Division: Counseling

5 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word 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 and Juztino Panella	Student Services/Administrative Services/Office of the President
General Counseling	Jasmine Garcia, Katie Messina-Silva, Emmanuel Lopez, Benjamin Barboza	Student Services/Administrative Services/Office of the President
Pride Center	David Irving, MFT	Student Services/Administrative Services/Office of the President
Psychology Counseling	Dara Greene	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

5 Responses

Name of Program/Area	Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives in our academic and student services and support programs for disproportionately impacted groups.	Increase opportunities for student workforce development. Strengthen career readiness and internships.	Create, improve, and support initiatives and programs targeted at student success and retention.	Expand basic needs resources for all students.	Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value.	Maximize the Student-Centered Funding Formula (SCFF) metrics for college funding by increasing student enrollment, financial aid awards, and student degrees and certificates conferred by the college, while examining the enrollment process, time to completion, outreach and recruitment strategies.
Career and Transfer Center	Full Implementation	Substantial Progress	Substantial Progress	Full Implementation	Some Progress	Full Implementation
CARES Mental Health	Substantial Progress	Minimal Progress	Some Progress	Some Progress	Some Progress	Full Implementation
General Counseling	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Some Progress	Some Progress
Pride Center	Some Progress	Minimal Progress	Some Progress	Some Progress	Some Progress	Full Implementation
Psychology Counseling	Some Progress	Substantial Progress	Substantial Progress	I don’t know/ Too early to tell	No Progress	Substantial Progress

5 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	6. To support university transfer momentum across all pathways, we developed a 16-unit Certificate of Achievement in University Foundations, effective Fall 2027 pending approval, which embeds into Cal-GETC to ensure broad applicability toward UC, CSU, HBCU, and private transfer goals. Formally encoding this certificate into DegreeWorks enables counselors and students to audit progress toward common minimum transfer requirements and will allow our area to run targeted outreach reports to engage students in customized SEPC development. In addition to maximizing the SCFF metric through early, stackable completion, this certificate ensures our transfer-ready students earn transcripted recognition and become eligible for Commencement without having to complete excess units.

CARES Mental Health

It seems there has been a great increase toward prioritizing DEIAB. This has been shown in things like the opening of the Pride Center and the workshops offered during College Day.

Behavioral Health Services (BHS) Subsection

BHS Priority 1 — Diversity, Equity, Inclusion, Accessibility & Anti-Racism (DEIAA) Expanded access to CARES Mental Health Services and wellness resources through the Behavioral Health Summer Traineeship and Wellness Ambassador Program. Recruitment and outreach were designed to reach students from diverse backgrounds, and Wellness Ambassadors received culturally responsive training rooted in Cultural Humility. Partnered with affinity groups and campus programs, including BCRC, DSPS, and ICC, to provide mental health outreach and wellness activities, including employing Wellness Ambassadors within the BCRC. Organized inclusive events such as the Vibe Check Youth Mental Health Summit, Suicide Prevention & Awareness Walk, and Behavioral Health Convening, with outreach focused on serving communities of color and students from Health Professional Shortage Areas (HPSAs).

BHS Priority 2 — Workforce Development, Career Readiness & Internships Expanded student workforce opportunities through the Behavioral Health Summer Traineeship, Wellness Ambassador Program, and Navigator Program, providing paid, hands-on experience and training in mental health awareness, peer support, outreach, and professional skills. Promoted Behavioral Health Careers through classroom presentations, information sessions, and community events. Advanced development of the Wellness Coach Competency Certificate and worked with community partners, including ACBH and local school districts, to develop internships, externships, and fieldwork opportunities for students pursuing behavioral health careers.

BHS Priority 3 — Student Success & Retention. Expanded mental health awareness, wellness education, and community-building activities to support student wellbeing, belonging, and success. During 2025–2026, BHS documented 4,716 outreach contacts and event attendances through weekly tabling, classroom presentations, campus events, and wellness activities such as Reveal Your Inner Self Mask Making, Appreciation Card Making, and Finals Jam. Offered workshops such as the 8 Dimensions of Wellbeing and Shred Your Stressors, along with mindfulness activities. The Navigator Program also connected students with campus and community resources, particularly those unable to access CARES due to waitlists or seeking other forms of support.

BHS Priority 4 — Basic Needs Resources Partnered with the Gladiator Hub (Basic Needs) and other student support programs to connect students with campus and community resources through Wellness Ambassador outreach, classroom presentations, and campus events. Collaborated with the Gladiator Hub on wellness activities, including Mindfulness Mondays and other Basic Needs workshops and events. Students who completed the Wellness Ambassador training and internship also went on to gain employment at the Gladiator Hub. In addition, the Navigator Program provided individualized support to help students access campus and community resources, including those not currently receiving CARES Mental Health Services.

BHS Priority 5 — Employee Recruitment, Retention & Workplace Culture Grant funding supported wages for part-time counselors and overload pay for full-time counselor to develop and expand Behavioral Health Services. BHS also supported faculty and staff wellbeing through wellness activities, mindfulness sessions, and opportunities for campus connection. As the program continues to grow, sustainable funding for dedicated BHS Coordinator time and a Classified Professional will be needed to support program operations and manage increasing responsibilities.

BHS Priority 6 — Enrollment, Educational Planning & Completion - Worked with PSCN faculty and campus partners to develop the Wellness Coach Competency Certificate and strengthen the Behavioral Health educational and career pathway. Promoted behavioral health courses, certificate, and career opportunities through classroom presentations and student outreach. Beginning in Fall 2026, BHS also took a lead role in coordinating educational planning and registration support for students in the Behavioral Health and broader SSHE pathways, including the development of SSHE-EP Day in collaboration with SSHE counselors and Wellness Ambassadors.

General Counseling	#3 In the STEM pathway, we worked closely with instructional faculty to revise and develop stackable certificates that build into transfer-aligned degrees (Engineering, Computer Science, Biology), maximizing SCFF metrics. Furthermore, we have supported STEM pathway orientations, providing opportunities to support students from their transition from high school and ensure they have received an abbreviated SEPA and setup follow up appointments for SEPCs. #6 As part of the counseling division, we have continued to remind students to apply for financial aid, apply for their degrees and certificates, and remind them about upcoming registration cycles.
Pride Center	It seems there has been a great increase toward prioritizing DEIAB. This has been shown in things like the opening of the Pride Center and the workshops offered during College Day. With the addition of the Pride Center students feel more supported and engaged on campus. Students now feel they have more spaces to create community.
Psychology Counseling	N/A

5 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 goals and college 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

In planning number 2, it seems that a lot of student work hours and student positions have been cut this academic year. In the future, prioritizing student workers with internship and other work opportunities helps support retention and keep some of the more at-risk communities on campus.

Behavioral Health subsection

CARES Mental Health

BHS Priorities 2, 3, and 5: Provide ongoing institutional funding to sustain and expand Behavioral Health Services programs developed through grant funding, including the Summer Traineeship, Wellness Ambassador and Navigator Programs, and campuswide wellness activities. This includes dedicated BHS Coordinator reassigned time, a Classified Professional to support program operations, and continued funding for student employment and training. These resources will help sustain mental health prevention and early intervention efforts, expand behavioral health career pathways and internship opportunities, and strengthen our ability to assess program outcomes and student impact.

BHS Priority 6: Continue supporting the development of the Wellness Coach Competency Certificate, behavioral health internships and externships, and coordinated educational planning and registration efforts, including SSHE-EP Day, to help students progress toward their educational and career goals.

General Counseling	#1 Implement a Technology/Welcome Center for students- Losing the Welcome Center and the New Student Support Center with the staffing has been incredibly challenging for the counseling department, student services, and our student population. The demand for support for registration and basic questions, especially in light of SSB9 registration system issues, has only increased while the number of folks/space providing this support has gone down. Students need a place where they can get tech support/reg support (such as a Tech center/reg support center). #6 Losing enrollment due to the new SSB9 Registration Self Service Dashboard. The reality is many students use their phones to register, and the SSB9 does not have a user-friendly mobile interface. Students are having trouble identifying classes, registering for co-requisites (especially for Math and English), and running into multiple registration errors.
Pride Center	In planning number 2, it seems that a lot of student work hours and student positions have been cut this academic year. In the future, prioritizing student workers with internship and other work opportunities helps support retention and keep some of the more at-risk communities on campus. LGBTQ+ students especially are disproportionally at a disadvantage due to often having to fund their college access on their own as not getting a of support from their family.
Psychology Counseling	N/A

5 Responses

Question: The previous question asked about progress on the 2025-26 President's Goals and College Planning Priorities. This question is about the goals and priorities that the President raised for 2026-27.

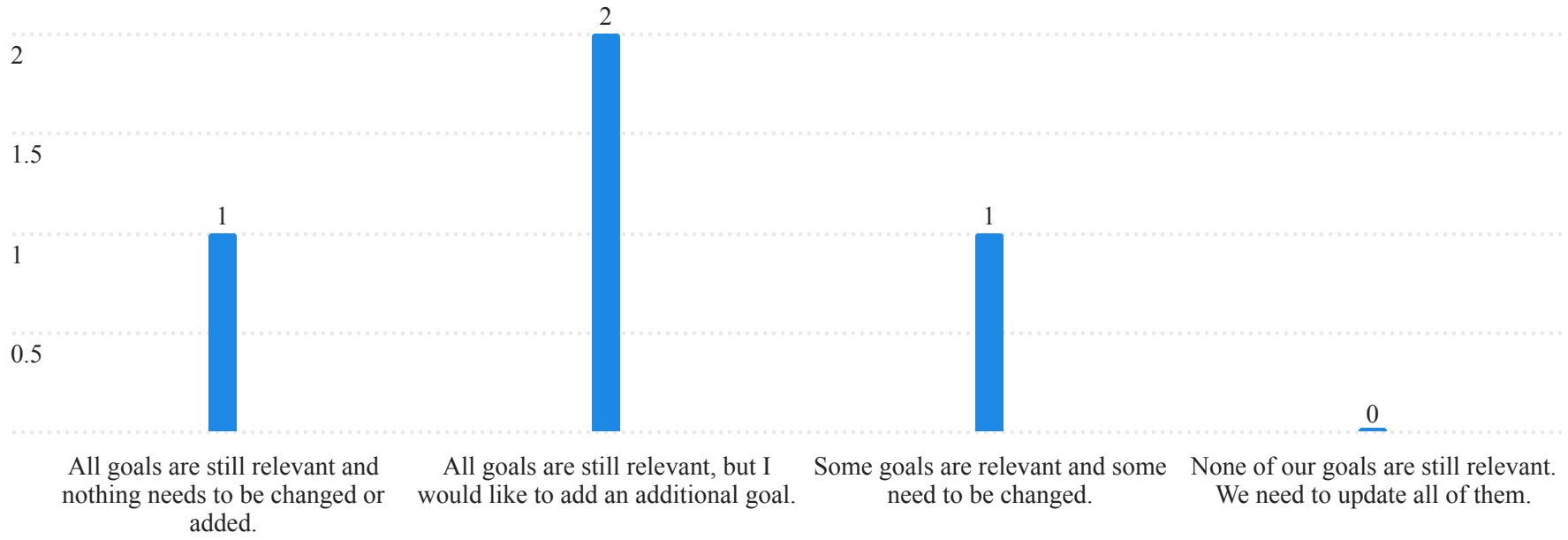
Name of Program/Area	If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President's Goals and College Planning Priorities, please describe below (optional).
Career and Transfer Center	N/A
CARES Mental Health	Behavioral Health Services (BHS) Subsection As Chabot continues to expand student support services and workforce development opportunities through grant funding, an important consideration is how to sustain successful programs once those grants end. Behavioral Health Services is one example, with growing programs in mental health prevention, early intervention, student leadership, and behavioral health career pathways. Developing a plan to transition successful grant-funded programs into ongoing institutional support would help ensure their long-term sustainability and continued benefit to students.
General Counseling	#6 One of the most challenging pieces to complete this goal has been SSB9. Unfortunately, the new registration system is not user-friendly. As we know, many students use a mobile interface (Cell phone) to register for their courses, and the UX is not designed for students to register through their phone. Additionally, students struggle to find their waitlist position, often missing their opportunity to enroll in the course. Furthermore, with the push to complete more student education plans, a CRM management system needs to be fully functional and a priority for the college. To continue increasing our degrees, certificates and enrollment, it is vital to identify technology pain points for staff, faculty and administrators.
Pride Center	N/A
Psychology Counseling	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that this is the final year of this 3-year PAR cycle to accomplish these goals, please take a look at your goals to determine:

4 Responses



5 Responses

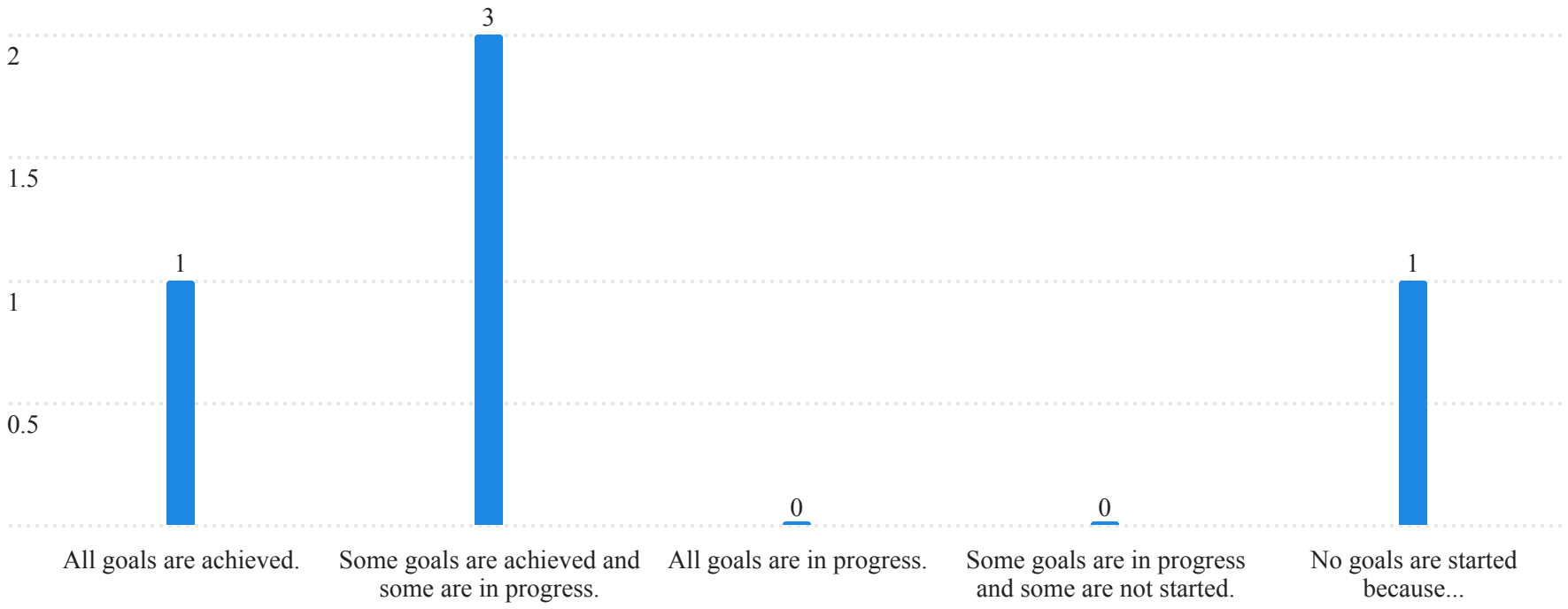
Name of Program/Area	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)
Career and Transfer Center	N/A
CARES Mental Health	Behavioral Health Services (BHS) Subsection The three goals established in the Fall 2024 CARES PAR remain relevant. However, given the significant expansion of Behavioral Health Services (BHS) since Fall 2024, we recommend adding a fourth goal focused on developing BHS as a distinct program and establishing sustainable institutional support. Goal 4 — Behavioral Health Services Program Development & Sustainability Continue developing Behavioral Health Services as a distinct program focused on prevention, early intervention, student wellbeing, and behavioral health career pathways. Establish sustainable institutional support for BHS, including dedicated coordinator time, classified professional support, and funding for student training and employment through the Wellness Ambassador, Summer Traineeship, and Navigator Programs.
General Counseling	N/A
Pride Center	N/A
Psychology Counseling	Review and update or deactivate COA in Behavioral Health, AS in Human Services. Add in new PSCN classes to AS in Human Services. Review LMI data for degrees to ensure relevancy and career pathways.

5 Responses

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.)
Career and Transfer Center	For the Career Center, we would like to change goal 2, "Coordinate a career fair to support student career development", and change it to "Increase students' awareness and access to career and work-based learning opportunities". The reason why is because the Career Center did not want to focus solely on a career fair as our main way to increase students' awareness and access to career and work-based learning opportunities. Instead, the Career Center has other ways to do this such as promoting student usage of Handshake or collaborating with Job Developers to outreach to employers.
CARES Mental Health	N/A
General Counseling	N/A
Pride Center	N/A
Psychology Counseling	N/A

What is the current status of the goals your program/area established in Fall 2024 and updated in Fall 2025?

5 Responses



Reflections on Achievement and Challenges:

5 Responses

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

	Goal 1: Provide career exploration resources and guidance for students that are undeclared/undecided.
	Goal 1 Output: Create a guide for undecided students
	Goal 1 Reflection: Achieved
	Created the Undecided Students Resource Guide that is a webpage on the Career Center website. This webpage includes tips on deciding on a career and education goal as well as links to resources and services. This guide was shared to counselors and guided pathways student success teams to be able to share with their undecided students.
	Goal 2: Coordinate a career fair to support student career development
	Goal 2 Output: Collaborate with Job Developer and other campus partners to plan a career fair
	Goal 2 Reflection: Achieved
	Hosted a career fair in Spring 2026. 209 attendees that included students and community members. 14 employer/organization participants.
Career and Transfer Center	Goal 3: Partner with units across campus such as those in Special Programs who work closely with DI group to demystify transfer process (e.g. getting on the path, to the gate, through the gate)
	Goal 3 Output: Bring UC Berkeley Community College Transfer Services to classrooms like FYE, Special Programs
	Goal 3 Reflection: Achieved.
	UCB CCTS has been able to make classroom visits to: FYE STEM, FYE Social Science, EOPS, and slated to visit Movement and Puente. The timing of the UCB visit and Umoja meeting time did not overlap so they did not make a visit but made connections between UCB and Umoja program as well as with MESA.
	Goal 4: Launch a CSU/UC Transfer Planner campaign to get students into the planner.
	Goal 4 Output: Bring sessions to two cohorts/classrooms or offer two workshops for the 25-26 school year.
	Goal 4 Reflection: Achieved.
	Instead of bringing classrooms in, we created a “boarding pass” that included elements of students creating and updating the transfer planner and tying it to transfer exit tasks like applying and transitioning to the university. The boarding pass has transfer checklist, timeline, and QR code and url to the Transfer Center as well as the application resource guides, intended to facilitate hand-off from counselor to Transfer Center, facilitate connection from Spring 2026 to Fall 2026 which is the primary season for admissions application activities. There is momentum externally from the CSU and CCCCO to help more students get onto their transfer planners as part of bridging CCC to University pathway, which aligns with the 26-27 College President’s focus on first year student experiences and will inform program priority efforts in the area of in-reach for the coming cycle.

CARES Menta Health

Goal 1 – We have hired a part-time LGBTQ+ Clinician to join our mental health team.

Goal 2 – We have increased some support for funding as Umoja and the LGBTQ+ Categorical funds have helped to supplement our budget. We also have actively applied for grants for our Behavioral Health Program. We are also working with the Behavioral Health Director at the district to look at mental health reimbursements to make mental health possibly be a revenue generating program for both colleges.

Goal 3- We are actively working on updating some of our printed materials, including flyers and consent forms this academic year.

Behavioral Health Services (BHS) Subsection

CARES Mental Health

Since Fall 2024, Behavioral Health Services (BHS) has significantly expanded through grant funding, allowing us to develop and strengthen student training, wellness outreach, and behavioral health career pathways.

During the 2025–2026 academic year, BHS documented 4,716 outreach contacts and event attendances through weekly tabling, classroom presentations, wellness workshops, campuswide events, and community-building activities. Many of these were brief student interactions during outreach tabling and classroom presentations. Major events included the Vibe Check Youth Mental Health Summit (200 attendees), Suicide Prevention & Awareness Walk (308 attendees), and Behavioral Health Convening (150 attendees, including students and community members).

We also expanded paid student training and hands-on learning opportunities through the Behavioral Health Summer Traineeship and Wellness Ambassador Program. Eighteen students completed the Behavioral Health Traineeship, with 11 completing the paid Wellness Ambassador Internship. Four Wellness Ambassadors served as liaisons to the Black Cultural Resource Center (BCRC), working directly in the center and providing wellness activities and workshops.

We strengthened our partnerships and secured additional grant funding from Alameda County Behavioral Health (ACBH) to support BCRC Wellness Ambassadors and from CSU East Bay to support the development of Behavioral Health Career Pathways. Through the CCC Foundation, funding was also secured for one student intern to participate in a fellowship during the 2025–2026 academic year.

We continued developing the Wellness Coach Competency Certificate and expanding internship and externship opportunities, including an MOU with San Lorenzo Unified School District to place Wellness Ambassadors in local schools. We also worked with the District's Social Services and Workforce Development Director to develop additional opportunities for students along the Behavioral Health Pathway.

General Counseling	Goal 1: Implement the guided pathway framework and student success team structure into general counseling Outcomes: Pathway specific counselor training. All students to know how to connect with their pathway counselor. Build out pathway specific FSP sessions for pathways with higher student ratio: STEME & H&W Pathways. Integrate pathways into onboarding activities. Pathway Counselor Leads have clear roles and responsibilities. As the HSI STEM Grant concludes, the STEME Pathways has moved towards institutionalization of its Pathway services in partnership with the STEM Center and the Science & Math Division. STEME Pathway Counselors provide Onboarding support through STEM FSPS, STEM Orientation, and support continuing students through SEPC development, career/transfer support, and key retention/persistence strategies. The Counseling Center has moved to the Pathways model for counseling, and all Pathways have a designated Pathway counselor lead with a team of dedicated counselors. We have substantially strengthened moving from a pilot model toward an operating structure: Intentional connection of students with pathway counselors earlier in onboarding. Counseling front desk is screening for appointments and connecting whenever possible with pathway counselors. Pathway break out sessions at SOAR. FSPS and Online Orientation information includes Learning and Career Pathways. Guided Pathways Welcome Letters. Counseling website updated to include Pathway Counselors. Counseling leads are now established across all pathways, with defined counselor teams. Expansion of FSPS, in addition to STEM, Health & Wellness has been added as a pathway specific FSPS. A&R lists used for pathway specific data for proactive outreach. Goal 2: Increase access to counselors by improving scheduling & screening processes (technology integration). Outcomes: Utilize new tech platforms/tools like MyPortal. Admissions & Records Student Lists for data analysis & communications to students FSPS & Online orientation enhancements Texting integration with SARS for drop in Pathway leads have used A&R student lists data to communicate to students regarding SEPA and SEPC reminders. Although students and faculty/staff are becoming more accustomed to SSB9, there has been a big learning curve with registration and class functions. SARS sends text reminders and it has been tested and is working. Goal 3: Adequate staffing (both classified professionals and counselors) Outcomes: Positions Still needed: FT Counselor Assistant I for front desk (replacement) -hired FT Counselor Assistant II (replacement) 2 PT Counselors (new) -hired? 2 FT Counselors (replacement) -not hired FT Outreach/Onboarding Specialist- Classified (new) FT Retention Specialist-Classified (new) FT Retention & Student Success Coordinator (new) We hired one FT counselor assistant 1 for front desk. As for PT counselors, we hired several PT PSCN Dual Enrollment Instructors. 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 Outcomes: Using CRM Advise and other data sources to collect and analyze data regarding SEPCs with emphasis on targeting DI and other priority engagement groups Review data regarding counseling appointments versus drop in offered throughout the term to improve access Review student data regarding academic standing, reg holds to provide effective, proactive messaging to students Work with marketing to develop appropriate communications for CRM Advise and ongoing updating of the Counseling Center webpage Counselors collaborated with Admin and Classified to build a master counseling schedule to maximize drop-in during our busiest and most impacted times of the semester, while focusing on 1-hour appointments for Pathways SEPCs during non-peak times of the semester. We also adjusted drop in/appt schedule to focus on when students are most available. Additionally, we included two evening hours/week and online access for online learners. We have significantly improved screening by developing Screening protocol and training student assistants to support check-in process and providing reminder phone calls for appointments, greatly reducing the no-show rate. For 26-27, we are expanding First Semester Planning Sessions (FSPS), and offering Pathway-specific FSPS for STEME and Health & Wellness, two of our largest and fastest growing pathways. Counselor Pathway leads have utilized Pathway data from CRM Advise and A&R to do targeted proactive messaging to pathway students missing SEPC, Students on Probation/Notice,and students who have withdrawn from key major courses to best support persistence, retention and completion. Counselors have specifically focused on getting students in to see a Pathway counselor to develop their SEPC within the first year. For Fall 2026, we are also proactively outreaching to students with an undeclared major, and offering major exploration workshops. Data from Institutional Research shows significant progress in this area: In Fall 2020, 54% of students had a SEP by the end of their first year, but by Fall 2025, that has increased to 83%. Data for SEPC completion by the end of the first year for new, first-time students also shows significant growth; in Fa 20, 39% of students had no SEP, 26% had SEPA only, and 35% had SEPC/Both, but by Fa 25, only 17% of new students had no SEP, 36% had a SEPA and 47% had a SEPC/Both. While there has been a significant increase in the number of students with a SEP (especially focusing on new students within the first year), we are continuing to engage in dialogue around strategies to move students from SEPA to SEPC during the first year.

Pride Center	The Pride Center was granted for use by the office of the President and had its official grand opening this October.
Psychology Counseling	Review and update or deactivate COA in Behavioral Health, AS in Human Services. Add in new PSCN classes to AS in Human Services. Review LMI data for degrees to ensure relevancy and career pathways.

5 Responses

Name of Program/Area	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

Goal 3 – As things are consistently changing, we have had a hard time updating our program manuals but still see this as a priority.

CARES Mental Health

Behavioral Health Services (BHS) Subsection

One of our biggest challenges is sustaining the growth of Behavioral Health Services (BHS), which has been made possible largely through grant funding. Historically, state mental health funding supported Wellness Ambassador wages, supplies for wellness activities, giveaways, and events such as the Suicide Prevention & Awareness Walk. As external grants became available to support and expand BHS, those state funds were able to be directed entirely toward CARES Mental Health Counseling services.

While this has benefited both programs, we need to plan for how these services will be sustained as grant funding changes. Ideally, BHS would receive ongoing institutional support equivalent to at least the funding historically allocated to these activities, with additional support considered given the significant expansion of BHS. Working collaboratively with CARES and college leadership to identify sustainable funding for both clinical services and prevention and early intervention will be important.

As BHS has expanded, so have the responsibilities for program coordination, student training and supervision, campus and community partnerships, and behavioral health career pathway development. Continued funding for dedicated BHS Coordinator time and part-time counselors will be essential to sustain these programs. In addition, given that the existing CARES Classified Professional is primarily dedicated to CARES Mental Health Services and has limited capacity to support BHS, a dedicated BHS Classified Professional is needed to help manage the growing administrative and operational responsibilities of the program.

Another challenge is measuring our impact beyond participation numbers. While we have documented thousands of outreach contacts and event attendances, many involve brief student interactions. We would like to strengthen our ability to measure outcomes such as increased awareness of resources, improved student wellbeing, and behavioral health career readiness. The shorter 16-week semester and lack of student employment during breaks (Fall 2026 – Spring 2027) limit our capacity for outreach, training, and program activities.

General Counseling

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

The STEME Pathway is now well established in partnership with the STEM Center, and while we have made significant progress with establishing a Pathways Counseling model in the Counseling Center, we are working on fully building out this model for all pathways. For 26-27, we Counseling received college wide reassigned time (12 CAH). However, this is half of what is needed—we requested 24CAH to cover the academic year. While we now have a full-time counselor lead designated for each pathway, along with a team of other full and part-time counselors, our largest, fastest-growing Pathways (STEME, Health & Wellness, Business) still need additional counselor hours to be able to see all the students within their Pathway. With our current capacity, we are only able to see approximately 75% of our Pathway students at least 1 time/year for an appointment.

Another challenge has been technology. The integration of CRM Advise has been helpful; however, full functionality has not been realized. We find many data discrepancies, and the communication feature has not yet been turned on for counselors.

While we have had more collaboration with instructional faculty across Pathways, more is needed, and it is challenging to balance this with competing priorities (increasing SEPs, learning new technology, etc.) A clearer definition of Student Success Teams as well as cross-campus collaboration would help the work move forward.

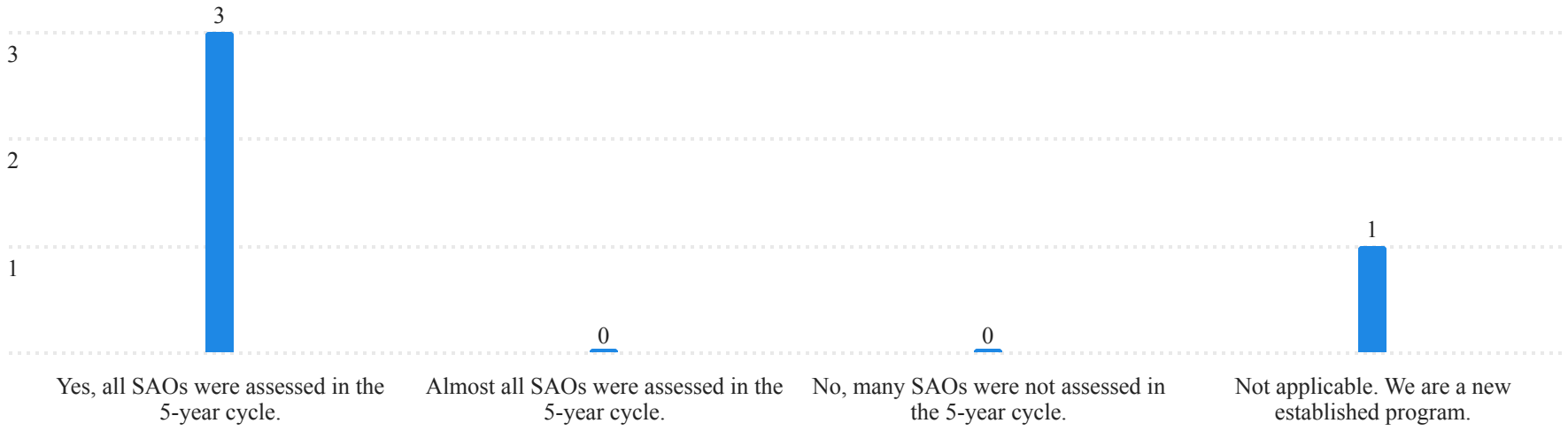
Goal # 2 Increase access to counselors by improving scheduling & screening processes (technology integration). Unfortunately, the lack of adequate staffing has been a continuous challenge which leads to difficulties screening students, implementing new technologies and providing adequate access to counselors. For example, the limitations with SARS technology contribute to student challenges with booking accurate and appropriate appointments. This leads to a limited capacity because many students book appointments for processes that can be rectified through Drop In Counseling, limiting appointments that are available for SEPs. Meeting demand of SEPCs, revising scheduling practices (for example how far open schedule is open/getting a robust appointment reminder system in place) to reflect changing needs. Continuing to explore how to make SARS technology more personalized for stronger screening. Weekly trainings for student assistants who have taken on more responsibility for scheduling/screening at front desk. Screening capability is still limited. Need for stronger communication and collaboration within our team, front desk, student assistants, scheduler, counselors.

Goal # 3 Adequate staffing (both classified professionals and counselors) We are still down two full time counselor positions to replace the counselors who left to serve as interim Dean and one counselor who moved to mental health counseling. Additionally, we were not allotting any new positions which leads to challenges in maintaining current levels for students. 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. 2 retirements for full time classified, 1 full time classified re-located (Regina),did not get classified position we asked for, no new faculty (still down 2 full time faculty). Classified professionals have been placed in multiple roles with multiple assignments, such as career/transfer center, probation, ESL, FSPS, etc. Part time counselor capacity has been substantially reduced as part of budget constraints and K-16 grant, Veterans and HSI grant funding closing and SEA counseling absorbing those part time counseling costs so although we hired some, we are still down and looking to hire specific part time counselors for FSPS (with flexible scheduling availability), different places calling for counseling hours: middle college, wellness coaching/apprenticeships. This is especially important in light of counselors simultaneously carrying pathway leadership, teaching PSCN classes and dedicated assignments such as academic standing, international, veterans, MESA counseling, intern training and other institutional assignments such as career, transfer, articulation, credit for prior learning, etc. We have not hired any part time counselors over the past 3 semesters (we will hire again in summer, potentially 2-3 part time counselors). Classified Senate through the Classified Prioritization Committee and removed the recommendation of a New Student Support Coordinator since the New Student Support Center closed. And we were ranked #12 for a FT counselor assistant for replacement (and top 11 were recommended to the President). 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 counselor, training/internship coordinator, articulation, transfer, career, mental health, full time counselor capacity limits our direct student contact. Additionally, within our discipline counseling is involved in creating and upholding programs such as Behavioral health/HCAI, our ADT in social work, human services degrees, liberal arts degrees. Building on the significant gains in meaningful effective student contact (SEPA, SEPC’s) without compromising commitments to College President and district goals requires building capacity and submitting for faculty hiring prioritization. While there has been a great improvement in numbers, majority of them have been SEPA’s. An area of growth will be to increase SEPC’s by pathway within student’s first year.

Pride Center	At this time, we do not have a staffed coordinator for the Pride Center. We are exploring ways to help staff at the center to help keep it open. Once the Pride Center is opened fully, we can start working on a learning community.
Psychology Counseling	The PSCN division is at a precipice. We are anticipating an influx of student needing PSCN courses once we receive our final approval from HCAI and advertise our program. Simultaneously, the apprenticeship program that we have been working closely with (Catalyst) is reducing its program and therefore the number of students who need PSCN classes. We cannot currently predict how many students will be needing our PSCN classes in the coming academic year making discipline planning difficult. PSCN faculty are also noticing the increased use of AI in the courses and need time to hold discussions on managing AI in the classroom.

Service Area Outcomes (SAOs)

4 Responses



5 Responses

Name of Program/Area	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
Pride Center	The Pride Center is a newly established program. Likely SAOs LGBTQ+ students will be able to utilize the Pride Center and increase their sense of belonging and well-being and belonging at Chabot college LGBTQ+ students will be able to have access to increased resources and supports by being able to use the Pride Center
Psychology Counseling	N/A

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)

SLO (Student Learning Outcome):

5 Responses

Name of Program/Area	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
Pride Center	N/A
Psychology Counseling	We have two classes that need to be assessed, PSCN 30 and PSCN 22, that are not being offered in General Counseling. We will need to discuss with Special Programs Counseling faculty if it is time to deactivate the courses.

PLO (Program Learning Outcome):

5 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.

Career and Transfer Center	N/A
CARES Mental Health	N/A
General Counseling	N/A
Pride Center	N/A
Psychology Counseling	We have two programs that need to be assessed in the 2026-2027 academic year, AS in Human Services and AST in Social Work and Human Services.

Rationales for Resource Requests

5 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?
Career and Transfer Center	N/A

CARES Mental Health

PAR Goal 1 – We still need to hire new clinicians to be able to keep up with continued demand for mental health support on campus.

Behavioral Health Services (BHS) Subsection

To continue meeting our program goals and proposed Service Area Outcomes (SAOs), Behavioral Health Services (BHS) will need ongoing institutional support to sustain and expand programs developed through grant funding. Our primary resource needs include:

BHS Staffing: Continued funding for existing BHS Coordinator time and part-time counselors, along with a dedicated Classified Professional to support program operations, student training, outreach, events, and community partnerships.

Student Training & Employment: Sustainable funding for the Behavioral Health Summer Traineeship and paid Wellness Ambassador Internship, including student wages, training, and supervision.

Navigator Program: Continued funding for the student Navigator position, currently supported by ACBH on a year-to-year basis, with alternative funding needed if the grant is not renewed.

Wellness Outreach & Events: Ongoing funding for wellness activities, workshops, outreach materials, and major events such as the Youth Mental Health Summit, Suicide Prevention & Awareness Walk, Behavioral Health Convening, and Student Health & Wellbeing Advisory.

Behavioral Health Career Pathways: Continued support for the Wellness Coach Competency Certificate, internship and externship development, and partnerships with schools and community organizations.

Program Assessment: Resources to strengthen our ability to measure student learning, wellbeing, awareness of support services, and career readiness beyond outreach and attendance numbers.

As we work toward establishing BHS as a distinct program, we will continue working closely with the CARES Coordinator, Dean of Counseling, and college leadership to identify sustainable funding that supports both CARES clinical mental health counseling and BHS prevention, early intervention, and workforce development programs. Our shared goal is to strengthen the full continuum of behavioral health support available to Chabot students. Costs: estimated costs and prioritized resource requests will be included in the accompanying BHS budget worksheet and submitted through Cognito as appropriate.

General Counseling	Goals 1, 2 and 3 will need additional resources to complete the desired outcomes.
Pride Center	To complete our PAR and SAO goals, we need a dedicated coordinator to help us implement these goals.
Psychology Counseling	None

Optional: Campus-Wide Reflection on Current Issues

AI (Artificial Intelligence) in Teaching, Learning, and Operations

5 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?
Career and Transfer Center	Clarity on intellectual property when engaging with ai apps through college/district Clarity on human resource perspectives when engaging with Microsoft Teams, ai tools, as far as legal liability, protections, privacy goes
CARES Mental Health	We need continued support to be able to help students not use AI in their assignments and to be comfortable answering questions without relying on AI. We can also help professors better be able to recognize AI and create questions that are not easily answered by AI.

General Counseling	Employees should develop AI literacy skills to know what AI can help with and what it cannot. Being aware of critical boundaries for ethical reasons, for example when supporting students in crisis, knowing when to appropriately include AI to supplement within their scope of practice. Being aware of over-reliance on critical or essential tasks. Using AI as a tool to create manuals of instructions with department approval and inclusion. In addition, critical thinking skills and self-awareness should be developed to support employees in their metacognition to understand when and why they are using AI.
Pride Center	We need continued support to be able to help students not use AI in their assignments and to be comfortable answering questions without relying on AI. We can also help professors better be able to recognize AI and create questions that are not easily answered by AI.
Psychology Counseling	N/A

5 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?
Career and Transfer Center	Students should have the ability to be critical of what they ask of AI and of the information they receive from AI.
CARES Mental Health	Students to need to better understand when to use and when to not use AI

General Counseling	Students should develop AI and media literacy skills to know what AI can help with and what it cannot be relied on for (and to decipher what's real and what's not). Being aware of critical boundaries for ethical reasons, for example Human Services professionals knowing when to appropriately include AI to supplement within their scope of practice. In addition, critical thinking skills and self-awareness should be developed to support students in their metacognition to understand when and why they are using AI.
Pride Center	Students to need to better understand when to use and when to not use AI
Psychology Counseling	N/A

Shared Governance

5 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?
Career and Transfer Center	N/A
CARES Mental Health	More communication from senates and shared governance programs to the campus in general.
General Counseling	There are too many competing priorities that do not allow for collaboration due to the time constraints. Continuous new policies and procedures from the state that hinder our ability to focus on any particular effort. College Hour(s) should be revisited to provide ample time to strengthen campus culture, communication and collaboration amongst everyone.

Pride Center	Increased communication between shared governance groups and senates. There also needs to be dedicated time to share out programing and announcements with each other.
Psychology Counseling	N/A

Educational Master Plan

5 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?
Career and Transfer Center	N/A
CARES Mental Health	I think there is an opportunity to increase looking at the holistic nature of student health and how helping students mental and physical health can increase overall retention.
General Counseling	We encourage the next Educational Master Plan to 1) further elevate pathway-based student success and 2) focusing on essential technology updates to increase access and enrollment. Further establishing a cross-functional collaboration and coordinated pathway effort that brings everyone on campus into the work will better support the student experience holistically. This includes strengthening pathway-based counseling, creating opportunities for student exploration before program commitment, and enhancing the first-year and second-year experience with clear, student-centered guidance and technology that helps students understand and navigate their next steps. We also encourage establishing a dedicated area to bring back services offered through the previous Welcome Center that can also address the gap of support with technology that is student-centered including registration and enrollment process, as well as application, financial aid, onboarding steps.

Pride Center	Continued support toward diversity equity and inclusion and creating a climate where students feel welcomed and supported in both their mental health and basic needs.
Psychology Counseling	N/A