive career/major exploration support for undeclared students) and transfer support services, and mental health support services. Chabot supports students through the onboarding process, including First Semester Planning Sessions (FSPS). Chabot is working on implementing the Guided Pathways model, developing Student Success Teams, and connecting counselors with each pathway. Chabot Discipline faculty and counselors have partnered together in building Program Maps to help guide students through their educational journey. Chabot has a number of very successful student support programs and learning communities. Chabot peer guide program provides quality training to student assistants so they can assist students in the Welcome & New Student Support Centers, Counseling Center, and Career/Transfer. The auto degree awarding pilot in A&R has greatly benefited students and the college in awarding degrees/certificates students may not have known they were eligible for. Chabot offers great tutoring supports via Learning Connections/STEM center, we have an overall very equity minded campus and faculty, supported by helpful equity focused data from IR regarding persistence, success, and counseling related metrics such as SEP completion and correlation with student success. We are working to strengthen communication and cross-collaboration between General Counseling and Special Programs. Campus and district wide strategic planning for to help increase SEPC completion, support supplemental and success allocation for SCFF.
Welcome Center	Chabot College has a proficient system in place to guide students from applying to the College through preparation to become a student, then onto counseling and to registration. There are Classified Professionals in place in a myriad of roles to ensure student success.

From your vantage point, what does Chabot do or NOT do that is a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop doing or change** to better support our students?)

4 Responses

Program/ Area Name	From your vantage point, what does Chabot do or NOT do that is a hindrance to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should stop doing or change to better support our students?)

Career and Transfer Center	Technology can be a hindrance and barrier for new and prospective students who struggle navigating our systems to onboard as a student and enroll in courses. This can be especially true for students who have difficulty with technology, returning adults, and English language learners. Another hindrance to students is the lack of services offered in the evening hours. This can negatively impact students who are not available during the day such as our working adult students.
CARES Mental Health	N/A
General Counseling	Chabot College has many strengths, however some of the challenges Chabot students face are limited access to counseling during peak periods, and not enough available counseling hours/semester to provide all essential services to current and new, incoming students (First Semester Planning Sessions, Drop-in, Appointments, including SEPCs). Chabot needs an effective and consistent communication system with students (onboarding, just-in-time student service reminders, SEPs/academic standing, events and services) across campus. Students would benefit from an increase in required core courses needed for degree/transfer (i.e. English, Math, impacted major/major prep courses) that are available at a variety of days/times/modalities. While not Chabot specific, state mandates (928, AB 1705 etc.) have a big impact on students and counseling, required additional training, process/forms creation, and can hinder our ability to deliver appropriate services.
Welcome Center	Some of our students are fully capable of matriculating through the required steps to obtain the resources and support needed to be successful; many of our students need additional support and assistance to reach their academic goals. This means that there must be student services that are fully equipped with adequate staffing to assist students as they matriculate through the somewhat lengthy processes of the College toward the successful outcomes they desire. There are areas in student services that are understaffed and this limits the assistance available to students.

Responses on Equity in Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

4 Responses

Program/ Area Name	What barriers, if any, make it difficult for students to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group.
Career and Transfer Center	Our services are typically offered in the daytime, therefore, students who are not available during those hours (ex. they work full-time in the day), may not have access to our various services and activities. Although, to augment that, we ensure we have many resources online on our website that students can access at any time of the day such as resource guides that explain the transfer process.
CARES Mental Health	The main barrier is that we do not have enough clinicians to support the students' needs on this campus. We also need to increase outreach services to let students know about our services
General Counseling	During peak periods (first two weeks of semester, registration), access to counseling services is impacted, and students often face long wait times for drop-in and/or priority appointments. Many first generation college students are not as familiar with college systems and processes, and may not know they need to complete core services/registration prior to the start of the semester/registration period, and sometimes come the first day/week of the semester/registration period wanting to get into classes and encounter long wait times for counseling services and priority classes (such as English and Math) may be filled already. Due to lack of permanent staffing at counseling front desk (we've have been relying on part-time temps for last two years), there has been limited capacity/delays in assisting students, supporting drop-in, scheduling appointments, and answering phones.
Welcome Center	The Welcome Center and the Peer Guides are available to students. The barrier that exists is mostly budgetary. Limited funding for the Peer Guides is a barrier, although they are requested from other departments to support events that ensure student success. Also, understaffing is always a barrier.

Can students access your services: 1) during the day or 2) in the late afternoon/evening/ weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

4 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Career and Transfer Center	Our students can access our services at the Career & Transfer Center during the day and in the late afternoon. We do have resources available online on our website for students to be able to access in the evenings or on the weekends.
CARES Mental Health	Students can access our services everyday M-F from 9am to 5pm. 2) We have two days a week where we offer late afternoon appointments. 3) We provide teletherapy services on request. To increase evening services, we would need to hire more clinicians and more interns.
General Counseling	General Counseling is currently open M-F 9-5 with two days of evening hours until 7pm (will be reduced to one evening/week in Sp 25), appointments and drop-ins are available in-person, online (via zoom), or via phone. Students can come in person or call to access services. There is a zoom link on the website to access online drop-in. Additional staffing is needed to provide additional hours/modalities of service.
Welcome Center	Yes, the Welcome Center is open 39 hours per week, with an additional evening hour on Wednesdays. The Peer Guides are available for assistance for 34+ hours per week. There are no online hours at present.

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

4 Responses

Program /Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
Career and Transfer Center	At the Career & Transfer Center, we have currently had the capacity to meet the needs of our students seeking our services.
CARES Mental Health	Yes, our mental health services have seen a large increase in wait time for students to be seen. At times during the semester a student can wait up to 4 weeks. We have recently expanded our walk-in time to increase student access to services, but we still need more clinicians to decrease our overall wait time.

General Counseling	Counseling services are particularly impacted during the first two weeks of the semester and during registration period, which leads to long wait times for drop-in counseling. Appointments may be scheduled up to two weeks in advance, and can book up quickly, which can lead to wait times for appointments, especially during peak periods. The goal is for all new, incoming students to participate in a First Semester Planning Session (FSPS), and for all continuing students to schedule a counseling appointment to develop a Comprehensive Student Education Plan (SEPC), ideally within the first year. Additionally, drop-in counseling services must be available during open service hours for same-day assistance. In order to provide these services for all current and incoming students, 13,883 Counselor hours/year minimum are needed, and we currently have only 11,140 hours available/year (within General Counseling/STEM), which is a gap of 2,743 additional counselor hours needed per year (equivalent to 3.18 FT counselors). This gap is significant and requires additional staffing. However; we recognize additional staffing is a long term goal, and there are strategies we can continue to utilize in the meantime to maximize current counseling capacity, including: 1) expanding First Semester Planning Sessions (group counseling for new, incoming students, up to 15 students/session), 2) utilizing proactive messaging via CRM Advise to get students who need a Student Education Plan to come in for an appointment during slower periods to decrease the demand on peak periods, 3) utilizing Proactive Follow-up (PFU) hours to address student questions, follow-up, and in-reach, to reduce the impact on drop-in and appointments, and 4) utilize Flex-Assign time, where counselors can use their assignment time to support drop-in during peak periods, 5) Express Reg and On-the-spot counseling pilots for Fa 24 to help with high student demand during peak periods. Additionally, if part-time counselors had more flexibility with scheduling and could work additional hours during peak periods, this could help provide additional support.
Welcome Center	Typically, students do not have to wait to get assistance, unless it is in the critical first two weeks of the semester.

Responses on Staffing Analysis

Trends in staffing:

Program/Area Name	Full-time Faculty	Part-time Faculty	Full-time Classified Professionals	Part-time Permanent or Hourly Classified Professionals	Student Employees	Independent Contractors/Professional Experts
Career and Transfer Center	2	4	1	0	3	0
CARES Mental Health	1.5	3	1	0	4	3
General Counseling	12 in General Counseling + 2 in Mental Health + 2 on leave/sabbatical for Fa 24 = 16	18 (work from 2.5-16 hours/week)	7	3 (only temps to cover vacancies)	12 Peer Guides 4 Wellness Ambassadors 1 Wellness Navigator 1 Student Assistant (CTC-EBCAN)	1 Professional Expert for outreach (grant funded)
Welcome Center	N/A	N/A	N/A	N/A	N/A	N/A

Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?

4 Responses

Program/Area Name	Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
Welcome Center	N/A

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

4 Responses

Program/Area Name	Changes comparison
Career and Transfer Center	Based on the data of Career & Transfer Center student appointments, drop-ins, and workshop attendance, there has been an increase in the number of students served every year.
CARES Mental Health	Our ability to see students has increased over the last three years with our increased staffing.
General Counseling	Dean's Summary will elaborate on data collected and analyzed.

Welcome Center

The number of students needing assistance does not change, as well as the need for increased funding to provide more assistance to students with the aid of Peer Guides.

Compare the representation of traditionally underrepresented populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

4 Responses

Program/ Area Name	Comparison
Career and Transfer Center	Our program/area includes staff from API and Latinx backgrounds, but are lacking representation in African American and White.
CARES Mental Health	The CARES mental health team is a very diverse mental health team including African American, Latinx, Asian American and LGBTQ+ representatives. We also have 2 bilingual clinicians supporting students in Spanish.

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General Counseling	Student Services and Counseling is one of the most diverse areas on campus; however, there is still room for improvement in terms of representation of our student population. For full-time counseling faculty (General, STEM, Career/Transfer), we have the following representation (Black/Af-Amer: 13%, Latinx – 33%, White-33%, Asian/Filipino/PacIslander - 19%, Other/Middle Eastern – 6%), compared with our student population (Black/Af-Amer: 8%, Latinx – 42%, White-17%, Asian/Filipino/PacIslander - 24%), so we still see underrepresentation in our Latinx and API faculty. Our 4 full-time counseling faculty most recently hired have helped improve our departmental representation (2 Latinx, 1 API, 1 Other/Middle Eastern). However, our department is far more diverse and representative than faculty across campus as a whole (IR data from Fa 22 - Black/Af-Amer: 7%, Latinx – 13%, White-58%, Asian/Filipino/PacIslander - 16%)
	Part-time counseling faculty (General, STEM, Career/Transfer/El Centro/Veteran's) (Black/Af-Amer: 24%, Latinx – 38%, White-7%, Asian/Filipino/PacIslander - 21%, Other/Middle Eastern – 10%)
	For full-time Classified: (Black/Af-Amer: 29%, Latinx 43%, White- 14%, Asian/Filipino/PacIslander 14%)
	Full Time Admin: 100% Asian/Filipino/PacIslander
	Overall, we strive to increase our representation of Latinx and Asian/Filipinx/Pacific Islander full-time and part-time counselors and classified professionals in order to best reflect and serve our diverse student population
Welcome Center	The peer guides are a reflection of the student body, as well as the full-time Classified Professional in the Welcome Center.

Responses on Department/Program/Area Needs

Technology

The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
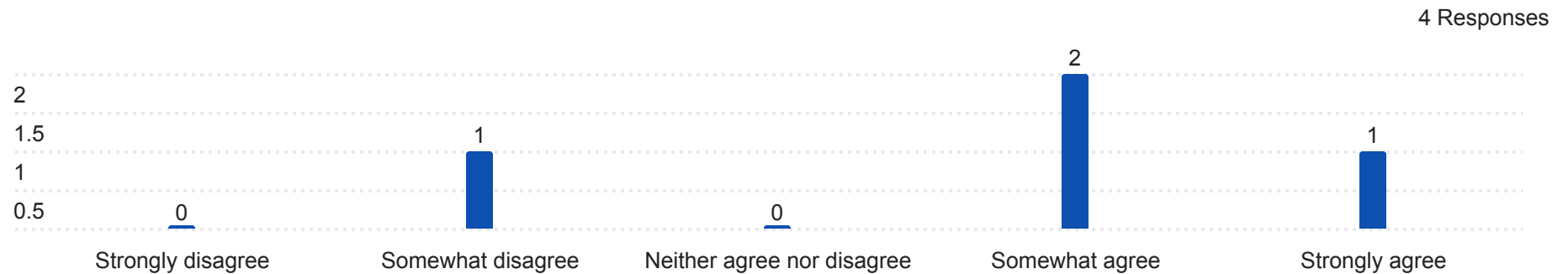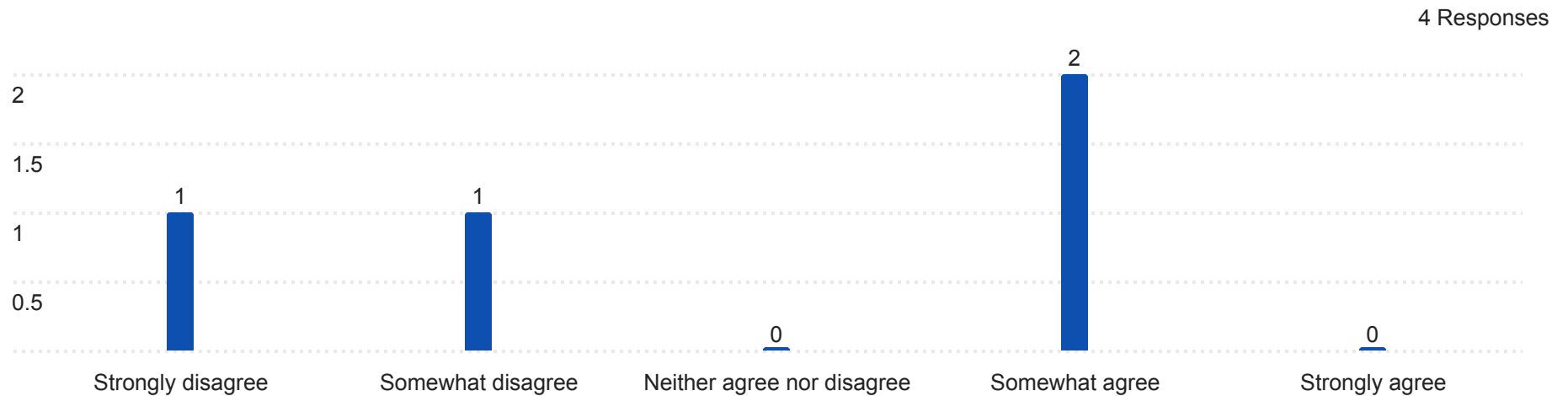
4 Responses

If you strongly disagree or somewhat disagree, please explain.

4 Responses

Program/Area Name	Explanation
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	Needs: fully operational CRM Advise & Recruit, need texting platform to communicate with all students, need forms technology. Need dedicated IT support for SARS and eSARS when there are problems or to change configuration.
Welcome Center	N/A

Facilities

The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

4 Responses

If you strongly disagree or somewhat disagree, please explain.

4 Responses

Program/Area Name	Explaination
Career and Transfer Center	N/A
CARES Mental Health	As mentioned previously, we currently do not have enough space to support our number of clinicians and our growing intern program. Currently we have 1 office in the CARES mental health center. One office in the health center and are using 1 office in the counseling hallway. Our offices are not centralized, making it a little difficult for students to know where to go for support.

General Counseling	Need additional office space for full/part-time counselors in Counseling Center (700) and STEM Center (3906). Additionally, to improve the student experience and access to support downstairs in Bldg 700, the Welcome Center and New Student Support Center needs a door/opening between the two centers.
Welcome Center	N/A