

Fall 2024: VP Student Services PAR Summary Report

Part I: Summary of Deans Summary PARs*

*Summary of Individual Programs not within a division included in Part II

Background Information:

2 Responses

Area/Division Name:

Your Name:

Dean of Counseling

Sadie Ashraf

Dean of Special Programs

Patricia G. Molina

Service Area Outcomes

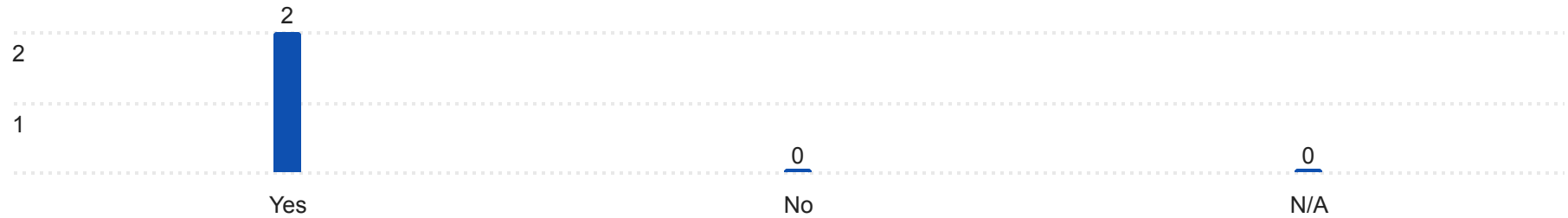
Are there any programs/services/areas with service area outcomes in your division/area?

2 Responses



Have all service areas within your division/area assessed at least two SAOs in the past five years?

2 Responses



Learning Outcomes Assessment Results

Are there any programs/services/areas with student learning outcomes (SLOs) in your division/area?

2 Responses



If yes, is assessment for all SLOs in your division/area up to date?

2 Responses



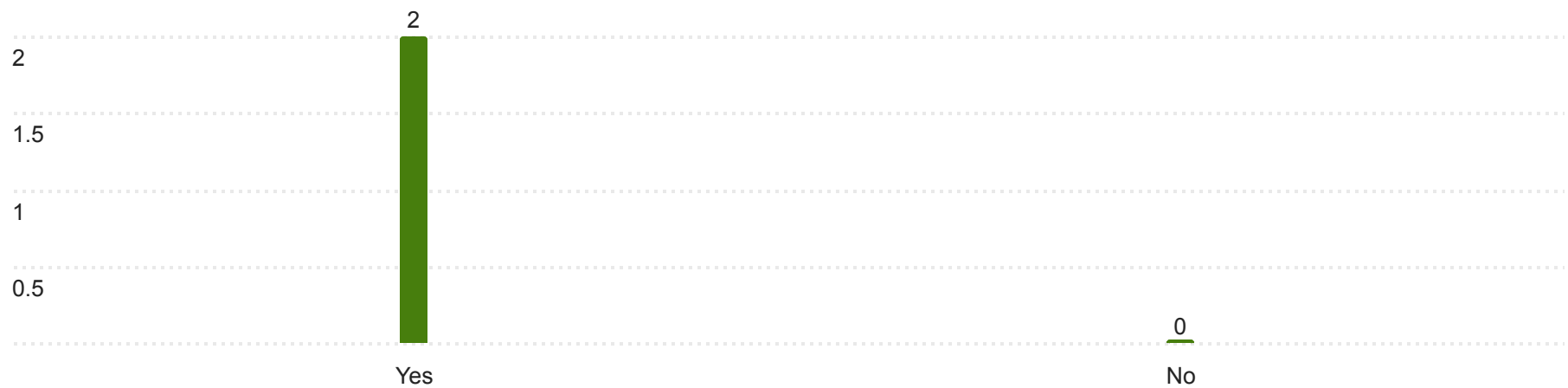
If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

2 Responses

| Area/ Division Name | Responses |
|--------------------------------|---|
| Dean of Special Programs | N/A |
| Dean of Counseling | While we have begun the process of assessing SLO's (PSCN 95, 96 and 23) we have several PSCN classes that still need to be assessed including (PSCN 1, 2, 3, 5, 10, 11, 12, 13, 15, 18, 20, 30). As the Dean, I will together with the PSCN Coordinator, provide support and direction to ensure SLO's are completed. This will be on the agenda for the Spring 2025 division meeting agenda. Faculty will be partner with each other for collaborative dialogue and in support of ensuring completion. |

Is assessment for all PLOs in your division/area up to date?

2 Responses



Institutional Supports and Barriers

Programs in your division were asked the following question, “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?” **What trends do you notice?**

2 Responses

| Area/ Division Name | Responses |
|---------------------------|---|
| Dean of Counselin g | <p>The trends I noticed across program areas include:</p> <ol style="list-style-type: none"> 1. Cross departmental collaboration 2. Support for Event Planning 3. Marketing and Outreach Assistance 4. Equity and Accessibility Efforts 5. Resource Allocation <p>Institutional-level support has been crucial in helping counseling services center areas to meet their goals and align with the college mission, with key trends including cross-departmental collaboration, marketing outreach, and resource allocation. Support from student services, academic services, and marketing has enabled effective outreach and increased student engagement, especially through large events like career fairs and transfer days. Additionally, initiatives like fee waivers and cross-registration policies have promoted equity by reducing financial and logistical barriers for underrepresented students. CARES MH also benefited from dedicated spaces, staffing, and tools like electronic record systems, which streamlined operations and improved service delivery. This collective support has been essential in fostering accessible, equitable, and impactful student services.</p> |

The trends I've noticed in our areas include the following:

- Dean of Special Programs
1. Programs are increasingly using data analysis and specialized software to track students' progress, enabling them to make informed decisions about students' needs and assisting with recruitment efforts. Notable tools include CRM Advise, Ocelot, Canvas, and Degree Works, along with collaboration with Institutional Research.
 2. Collaboration has been a key focus in our area over the past few years. Programs like EOPS and TRIO have organized joint student field trips and workshops. TRIO ETS/HPN has partnered with other programs and local high schools. Additionally, CIN and NextUp have joined forces to create CIN-UP, a learning community for students impacted by the foster care system.
 3. Efforts are underway to secure quiet study areas for learning communities and to remodel current spaces, creating more functional and welcoming environments for students.
 4. Leadership has provided critical support by approving new hires and braiding funding to create positions that directly serve students' needs.
 5. DSPS mentioned that Flex Day sessions focusing on accessibility and technical tools (e.g., MS365, SARS, Canvas) were highlighted as beneficial, particularly for DSPS and EOPS staff.

Programs in your division were asked the following question, “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?” **What trends do you notice?**

2 Responses

| Area/ Division Name | Responses |
|---------------------------|--|
| Dean of Counselin g | <p>A clear trend across programs reveals that limited staffing, space, and funding pose barriers to fully achieving goals. The Career and Transfer Centers struggle with staffing shortages, which limit their capacity to manage employer relationships, outreach, and event planning, even as the recent hiring of full-time classified professional has brought some relief. The CARES Mental Health Center faces space limitations, restricting its ability to accommodate more clinicians and interns, which limits mental health services access for students. As for peer guide program there is a need for better onboarding support and training.</p> <p>Lastly, technological challenges, highlight a systemic need for technological enhancements and integration to support growing program demands.</p> |

The trends I've observed include the following:

1. Programs like CIN and Puente face challenges due to unstable funding. For example, the current partnership between CIN and NextUp is in a pilot phase, with no guarantee of continuation. CIN has expressed the need for a full-time counselor-coordinator to provide consistency for their students and program. Similarly, Puente lacks a dedicated full-time English instructor, which makes it difficult to recruit replacements when the current instructor needs a break. A potential solution, given limited funds, could be training a group of English instructors to rotate through the program, providing continuity. Additionally, the lack of culturally competent mental health providers, especially Spanish-speaking staff, has been identified by EOPS/CARE and Puente as a significant barrier to fully supporting diverse student populations.
2. Multiple programs, including EOPS/CARE and Puente, have cited insufficient and depleted basic needs resources, such as food and mental health services, as significant barriers for students. Fresh Success has specifically noted a lack of coordination between departments, which limits the ability to maximize resources and provide sustainable support. This has resulted in long waitlists, sometimes exceeding 200 students, hindering timely service delivery.
3. Limited library hours and the lack of access to food services after early afternoon hours create significant barriers to student engagement and retention on campus.
4. Programs like DSPS and TRIO (Aspire and Excel) highlighted challenges with decentralized or limited data systems. The transition to new databases, such as StudentAccess, posed initial difficulties for data collection and reporting. CRM dashboards specific to DSPS are still under development, causing delays in streamlined data access and reporting.

Dean of
Special
Programs

Programs in your division were asked the following question, “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?)” **What trends do you notice?**

2 Responses

| Area/ Division Name | Responses |
|------------------------------------|--|
| Dean of Counseli ng | <p>Chabot College demonstrates a strong commitment to supporting students' academic and personal well-being, with several trends highlighting the college's effective, equity-focused strategies. Key areas include basic needs support, mental and physical health services, and holistic counseling services. Chabot's emphasis on individualized Student Education Plans (SEPs), extensive career and transfer services, and targeted support for undeclared student's further aids students in navigating their educational pathways. Additionally, initiatives like Guided Pathways, Student Success Teams, and program maps developed through counselor-faculty partnerships provide clear, structured guidance. Programs like the Peer Guide program, Wellness Ambassadors and successful learning communities foster a sense of belonging and readiness.</p> <p>Innovations such as the auto degree awarding pilot streamline students' achievement recognition, while equity-focused data informs strategic planning efforts. These practices collectively contribute to an inclusive, community-oriented environment that encourages students to reach their educational goals.</p> |
| Dean of Special Program s | <p>The trends that were mentioned are the following:</p> <p>Chabot offers a comprehensive tutoring program that provides support across a variety of subjects, helping students achieve academic success. Programs such as DSPPS, CIN, and Puente highlighted the dedication of counselors, staff, and faculty who are deeply engaged and supportive of student success. Movement and Umoja emphasized the importance of embracing diversity and offering culturally responsive resources and support systems to meet the needs of all students. CIN and TRIO noted significant improvements in outreach efforts and promotional materials. CIN and TRIO ETS also emphasized how these efforts positively impact outreach and foster community engagement, creating a welcoming environment for students and their families. Special Programs students benefit from priority registration, and there is strong campus awareness of accessibility and civil rights equity, as noted by DSPPS. DSPPS also appreciated the support for running classes tailored to their students' needs, even when enrollment percentages were lower, ensuring equitable access to learning opportunities for disabled students. Resources such as DegreeWorks, Canvas pages, and Zoom counseling appointment links have made it easier for students to access academic planning and support, as highlighted by Movement, Puente, and other programs. Umoja emphasized the importance of empowering students with data and knowledge about effective strategies for retention and success, fostering a sense of ownership in their educational journeys.</p> |

Programs in your division were asked the following question, “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?)” **What trends do you notice?**

2 Responses

Area/
Division Responses
Name

Dean of
Counseli
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Several challenges hinder students’ ability to reach their educational milestones at Chabot College, with recurring themes around technology barriers, limited access to services, and inadequate staffing. Many new and returning students, particularly those with limited tech skills or English proficiency, struggle to navigate the college's onboarding and enrollment systems. Additionally, restricted evening service hours make it difficult for working adults to access necessary support. During peak periods, counseling is in high demand, leading to limited availability of essential counseling services. Communication with students also needs improvement, and CRM Advise once fully available will offer a consistent, campus-wide system for communication plans such as reminders and updates to keep students better informed. Addressing issues such as staying informed of legislative mandates, increased staffing, and improved technology and communication systems would better support students on their paths to success.

Some trends that I noticed are the following:

The technology and online platforms have been difficult for students to navigate. The coexistence of ClassWeb, MyPortal, Canvas, and Zonemail creates confusion and adds unnecessary steps for students. Multiple passwords and tabs for accessing resources like financial aid lead to difficulties, particularly for less tech-savvy students. Zonemail is complicated and limits effective communication as many students don't check or know how to access it. Students are often unaware of steps needed to set up financial aid preferences through Bank Mobile, leading to unused funds. There is a lack of centralized and efficient tools for staff to manage processes like document approval queues or fiscal management, impacting support services. Our online bookstore has major flaws. Students face delays in receiving textbooks, often causing course withdrawals. Lack of availability for essential supplies (e.g., art, medical) previously covered by book vouchers impacts access to necessary materials. Some instructors prefer outside vendors, making it hard for students to utilize book vouchers. Missing online book codes and incomplete instructor uploads create further barriers for students using the bookstore. Several buildings lack adequate features such as power-assisted doors and wheelchair ramps, posing challenges for students with disabilities. Slow responsiveness to fixing accessibility issues hampers progress in creating an inclusive environment. Overly structured policies may limit innovation and flexibility to address student needs. A lack of comprehensive class assessments makes it harder to evaluate and adapt to diverse learning needs. Insufficient funding for professional development, particularly in areas like DEIA (Diversity, Equity, Inclusion, and Accessibility), hinders faculty growth and innovation. Programs like TRIO ETS stress the importance of early math support and relationship-building with local schools to mitigate pandemic learning loss and meet AB1705 requirements.

Dean of
Special
Program
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Based on the trends you noted in PARs in your division, as well as **your own analyses**, in ranked order, what college-wide issues do you believe deserve immediate attention?

2 Responses

| Area/Division Name | Responses |
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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. 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. 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. 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.

Dean of
Special
Programs

From my own analysis, I believe the following deserve immediate attention: 1. Technology access 2. More training in business forms, budget and fiscal timeline 3. CRM Advise and SARS text services 4. CRM Advise Special Programs Dashboard

Academic Programs/Disciplines Data

FTES and Enrollment

Please look at your Division and VP Summary Data Report from Qualtrics for all the questions related to FTES and productivity. What ideas do you have to maximize production in your division while simultaneously supporting students in reaching their educational goals?

2 Responses

| Area/Division Name | Responses |
|--------------------------|--|
| Dean of Counseling | Our PSCN fill rate is 98% so we are already maximizing our instructional support. We have also held seats for students in the behavioral health apprenticeship program. We are working with dual enrollment to offer courses at the middle and high schools. We also collaborate with First year experience to further support students in reaching their goals. |
| Dean of Special Programs | N/A |

Enrollment Disaggregation

Programs in your division were asked to reflect on the representation of traditionally underrepresented race/ethnicity/gender student groups in their discipline/major compared to the related industry/field. Disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—were also asked to compare the representation of traditionally underrepresented race/ethnicity/gender student groups in general education classes to the overall student body population. Please look at your Division and VP Summary Data Report from Qualtrics. **What trends do you notice?**

2 Responses

| Area/Division Name | Responses |
|--------------------------|--|
| Dean of Counseling | We offer counseling services and PSCN instruction to a diverse student population. The trends we notice within our behavioral health certificates and degrees is higher volume of female students in comparison to men and industry trends include bilingual skills and experience working with diversity. We are offering a dual enrollment PSCN course fully in Spanish. |
| Dean of Special Programs | N/A |

Course Success Rates

Please look at your Division and VP Summary Data Report from Qualtrics at the questions that reflect on whether and why any populations (e.g., by race, ethnicity, or gender) are succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average in course success rates. **What trends do you notice?**

African American females and Latinx males and 1st generation to college students, foster youth, and students impacted by mental health or challenges with basic needs are in need of more support to close the disparity gaps. Notable trends indicate that certain student populations are succeeding at lower rates than others, often due to systemic and resource-based barriers. Specifically, students from underrepresented racial and ethnic groups, such as Black/African American and Latinx students, often experience lower success rates compared to the college average. This disparity is likely influenced by a combination of factors, including socioeconomic challenges, fewer support resources, and a lack of culturally relevant support systems that address unique community needs.

Additionally, gender disparities sometimes appear, with male students, particularly from underrepresented groups, showing lower success rates. This trend could relate to broader engagement and retention challenges, as well as fewer peer or mentorship opportunities that resonate with these populations.

A key factor influencing these disparities is access to essential support services, including counseling, tutoring, and mental health resources. For example, first-generation students, who are disproportionately represented within these groups, may struggle to navigate college processes or access support services early enough to make a difference. Language barriers, particularly among English language learners, further complicate the ability of these students to succeed at the same rate as their peers.

These trends suggest a need for increased targeted outreach, culturally responsive teaching and support services, expanded peer mentorship programs, and better integration of services that support students holistically. Addressing these areas could help mitigate the gaps and enhance overall course success rates for these populations.

Dean of
Counselin
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Dean of
Special
Programs

N/A

Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)

Please look at your Division and VP Summary Data Report from Qualtrics for all the questions related to degrees and certificates and any barriers students may face in completing programs in your division. Are there any trends you would like to share? Do you have any ideas for how to address barriers students may face in completing programs in your division?

2 Responses

| Area/ Division Name | Responses |
|---------------------------|-----------|
|---------------------------|-----------|

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|---------------------------|---|
| Dean of Counsel ing | <p>There are several barriers students may face in completing programs in college. These challenges include personal, academic, financial, and structural inequities. Some of the most common barriers include: lack of financial literacy, employment conflicting with academic schedules, cost of textbooks, work life balance, mental health concerns, lack of connection or sense of belonging, and structural inequities like lack of representation among college employees. Trends include • Increased Focus on Mental Health and reducing stigma to receive support • Shift Toward Flexible services with different modalities (in person and online) • Increasing Holistic Support (comprehensive support programs (e.g., food and housing security, childcare, and mental health resources). Ideas for Addressing Barriers in Our Division/College: • Implement financial literacy workshops to help students manage their finances effectively. • Expand tutoring, peer mentoring, and student leadership programs • Encourage "bridge" programs during the summer to help students build academic skills before the start of the semester. • Incorporate wellness initiatives including stress-relief events, meditation, and mindfulness workshops. • Provide faculty and staff with training on mental health awareness to better support students in distress such as mental health first aid. • Utilize CRM Advise to proactively reach out to students about their academic progress and career goals. • Continue to increase cross-departmental collaboration to ensure students receive consistent advising and support throughout their college journey. • Host career fairs, networking events, and internship opportunities to bridge the gap between academics and career readiness. • Foster a culture of inclusivity by hosting events and workshops that promote diversity, equity, and inclusion. By addressing these barriers comprehensively, we can help students overcome the challenges they face in completing their programs and increase retention and success rates across the college.</p> |
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|------------------------------------|-----|
| Dean of Special Progra ms | N/A |
|------------------------------------|-----|

Equity in Access to Services

Please look at your Division and VP Summary Data Report from Qualtrics for all the questions related to equity in access to services. Are there any trends you would like to share? Do you have any ideas for how to address barriers students may face in accessing your services?

2 Responses

Area/

Division Responses

Name

| | |
|-----------------------|---|
| Dean of Counseling | <p>Our division faces several barriers in providing equitable access to services, particularly related to limited service hours, staffing shortages, and high demand during peak times. Services are primarily offered during the daytime, creating challenges for students who work full-time or have other daytime commitments. Expanding service hours or offering more virtual options could help address this issue. Additionally, the lack of mental health clinicians and awareness about available services further exacerbates the gap in access. To alleviate this, we can enhance outreach efforts and explore telehealth options to increase accessibility. Another challenge is the long wait times for counseling services, especially during peak periods like the first two weeks of the semester and registration. Many first-generation students also struggle with navigating college systems, leading to increased demand for counseling during critical periods. Solutions could include group counseling and increasing FSPS sessions and better communication about when to access services. Staffing shortages in the Welcome Center further impact service delivery, particularly for the Peer Guides program. Securing more funding and increasing collaboration across departments such as Special Programs and areas that offer counseling services (Veterans, STEM, El Centro, etc.) could help address these challenges, ensuring more seamless and accessible student support.</p> |
|-----------------------|---|

Dean of
Special
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Students are often unaware of the services and resources available through Special Programs, leading to missed opportunities for receiving the assistance they need during their first year. Additionally, stigmas associated with accessing public benefits discourage some students from seeking support, particularly in programs like CalWORKs, Fresh Success, DSPS, and others. For example, DSPS identifies limited student awareness of available resources as a significant barrier. To address these challenges, programs could participate in Flex Day and provide workshops to the Chabot College community, utilize Banner lists to target specific student populations, and launch informational campaigns to increase awareness. By consistently highlighting the services and populations these programs serve, it may help reduce stigma and encourage more students to seek support. DSPS also emphasizes the need for greater support for students with limited technology skills. However, decreased funding has made it difficult to hire additional staff or student workers in their area. A key goal this year is to increase the number of students served to secure similar funding allocations as in previous years. Other programs highlight the need for more innovative approaches to outreach and engagement. Potential solutions include leveraging student assistants to provide peer-to-peer outreach and expanding the use of social media campaigns to reach a broader audience.

Staffing, Technology, and Facility Analysis

Please look at your Division and VP Summary Data Report for questions on changes in FTES/enrollment for academic programs and changes in the total number of students served in service areas, in comparison to changes in staffing in this same time period. What trends do you notice in the answers? Were there any programs in your division/area that experienced significant decreases in staffing concurrent with FTES/number of students served staying the same or increasing? Do you have any additional reflections to share?

2 Responses

| Area/ Division Name | Responses |
|--------------------------------|---|
| Dean of Counseling | The data on FTES/enrollment and the number of students served in service areas highlights some key trends. While the demand for services overall seems to be steadily increasing compared to last year, there have been challenges related to staffing and resource constraints. Our limitations are primarily due to staffing, office space, and not fully maximizing capacity across centers that offer counseling services. To address these challenges, several technological and infrastructural improvements are needed. The division would benefit from fully operational systems like CRM Advise & Recruit, a texting platform to facilitate communication with students, and advanced forms technology to streamline services. Additionally, there is a critical need for dedicated IT support to address issues with SARS and eSARS systems and to make necessary configuration changes. Investing in staffing and infrastructure will ensure that the division can continue to provide high-quality services in the face of increasing student enrollment. |
| Dean of Special Programs | Staffing Trends A current trend in our area is a shortage of full-time staff for our program. To address this, we have been relying heavily on part-time positions to fill the gaps. However, with our goal of increasing the number of students we serve, it is essential to plan for more full-time positions to support this growth effectively. |

Are there any trends in programs' responses to the questions on technology and facilities that you would like to share?

2 Responses

| Area/ Division Name | Responses |
|--------------------------------|---|
| Dean of Counselin g | <p>Based on the responses to questions on technology and facilities, several trends emerge across programs in our division. One of the primary themes is the need for improved technology infrastructure to support counseling center area services more effectively. Programs like CARES Mental Health, General Counseling, and the Welcome Center all highlighted the need for fully operational systems such as CRM Advise & Recruit, texting platforms, and enhanced forms technology. These tools would significantly improve communication with students, streamline processes, and ensure better coordination across services. Additionally, there is a clear demand for dedicated IT support to address issues and make necessary updates to systems like SARS and eSARS, ensuring that these platforms function seamlessly for both staff and students.</p> <p>Another trend is the ongoing issue of insufficient facilities and space.</p> <p>Many programs, including CARES Mental Health and General Counseling, expressed the need for additional office space to accommodate growing staff, especially part-time counselors and interns. Similarly, in the Counseling Center and STEM Center, the request for additional office space reflects the challenge of meeting increased demand. In regard to both technology and facilities, we need to ensure that our student center area support services are both efficient and accessible.</p> |
| Dean of Special Programs | Stated above |

Program Maps

Have all program maps been accurate and up to date in your division/area?

1 Responses

