

Q0. Welcome to the Fall 2021 PAR Deans Summary Report Qualtrics Submission Page!

Q1. Name of Your Division

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|--|---|--|
| <input type="radio"/> Academic Pathways and Student Success | <input type="radio"/> Counseling | <input type="radio"/> Science and Math |
| <input checked="" type="radio"/> Applied Technology and Business | <input type="radio"/> Health, Kinesiology and Athletics | <input type="radio"/> Social Sciences |
| <input type="radio"/> Arts, Media and Communication | <input type="radio"/> Language Arts | <input type="radio"/> Special Programs |

Q2. Your Name

Don Carlson

Q3.

Service Area Outcomes

Do you have any services areas in your division?

- Yes
 No

Q4. Please refer to your Dean/Division Summary Data Report from Qualtrics: do all service areas within your division have at least two SAOs?

This question was not displayed to the respondent.

Q5. Please refer to your Dean/Division Summary Data Report from Qualtrics: have all service areas within your division assessed at least two SAOs in the last PAR cycle?

This question was not displayed to the respondent.

Q6. If no, by when do you believe you can support the service areas in your division with completing these important tasks for accreditation? (*Note: new service areas that recently created SAOs would not need to assess this PAR cycle; please note in your response if that applies to any service areas in your division.)

This question was not displayed to the respondent.

Q7.

Learning Outcomes Assessment Results

Please refer to your Dean/Division Summary Data Report from Qualtrics to see how many **Student Learning Outcomes (SLOs)** for courses in programs within your division were assessed in the 5-year cycle on CurricUNET.

If any **SLOs** for courses in your division have not been assessed, by when do you anticipate being able to support faculty in your area with completing this process? Do you have concerns you would like to share?

Administration of Justice, the Sheriff's Academy recently moved to Chabot and those courses require updating. The ATB Division just appointed a Faculty Coordinator (securing funding through the CE Committee) that is in place through Spring of 2023 to help with various processes with the Sheriff's Academy needing completing including SLO assessments. We anticipate to start collecting this information by the end of the fall semester of 2021 and proceed through the Spring of 2022 and having this become an ongoing process with instructors at the academy. Automotive Technology Some courses have not been offered due to available FTES, are intended for Dual Enrollment for HS students, are part of our Apprenticeship Program, or faculty have not assessed.

Q8. Please refer to your Dean/Division Summary Data Report from Qualtrics to see how many Certificates and Degree Programs in your division established and assessed **Program Learning Outcomes (PLOs)** in the 5-year cycle on CurricUNET.

If any of the programs in your division have not assessed **PLOs**, by when do you anticipate being able to support faculty in your area with completing this process? Do you have concerns you would like to share?

PLO Assessment for programs such as in Fire Technology, CAS Machine Tool and Technology, and Welding should be completed within the next fiscal year. Factors such as new faculty and/or curriculum changes were noted. SLOs needed completion, which has now happened within the division, and that information will help faculty move forward in the 2022 to complete PLOs.

Q9.

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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

Trends in the ATB Division Include: 1. Support for new curriculum was acknowledged through the college's Curriculum Committee and work by faculty and administration in program areas such as Paralegal Program, the Law Enforcement Certificate, updates for AS-T programming. 2. Support from the college through CE Committee (such as Strong Workforce and Perkins Grants) along with Lottery Funds and Bond Measure Funding have helped programs that are equipment intensive such as Fire Technology, Automotive technology, and Welding, Machine Tool Technology stay relevant. This same funding has helped provide staff support and professional development in these fields to help keep programs relevant. Support from CE Committee funding has also helped programs such as business offer program opportunities with the DECA student organization and the Entrepreneurship program where students can work on projects, develop business plans and present those activities in competitions in the region and state to enhance their education through student engagement. 3. Some programs, such as Computer Application Systems Metrics have found success rates are helpful in me assessing PAR Goals, SLO's, PLO's & SAO's. 4. Support was acknowledged in program reviews for the efforts made to bring CTE programs back to campus during the COVID-19 pandemic that require hands on, in person training such that helped students to complete their coursework.

Q10. 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"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

Trends in the ATB program reviews include: • Lack of Full-time -Staffing (faculty and staff) in programs such as Administration of Justice, Paralegal, and Fire Technology. • Challenges with reporting SLOs/PLOs: Getting clear/concise reports from faculty, confusion over how often assessments need to be completed (cycles changed), repetitive questions in various reports, • A negative bias by some employees on campus toward programs that focus on profit such as Entrepreneurship • Lack of institution support for career prep and employment assistance at college. • Lack of understanding of CTE programs with college. • Economic Impact of Attending College – obtaining a degree relative to future earnings and challenges of supporting family while in college. • Allowing advanced or capstone courses to run with lower enrollment so students can complete degrees/certificates. • Access to counseling for CTE students, especially during the pandemic, particularly for course substitutions, pre-requisite waivers • Curriculum Committee not approving CTE program changes quickly enough, and only in the fall term is a serious challenge. There is a sense of lack of support in this area hurting programs, particularly in public safety programs. • Lack of promotion of CTE programs by the institution. • Lack of direct supervision of the "lab technicians" in the applied technology area (dean is supervisor and spread over large division) • Lack of FTEF allocation to new programs to grow and offer certificates in a shorter time period of one year (Paralegal was an example). • Challenges even with some CTE programs having a hybrid model during COVID-19 pandemic with faculty suddenly having to train to go online and adapt. This impacted enrollment for students choosing not to take classes.

Q11. Programs in your division were asked the following question, "What **institutional-level supports or practices** do employees in your program/area believe are particularly **helpful to students** in reaching their educational milestones and/or goals?

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

Trends in the ATB program reviews include: 1. Student resources available on campus is extremely helpful student success including Counseling, CalWorks, EOPS, Financial Aid, Degree Works software, Student Health, mental health counseling, food and life pantry, student life (clubs/organizations), El Centro, Umoja, and RISE. 2. Counseling Resources navigating between CTE and Transfer programs (both positive and areas of improvement mentioned) mostly praised in ADMJ, Paralegal, Business and CAS programs. 3. Loaning laptops during the pandemic has been an excellent resource along with hotspots for Wi-Fi on campus. 4. Canvas resources such as Canvas Studio and Proctorio (for remote monitoring of tests) has been very helpful. Funding for equipment including safety equipment and props (such as in the Fire Academy) has been critical to student success and retention (along with supporting equity so students do not have to buy their equipment).

Q12. Programs in your division were asked the following question, “What **institutional-level barriers or challenges** do employees in your program/area believe are a **hindrance to students** in reaching their educational milestones and/or goals?”

Please look at a summary of their responses in your Dean/Division Summary data report from Qualtrics.

What trends do you notice?

Trends in the ATB program reviews include: • Additional Full-time faculty needed in: Administration of Justice/Paralegal program (could be one person with same credentials), and Fire Technology/Fire Academy (programs have had a lot of growth with addition of Sheriff’s Academy, new Paralegal program and a new Fire Academy facility coming online with City of Hayward in Fall of 2022). • Students struggle with Counseling services particularly in Applied Technology programs, including availability of counselors, assistance and knowledge of their CTE program area, and follow-up. Covid-19 has made it worse for students to obtain services as expressed by faculty. • The need to staff the Career Center: As stated by the Business Program faculty, Chabot has Career Central but does not have resources to identify employers, internships, and apprenticeships with work experience as part of their programs and help students engage with these employers to support them both through current and future jobs. • Complete assessments before students start so that they know what they need to improve to be successful in college. • Slow processing of course substitutions needs to be reviewed and a need for more automation. • Additional IT support, especially when it comes to getting clear ideas of what the policies are of what we can and can’t do, and possibly training to better understand these policies and comply with them. • Challenges with the Curriculum approval process need to be considered. As the workforce employment needs evolve, the curriculum approval period has to be more flexible with greater faculty support than is currently offered. • Restore Community Education for immediate need course delivery that impacts employment related training. This is especially critical for public safety programs and could be of use in Applied Technology and Business. LPC has Community Education still in the district. • Course scheduling issues including requiring many students in our lab section, lack of adequate time for students to complete projects and learning outcomes, concerns on safety, and the use of cross listed lab sections. In addition, use Pathway Model but make classes available weekends or in evening as well as day classes to help with completion. Complete work in cohorts by providing flexibility in the order of required coursework. • Focus a college-wide orientation that uses the Guided Pathways and set students up in course plans right away. Also, there were comments that orientation should help students acclimate to an environment that requires increasing dependence on online learning, including an orientation to the Canvas platform and the expectations of performance in distance learning.

Q13.

Academic Programs/Disciplines Data

FTES and Enrollment

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

Many programs in the ATB division have faculty who faculty regularly admit additional students. In addition, programs look at where they can adjust times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term). Challenges in some programs for doing this include equipment/lab intensive programs such as Automotive Technology, Welding, and Machine Tool Technology which have to consider space, equipment and safety in these decisions. Covid-19 also has created challenges for programs on campus (cutting the course maximums in rooms to meet health department standards). Other strategies include cycling lower enrolled classes (usually specialty courses offered in second year of program) so they are not offered every term to get larger enrollments and communicate that with students with a schedule of their offerings to assist with schedule planning. Other concepts include improving “internal” communications with students regarding promotion of courses beyond the “lower” fundamental areas. Creating schedule cycles that allow all class offerings be offered for day and evening periods taking into account student need and availability of labs, faculty, staff, and equipment. Many departments in the division meet every month to discuss course enrollments and ways to improve the program as a whole and focus on continuous improvement with enrollment management. The dean is invited to these programs and attends when possible. Several programs in division, such as Business, utilize late start and shorter-term classes to help accelerate students progress in a program (and to meet student demands). Pre-semester enrollment numbers are monitored closely by all programs, and large lecture capacities are instituted as necessary for those lecture-based programs and courses that can offer that option. Some programs want to promote and market their courses and program offerings more and are working with district marketing and the division office on options available (particularly in social media marketing). The development of Non-credit courses in several programs in the ATB division is seen as a way to increase enrollment and serve more students. Some programs have increased course maximums (Entrepreneurship is now 55 students) to take advantage of increasing enrollment with limited resources. Some programs have also encouraged faculty to take late student additions in the class in the first week. Programs like Fire Technology have worked with the EMS program to change schedule so students can take both EMS and Fire Tech courses in the same terms to complete requirements in both areas (making them more attractive for future employment). Future planning is looking at how some of our public safety programs can adapt schedules (in the future with new facilities) to meet schedules of working adults. Cross-listing of lab courses in Machine Tool Technology and Welding has had both benefits and some challenges. This needs to be continuously improved upon to not over burden instructors in some cases, yet having efficiencies where possible. Some departments have also produced promotional videos and hosted programs tours (particularly to high school students) to increase awareness of the programs and secure future enrollment growth. Several programs indicated that an increase (FTEF) allocation to their programs for key course sections would help address wait lists and capture more enrollment (i.e. Business, CAS, ADMJ, ATEC entry level courses, Paralegal studies).

Q14. 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 and disproportionately impacted groups (DI Groups) in general education classes to the overall student body population.

Please look at your Dean/Division Summary data report from Qualtrics. **What trends do you notice?**

Trends in ATB Division include: • Administration of Justice - African American/ Black, Pacific Islander/ Hawaiian Pacific Islander/Hawaiian students experienced low success rates from Fall 2018 through Fall 2020 (averaging 43%) However, in Spring 2021 the success rate jumped to 80%. We are excited to see this positive direction and are working to determine what was behind such a sharp increase in the success rates. African/American/Black student success rate is slightly below the College average (which is 63%) our success rate is about 10% percentage points lower, at 53%. • Automotive Technology, African American/ Black, White/ European American, Female students (1) Increased employment opportunities during the measured periods (2) Social and Economic related (3) Small sample group (African American /Black, under 10 students) (Women 7-16) (4) Substantial drop during Covid periods • Business and Entrepreneurship students are succeeding at rates comparable to the college at large. • Computer Application Systems - African American/ Black, Latinx/Chicanx, Pacific Islander/ Hawaiian students have basic math and English skills lacking at a higher level in these DI groups in the CAS program and courses for successful course completion. • Electronic Systems Technology - White/ European American, Female students; the tech industry is male dominated and it should not be this way in an ideal world. Although more and more women are embracing the opportunities in tech, the population of women is still disproportionately low. • Fire Technology - African American/ Black, Asian American/ Asian, Latinx/ Chicanx, Native American/ Alaska Native, White/ European American, Female The success rate data is skewed due to the pandemic impact on enrollments. Due to the intensity involved in the Fire Technology Program coursework, some students are coming to class ill-prepared for the workload. Others are taking on jobs to support the families, and these jobs do not allow sufficient study time for successful completion of the coursework. Still, other students discover that the fire service is not for them and select a different career path – sometimes in EMS, but more often in a different discipline altogether. The future change coming to the fire academy scheduling at the new facility will open more opportunity for firefighter training over the course of a year vs. the single semester option (that will still be available once a year) to provide a greater opportunity for success with a manageable workload. • Industrial Technology - African American/ Black, Pacific Islander/ Hawaiian students – suggested connecting students to on-campus services may help success rates. Faculty have begun including services information in course materials in the program.

Q15. Course Success Rates

Please look at your Dean/Division Summary Data Report from Qualtrics at the questions that reflect on whether and why any populations (e.g., by race, ethnicity, or gender) are disproportionately impacted (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?**

Trends in ATB Division include: • Business and Entrepreneurship - The high cost of textbooks remains a concern. We have addressed this issue by using equity funds and OER textbooks and materials for selected courses as appropriate. • Electronic Systems Technology Most of our students work full-time then take courses in the evenings possibly leading to less than desired educational outcomes, most college support services for night students are not as available because of the hours the courses are taught. This will have a more negative impact on underserved populations for this program. • Fire Technology - One of the major barriers is the cost to attend the fire academy and the process for obtaining the financial aid in time to attend the course. Many students do not follow the processes for college enrollment, registration, and application for financial aid so they are ill prepared for the costs associated with a -unit+ single semester course, even though they are provided this information months in advance of the Academy. We are hoping that the Public Safety Outreach Specialist will help in the financial aid guidance part, as well as the advertisement of the academy requirements through more engaging social media platforms that students access to get the information to them. During the remote learning period of this pandemic, many students struggled to find a place in their own homes to engage in their classes due to distractions from other family members while classes were in session. Some students found it difficult to concentrate or complete homework assignments and tests in the home environment. • Machine Tool Technology is an extremely male dominated field, and this could create a barrier in itself to potential female students not feeling supported. More work could be done on finding women in the field to provide role models and recruitment for this program. • Welding - With the new hybrid model of instruction, orientation to the Canvas program and procedures expected of students in online learning needs to be delivered on the college level, not just the Department or Faculty level to enhance student success.

Q16. Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)

Please look at your Dean/Division 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?

Trends in ATB Division include: • Administration of Justice Barriers include not having enough staffing to service all of our students and provide the necessary guidance and support for student success. This especially involves females. We have a high number of female students (and this is a male dominated field), however, there is a low transition rate to actual employment in law enforcement for females. • Automotive Technology (1) Increasing complexity of vehicle systems even at the fundamental levels. (2) Economic, as many students become employable prior to completion. (3) Existing industry personnel attending for update or enrichment training, not working towards completion. (4) Social stigmas for non-traditional students in the industry. • Computer Application Systems - Lack of options for advanced classes to run with lower student enrollment numbers. I've been substituting equivalent courses from neighboring schools. It will take a while for local level of students to have enough completers from feeder courses to run the advanced classes locally. • Fire Technology - Due to the nomadic conditions under which we must deliver the Fire Academy training until the new facility opens, we are limited on the options for how we deliver the Fire Academy training using existing facilities on and off campus. Because of the long hours and the compressed format to fit within a semester, students with transportation issues, dependent care responsibilities, employment conflicts, and athletic practice/game schedules find it difficult to attend the Fire Academy. For some students, their level of physical fitness takes more than one semester to improve and condition for firefighting work. For students with certain disabilities, the nature of firefighting work is not an option due to the rigorous physical demands and the job performance requirements. • Industrial Technology - Lack of course offerings makes it difficult for students to complete the program. • Machine Tool Technology - The only barrier is that students get employment and do not return. It is worth noting that the program is particularly difficult when compared to other community college programs. • Paralegal Studies does not have a dedicated full-time faculty member to support students and the program is unable to regularly offer students the requisite courses. 8 courses are required to complete the certificate and we do not have enough FTEF allocated to do this in a year. To date we only offer four courses a semester (and need to offer the Intro course every semester), so students are unable to complete the certificate quickly.

Q17. Staffing, Technology, Facilities, and Professional Development Analysis

Please look at your Dean/Division Summary Data Report from Qualtrics for the question on changes in FTES/enrollment in comparison to changes in staffing in this same time period. What trends to you notice in the answers? Were there any programs in your division that experienced significant decreases in staffing concurrent with FTES staying the same or increasing? Do you have any additional reflections to share about the relationship between FTES/enrollments in your division in comparison to staffing levels?

1. Administration of Justice - Adjunct have really stepped up, along with our one full-timer, in order to ensure that students are serviced and their needs met. The sharp increases were definitely seen when the Sheriff's Academy was added to the ADMJ Program (moving over from LPC two years ago). 2. Business Our FTES/enrollments are consistently high. The program has had to hire more adjunct faculty throughout this period. We lost one full-time faculty to retirement, plus one full-time faculty is currently the Academic Senate President. We need to hire at least 1 more full-time faculty to meet demands of program. Due to multiple retirements and separations throughout the college and the recent hiring freeze, the department decided not to request a full-time faculty position in 2021-22. 3. Computer Application Systems lost a full-time faculty member when they left the college over a year ago. The program is only staffed with adjunct faculty currently and the program coordinator is a former full-time instructor. There will be a need to consider seeking a new full-time position in the future. 4. Electronic Systems Technology A decrease due to our 1 ESYS adjunct not coming onto campus due to COVID concerns. The program is seeking to hire a new adjunct instructor in 2022. 5. Entrepreneurship Program - FTES/enrollments are consistent and stable. 6. Fire Technology – There is concern that Firefighter and EMS training is not visible at Chabot even though the programs have been in existence for decades. Lack of effective marketing and social media engagement with students is a major contributor to the lack of awareness on the part of many students. The new Public Safety Outreach Specialist will play a significant role in addressing this deficit (that position has just been filled in November of 2021). 7. Industrial Technology Enrollment has been stable despite staffing challenges (there is not a full-time faculty member dedicated just to that program, they are shared from Welding and Machine Tool Technology). 8. Machine Tool Technology Staffing stayed the same, FTES is decreasing due to the COVID-19 and restrictions on number of students in lab and some students who stopped attending college during the period. 9. Paralegal Studies - Adjunct Faculty have really stepped up in order to ensure that students are serviced and their needs met. The current program coordinator is a part-time instructor. 10. Real Estate and Welding noted no significant changes.

Q18.
Staffing, Technology, Facilities, and Professional Development Analysis

Please look at your Dean/Division Summary Data Report from Qualtrics for the question on changes in the total number of students served in your area or total number of services provided in comparison to changes in staffing in this same time period. **What trends to you notice in the answers?** Do you have any additional reflections to share about the relationship between students served/services offered in your division in comparison to staffing levels?

This question was not displayed to the respondent.

Q19. Are there any trends in programs' responses to the questions on technology, facilities or professional development needs that you would like to share?

Most programs in the ATB Division have access to CTE Funding sources (Strong Workforce and Perkins) along with college and district resources that have made many opportunities available to faculty and staff. Technology needs are also addressed with CTE funding and Bond funding. A new facility will open for the Fire Academy in August 2022, which is a \$20 million investment for the college and district, and that will also support the EMS program. Plans are underway with the current bond to replace the 1500 building and completely remodel the 1600 building which will benefit many programs in ATB division.

Q20.
Program Maps

Please look at your Dean/Division Summary Data Report from Qualtrics, have all programs in your division completed program maps for Guided Pathways?

- Yes
 No

Q21. If no, by when do you believe you can support the programs in your division with completing their maps?

Administration of Justice is working hard to complete all requisite program mapping tasks, however, time and resources is a problem. There is only one full-time faculty over the Administration of Justice Department and the Sheriff's Academy. Automotive Technology is waiting for direction for final steps for completion in the process. Fire Technology Due to workload impacts on the only full-time Fire Technology faculty, the lack of support staff currently to help to complete the work, the Program Maps is still in progress, with hopes of completion in Spring 2022. Paralegal Studies does not have a full-time faculty to work on Program Maps. We have asked for an ADJM/Paralegal Instructor in the Faculty Hiring Priority process, and if we get that person on board, completion of this could happen in the 2022-23 year. The Welding Mapping is currently in progress with hopes of completion in early 2022.

Q22.

Equity in Access to Services

Programs in your division were asked the following question, "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.)."

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.

What trends do you notice?

This question was not displayed to the respondent.

Q23. Programs in your division were asked the following question, "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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.

What trends do you notice?

This question was not displayed to the respondent.

Q24. Programs in your division were asked the following question, "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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.

What trends do you notice?

This question was not displayed to the respondent.

Q25.

Summary Analysis

Please provide a summary of your division's **key contributions/major achievements** since the last comprehensive PAR cycle. (300 words)

Key contributions/major achievements in ATB Division include: New programs such as Paralegal Studies, an updated AD-T degree in Business Administration (that was just recently approved) , Automotive Technology – Courses in Electric Vehicles, improvements in the Electronics lab, the Sheriff's Academy addition to ADMJ (formerly housed with at Las Positas College), Programs getting funding in Business for DECA and Entrepreneurship Program competitions, CE Funding from Strong Workforce in particular for Applied Technology and Public Safety programs, and the New Fire Technology Building under construction now (opening in Fall 2022).

Q26. Please provide a summary of your division's **greatest challenges** since the last comprehensive PAR cycle. (300 words)

ATB Division's Greatest Challenges: The addition of the Alameda County Sheriff's Academy to the ADMJ program, division and college has also provided many challenges for the program, student services, and the division office to try to support the nearly 900 students that go through academy per year. The college has had to quickly adapt and at times struggle to support this. The faculty coordinator for ADJM has been given additional compensation along with a staff member being hired (Public Safety Outreach Specialist) during the fall term 2021 that may help. Turnover of key staff, administration, and faculty have been a great challenge for the division since the last program review. The COVID-19 Pandemic has also been a huge challenge, yet many of the programs have found ways to reopen just months after the start of the pandemic on campus and switching to hybrid models. This has still had a tremendous impact on our students and employees adjusting to these changes.

Q27. Based on the trends you noted in PARs in your division, as well as your own analyses, in ranked order, what infrastructure or college-wide issues do you believe deserve immediate attention? (300 words)

1. Finishing the Fire Tech/Fire Academy building project and obtaining equipment needed for program. 2. Seeking an additional instructor for the Administration of Justice Program/Paralegal Program 3. Additional Instructor needed for the Fire Technology Program. 4. Starting the planning process for the new 1500 building and 1600 building which is in process which will impact a number of program in both Business and Applied Technology Programs. 5. Address the needs for counseling in division starting by inviting counselors to program and divisions meetings (it is inconsistent among the program areas – thus improved communication and relationship building could be key to this). 6. Look at opportunities to diversity programs such as in public safety programs (with new outreach coordinator) and within Applied Technology programs (discussions with faculty and the outreach resources of the college for recruitment and retention of more diverse populations. 7. Look for opportunities for more completion of degrees and certificates with our programs through advising, scheduling, and curriculum changes. 8. Continue support for CTE funding for programs for equipment, personnel and professional development.

Q28.

Planning

Please develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle

Briefly describe the expected outputs (e.g., direct short-term results like # of students served, workshops held, etc) or outcomes (e.g., longer-term results like course success rates or degrees earned) for your goal.

Expected Outputs or Outcomes

Goal 1

Recruiting and retaining more diverse students into Applied Technology and Public Safety Programs in ATB Division.

Having more diverse populations of students completing certificates and degrees and become employed in various fields in Public Safety and Applied Technology. The goal would help with the DEI initiatives at college and could provide more opportunities for students to be successful in fields that have excellent career and income generation potential in the future.

Goal 2

Planning and completion of bond supported projects that support various programs in Applied Technology and Business Division.

Supporting the completion of the new training center for the Fire Academy/EMS program with the city of Hayward along with the planning for the new 1500 building and remodel of the 1600 building. The new facilities with new equipment will help support students, enhancing their education and student success.

Goal 3

Recruiting/Hiring more diversity among faculty and staff in Applied Technology and Business Division.

As full-time and part-time position become available, work with DEI initiatives to recruit and hire more diverse employees in the division that represents our community.

Goal 4 (optional)

Goal 5 (optional)

Q29. Are any of the goals you listed for your division designed with the intention of positively impacting equity, i.e., improving outcomes for any disproportionately impacted population?

Yes

No

Q30. Check all populations that at least one of your PAR goals intentionally supports.

- African American/Black
- Latinx
- Native American/Alaska Native
- Pacific Islander/Hawaiian
- Disabled
- Foster Youth
- LGBT
- DI Gender
- Other (please specify)

Q31. Are any of the goals that you listed for your division aligned with any of Chabot's "mission critical priorities" in the EMP?

- Yes
- No

Q32. Check all mission critical priorities for which at least one of your PAR goals is aligned.

- Equity
- Academic and Career Success
- Access
- Community and Partnerships
- Pedagogy and Praxis

Q33. Chabot will be funded by the Student Centered Funding Formula (SCFF) once the "hold harmless" period ends. Are any of the goals that you listed for your division aligned with increasing Chabot's funding in any of SCFF Metrics?

- Yes
- No

Q34. Check all SCFF metrics that at least one of your PAR goals intentionally supports.

- Enrollment/FTES
- Transfer level English, math or ESL achievement
- Degree or certificate completion
- Transfer
- CTE Units
- Attainment of a Living Wage
- Supplemental Metric (Financial aid or AB 540)
-

Other (please specify)

Q35.

Resource Requests for Your Dean's Office

I have filled out any resource requests for my dean's office in the [excel spreadsheet provided](#).

- Yes
- No, I do not have any resource requests for my Dean's office
- Not yet, but I plan to by:

Q36. I have completed the [Google Spreadsheet of Fall 2021 PAR Resource Requests](#) in which I rate some categories of resource requests and mark off some requests as funded yes/no (step-by-step instructions included in Deans' Summary Template) to assist PRAC and shared governance committees with resource allocation.

- Yes
- No, but I plan to complete by:

December 6, 2021