

## Divison: Applied Technology and Business

### Name of Program/Area and Contributors

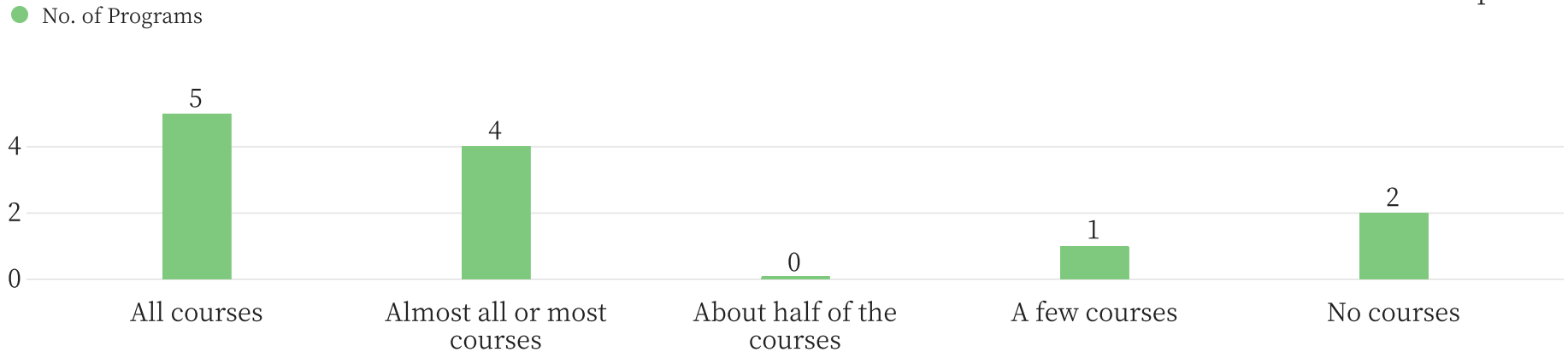
12 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Administration of Justice	Cheryl Mackey	Academic Services
Automotive Technology	Kurt Shadbolt, Mike Sherburne, Erich Bass-Werner, Jim Baum	Academic Services
Business	Dmitriy Kalyagin, Catherine Pinkas, Jas Bhangal, Norberto Ruiz, Lynn Klein, Melissa Patterson, Wanda Wong, Miguel Colon	Academic Services
Computer Application Systems	Mon Khat	Academic Services
Electronic Systems Technology	Frank Ko, Nabil Alhamal	Academic Services
Entrepreneurship	Miguel Colon	Academic Services
Fire Technology	Bob Buell and Fire Technology Adjunct Instructors	Academic Services
Industrial Technology	Dave Vetrano, Chris March	Academic Services
Machine Tool Technology	Adam Hathaway, Chris March	Academic Services
Paralegal Studies	Cheryl Mackey	Academic Services
Real Estate	Jay Mumford	Academic Services
Welding	Liisa Pine	Academic Services

## Responses on Student Learning Outcomes for Programs in Your Division

How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

12 Responses



### Explanations for Programs who have Unassessed Courses in Five-Year Cycle

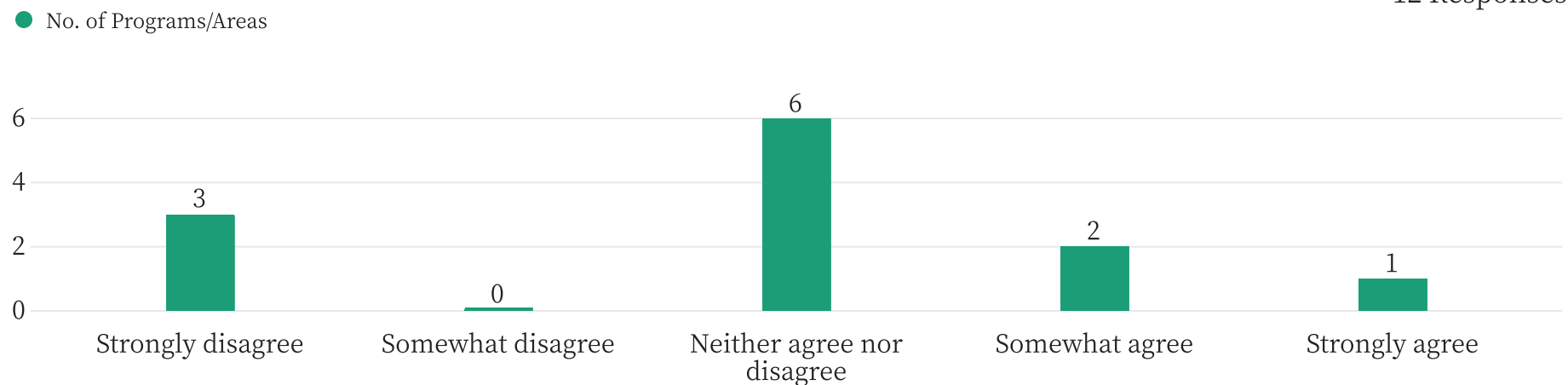
12 Responses

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Administration of Justice	The Sheriff's Academy recently moved to Chabot and those courses require updating.
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.
Business	N/A
Computer Application Systems	N/A

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Electronic Systems Technology	N/A
Entrepreneurship	N/A
Fire Technology	Many are overdue. Newer faculty lacked the training for some courses.
Industrial Technology	N/A
Machine Tool Technology	N/A
Paralegal Studies	Some courses are IP and will be completed shortly.
Real Estate	N/A
Welding	All faculty were hired within the last three years. Assessments are in progress

### Assessing SLOs has led to improvements in my area.

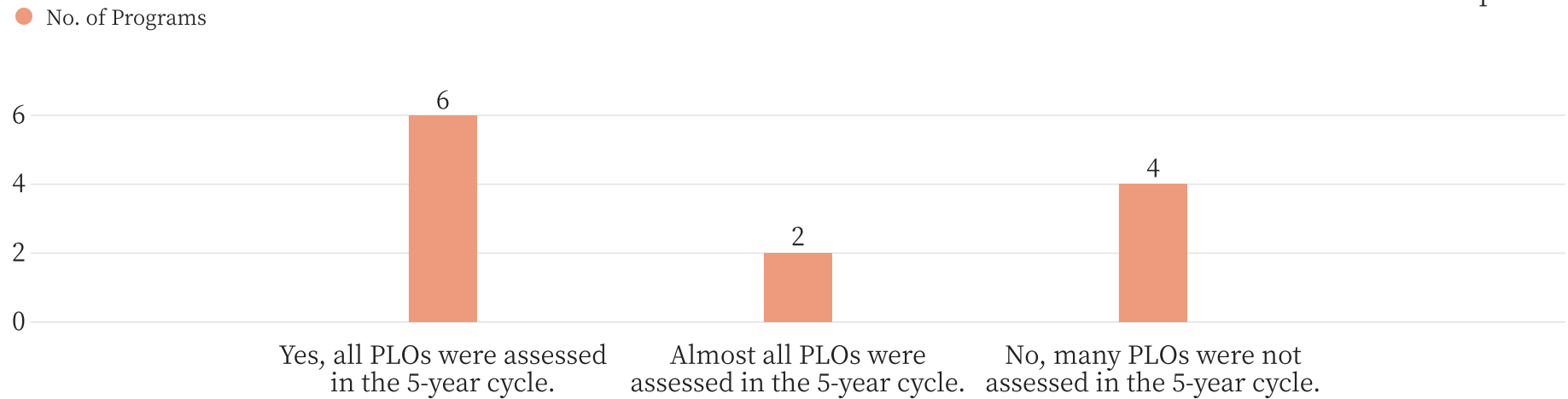
12 Responses



## Responses on Program Learning Outcomes for Programs in Your Division

**PLOs: Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?**

12 Responses



**Explanations for Programs who have Unassessed PLOs in Five-Year Cycle**

12 Responses

Program/Are a Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Administration of Justice	N/A
Automotive Technology	Some assessments still pending SLO completion to the complete the PLO' s.
Business	N/A

Administration of Justice

N/A

Automotive Technology

Some assessments still pending SLO completion to the complete the PLO' s.

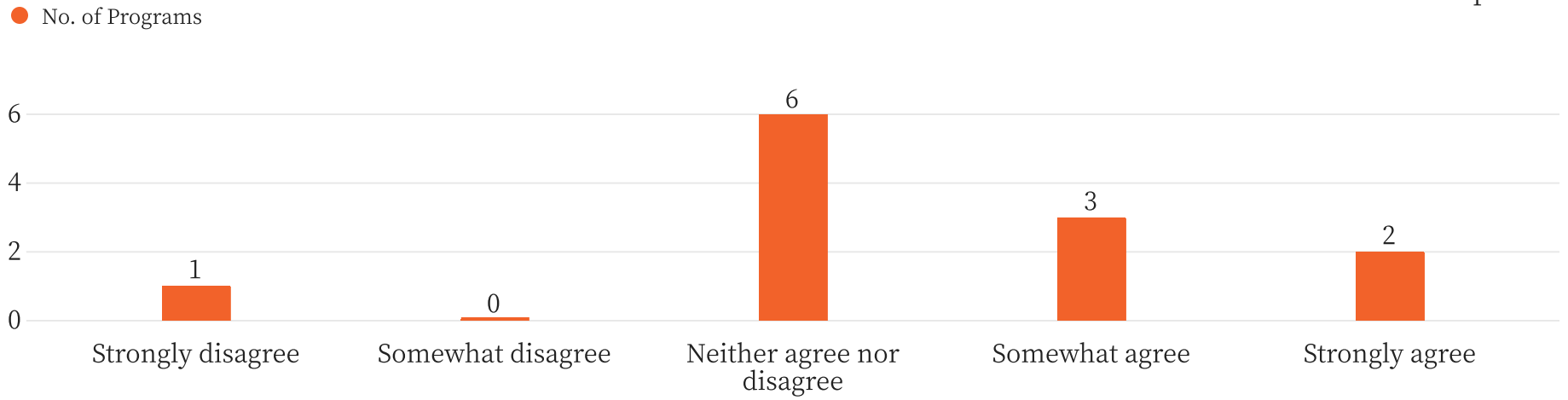
Business

N/A

Program/Are a Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Computer Application Systems	New degrees were established so measuring completion of program has not been achieved when looking at number of certificates and degrees awarded. PLO' s are linked to courses required in the program for the degree/certificate.
Electronic Systems Technology	N/A
Entrepreneur ship	N/A
Fire Technology	The current version of the Fire Technology and Fire Prevention Inspector Programs were completely revised 4- years ago and would be due this year. The Company Officer Program has not begun. The Fire Academy Program is still embedded in the overall Fire Technology Program for the PLOs. The original versions were assessed, leading to the changes 4 years ago.
Industrial Technology	INDT Faculty have retired and been replaced and there is no PLO report in CurricUNET
Machine Tool Technology	The two new full time faculty memebres have only been here four and three years repectivley. There mays have been a year or so that the PLO' s where not assessed
Paralegal Studies	N/A
Real Estate	The PLOs were created three years ago and have not entered the five year cycle.
Welding	All faculty were hired within the last three years. Assessments are in progress

### Assessing PLOs has led to improvements in my area.

12 Responses



## Responses on Institutional Supports and Barriers

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?

12 Responses

Program/Area Name	Institutional Supports, Barriers and Data	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?
Administration of Justice		The focus of the College on guided exploration and navigation to educational goal (degree, certificate, career, or skills) has been particularly helpful, and we are proud of what our discipline has achieved in this area, including a new Paralegal Certificate, a new Law Enforcement Certificate, and updated and relevant AA and AS-T degrees.
Automotive Technology		A key to our program remaining relevant is the ability to obtain adequate funding to keep up with constantly changing technology. The use of Perkins, Strong Work Force, Regional Projects and Grants when available have allowed our students to have critical learning experiences, faculty to obtain training and curriculum to be developed to support the unprecedented changes in our industry. Without this funding, our program cannot provide students with the industry expected levels of knowledge and experience.
Business		A continual offering of Canvas training to make our online courses the best that they can be during the pandemic. Student assistants help encourage students in their studies. Club activities and Entrepreneurship activities provide opportunities to engage students.
Computer Application Systems		Metrics on success rates are helpful in me assessing PAR Goals, SLO's, PLO's & SAO's
Electronic Systems Technology	N/A	
Entrepreneurship		The one thing we can do as a campus to help our Entrepreneurship students is to not shame them when they express an interest in being an Entrepreneur. Too many faculty members feel and publicly state that the pursuit of profit is a bad thing. This forces our students to pursue occupations that pay less and ensure they remain in poverty.

Program/Area Name	Institutional Supports, Barriers and Data 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?
Fire Technology	<p>The early investment in the necessary support resources for the Fire Academy and Fire Prevention Inspector programs prior to the pandemic contributed to the continued success of our students during the pandemic. Collaboration within the Division of Applied Technology &amp; Business and in conjunction with Health, PE, Athletics Division, along with support from Maintenance &amp; Operations and Campus Safety further contributed to our ability to aid our students in their completion of the Fire and EMS courses required for State certifications and employment within the industry.</p>
Industrial Technology	<p>This program is relatively unsupported and in a rebuilding phase</p>
Machine Tool Technology	<p>The support of our Administrative assistants in the division have been a great help in achieving our goals by keeping us afloat with fiscal and administrative help.</p>
Paralegal Studies	<p>The focus of the College on guided exploration and navigation to educational goal (degree, certificate, career, or skills) has been particularly helpful, and we are proud of what our discipline has achieved in this area - including a new state approved Paralegal Certificate and a dramatic increase in enrollment - it has quadrupled since the program began.</p>
Real Estate	<p>N/A</p>
Welding	<p>Support of the Dean in response to needs for equipment and additional Faculty during the redevelopment of the Department following the retirement of its longtime Full Time Instructor and 100% turnover of all Faculty.</p>



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

12 Responses

Program/Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Administration of Justice	The biggest challenges we are facing is the lack of full-time staffing. We do not have enough staffing support at all to handle the sheer volume of students, sections, nor do we have enough FTEF to offer enough courses to meet student demand, so that students can complete their degrees/certificates in a timely fashion. ADMJ during fall semester alone is has a total of FTEF of 17.75 and ONE full-time faculty member splitting time with Paralegal Studies.
Automotive Technology	(1) Challenges are associated with obtaining clear and concise reports for completions. (2) The “cycle” periods have changed and too many faculty are confused as to how often assessments need to be completed. (3) Many of the questions asked are repetitive and the overall system is questioned as to its real impact on funding and other college applicable decision as it has been presented. (4) Lack of institutional support for career prep and employment assistance that impacts all of our students regardless of educational and career goals. (5) Lack of institutional understanding of our and many other programs.
Business	Economic Challenges: The economic impact of attending college for our students is twofold – First, the actual cost of a 4-year degree, relative to future earnings. Second, is the cost of the student not being able to help their family whether it be by having a job and contributing financially or staying home and helping with younger siblings.
Computer Application Systems	Allowing capstone or advanced courses to run with lower enrollment would help increase completion rates in the program. Many students complain that there courses are cancelled due to low enrollment which is understandable at the advanced level. However exceptions if made for every other semester for example would increase completion numbers. Currently I am accepting equivalent courses from other colleges to make up for the course cancellations.
Electronic Systems Technology	N/A

Program/Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Entrepreneurship	<p>Economic Challenges: The economic impact of attending college for our students is twofold – First, the actual cost of a 4-year degree, relative to future earnings. Second, is the cost of the student not being able to help their family whether it be by having a job and contributing financially or staying home and helping with younger siblings.</p>
Fire Technology	<p>The lack of immediately accessible counseling and other student services during the pandemic impacted the registration process for students with prerequisite override needs, or those needing course waivers toward certificate and degree completions. Some students who needed prerequisite overrides processed left Chabot to attend other fire academies or EMT programs because they were not sure if they'd complete the process at Chabot in time for the start of the Fire Academy or EMT class. This brought to light the need for a Public Safety Outreach Specialist. However, the MOST significant impact to Fire Technology is the Curriculum Committee's choice to only approve curriculum in Fall semesters. This has a significant impact to the Fire and EMS programs when the State rolls out changes that impact our courses, but the time in which we receive notice from the State is past the due date for curriculum proposals by the committee. There is no state law that requires such a once a year practice. With only one fulltime faculty in Fire (who also has to run the Fire Academy) and no fulltime faculty in EMS (who is maxed out in hours teaching the EMS courses), there is no curriculum development support within the two disciplines to assist in inputting the information to Curricunet to the satisfaction of the Curriculum Committee. By the time our disciplines are provided the upcoming changes to our CE areas, we are in mid-September (past the self-imposed deadline for curriculum proposals). Therefore, we have to wait two years to get changes implemented. The State of California First Responder Programs and Chabot College's curriculum proposal deadlines are out of sync and continue to be a problem for both Fire and EMS. Since the Curriculum committee expanded to support two key leads compared to one in the past, there is no significant reason why Career Education courses cannot have curriculum approvals in the Spring semesters. If we could have one institutional practice changed immediately, it would be the Fall-only practice of curriculum implementation. We continually hear about concerns of the Student-Centered Funding Formula, but without the curriculum on the books to deliver and the curriculum writers to help us meet the constantly changing criteria for curriculum, Chabot College is creating its own self-imposed restriction on institutional success based on relevant course delivery in this evolving world.</p>

Program/Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Industrial Technology	Insufficient Faculty to support course offerings
Machine Tool Technology	The lack of faculty knowledge of the department's budget and to make the purchases themselves. Also, the lack of having an MTT only advisory board. Counseling needs to do a better job at putting students in the right courses at the beginning. It appears that our prerequisites are not being used in Classweb and students are getting into advanced courses and struggle and withdrawal. Also, the lack of promotion of the program in general by the institution as a whole. Also, an EXTREME institutional barrier that prevents our students from reaching their educational/vocational goals is the lack of direct supervision of the "lab technicians" in the applied technology area.
Paralegal Studies	The PLGL program is experiencing massive challenges - there is no full-time faculty member to coordinate the program and there is not enough FTEF to offer the required courses so that students can complete the certificate in one year.
Real Estate	N/A
Welding	Students were hindered during COVID restrictions, in that the college expected Faculty to train students in online learning, in addition to delivering the standard curriculum in a new hybrid model. Many students either chose not to enroll, or chose not to complete or persist in the program, rather than face the learning curve that the new online model required.

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? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)

12 Responses

Program /Area Name	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? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)
Administration of Justice	The amount of resources available on campus is extremely helpful in helping our students success - we regularly refer students to counseling, CalWorks, EOPS, etc.
Automotive Technology	Based on student feedback, many are frustrated by most of the institutional practices. When they do come across a helpful person, they are very appreciative regardless what that area is.
Business	Certificate programs help students demonstrate their ability to pursue specific business objectives. The careful weaving of courses in both Certificate Programs and college transfer requirements adds great value to our students.
Computer Application Systems	Keep software programs like degree works available to students and better advertise it.
Electronic Systems Technology	General support such as access to healthcare, mental health support, food and life pantry, clubs etc.
Entrepreneurship	Certificate programs help students demonstrate their ability to pursue specific business objectives. The careful weaving of courses in both Certificate Programs and college transfer requirements adds great value to our students.

Program /Area Name	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? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)
Fire Technology	The implementation of the laptop loaner program with wireless hot spots for students was a significant reason many students stayed in Fire Technology courses during the required remote learning restriction. Also, the investment in Canvas Learning Management System resources such as Canvas Studio and Proctorio Remote Monitoring of tests provided greater advancement in authentic assessment of students and accountability of assignment completion in the online learning environment. All of these should continue for students and faculty in support of online learning. Additionally, providing the appropriate funding support for the Fire Academy to ensure students have properly operating safety equipment and functioning training props has contributed to greater student success and retention, while making the access to this education more equitable for students who lack the financial means to pay rental fees.
Industrial Technology	Adjacent Programs have high levels of support i.e. Welding, Machine Tool, Electronics
Machine Tool Technology	N/A
Paralegal Studies	The amount of resources available on campus is extremely helpful in helping our students success - we regularly refer students to counseling, CalWorks, EOPS, etc.
Real Estate	N/A
Welding	Chabot does a good job of providing and making students aware of financial resources they could be accessing. It also does a good job of supporting affinity programs like El Centro, Umoja, and RISE that encourage community and follow students as they progress from semester to semester.

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? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

12 Responses

Program/ Area Name	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? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Program/ Area Name	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? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Administr ation of Justice	WE NEED ANOTHER FULL-TIME FACULTY MEMBER. ADMJ, the Academy and Paralegal Studies have one full-time faculty member. This is repetitious, but these are also desperate times.
Automotiv e Technolog y	(1) Many of our students struggle with Counseling. The ability to obtain appointments and receive guidance on their chosen academic path vs. a “transfer” focused path, they also mention a lack of familiarity with our program as an issue. (2) Students are unable to schedule with Counseling during the critical enrollment period. (3) Obtain assistance outside of 9-5 (night students especially). (4) Timely responses from many areas by phone or email, this has increased due to Covid, especially non-Chabot students with no Zone Mail, they often times receive no response.  Better access to good jobs. Chabot has Career Central but does not have resources to o Identify employers, internships, and apprenticeships with work experience as part of their programs. . Help students engage with these employers to support them both through current and future jobs. Low completion rates: Use Pathway Model but make enrollments available weekends or in evening as well as day classes. Complete work in cohorts by providing flexibility in the order of required coursework. Hold school wide orientation and” “start college” course plans for each student. Complete assessments before students start so that they know what they need to improve to be successful in college.
Business	
Computer Applicatio n Systems	Chabot tends to process course substitutions very slowly and not automatically accept courses on there transferred units towards the G.E. pattern. Students often have to take an extra step when the courses are already have a matriculation in ASSIST.ORG. Make course substitutions easier for G.E. non-major courses.

Program/ Area Name	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? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Electronic Systems Technolog y	More counseling awareness of our programs are needed, it seems there are students who never even learn the vocational trades are an available and viable option. We need better 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. There are some difficulties in collaboration between departments
Entrepre neurship	Better access to good jobs. Chabot has Career Central but does not have resources to Identify employers, internships, and apprenticeships with work experience as part of their programs. Help students engage with these employers to support them both through current and future jobs. Low completion rates: Use Pathway Model but make enrollments available weekends or in evening as well as day classes. Complete work in cohorts by providing flexibility in the order of required coursework. Hold school wide orientation and "start college" course plans for each student. Complete assessments before students start so that they know what they need to improve to be successful in college.
Fire Technolog y	As the workforce employment needs evolve, the curriculum approval period has to be more flexible with greater faculty support than is currently offered. Chabot needs to restore a form of the Community Education option (that we used to have up until 2008 and still exists at LPC) for immediate need course delivery that impacts employment-related training. The public safety industry is changing and needs a training delivery option, especially when the curriculum approval process can take up to years depending on the curriculum submission date. With the new Hayward Fire Training Center opening in less than a year, we need to find a way to restore the former Community Education system as a Continuing Education for Public Safety programs, and have that managed within our Division.
Industrial Technolog y	Lack of course offerings ___
Machine Tool Technolog y	The enrollment management system is the greatest challenge to our students in reaching their educational goals. The institution requires us to have too many students in our lab sections than we have space for. Therefore, our students do not get adequate time on the machine to accomplish their learning outcomes. Also, this number of students creates a safety situation. An example is the use of overly cross listed lab sections.
Paralegal Studies	WE NEED A FULL-TIME FACULTY MEMBER. This is repetitious, but these are also desperate times.

Program/  
Area  
Name      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? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

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Real  
Estate      N/A

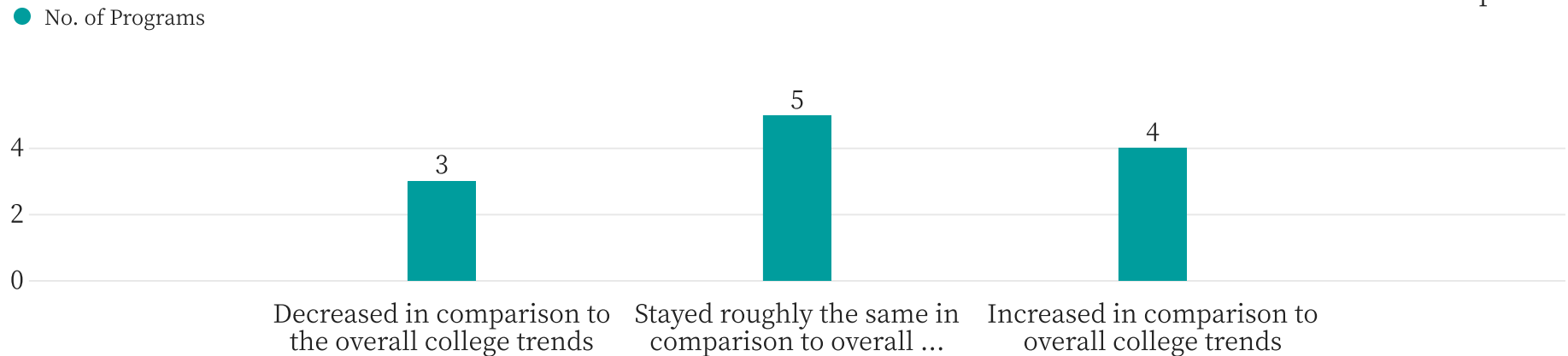
Welding      In an environment that requires increasing dependence on online learning, students need college-based orientation to the Canvas platform and the expectations of performance in distance learning.



## Questions Related to FTES, Enrollment, and Productivity

Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:

12 Responses



Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

12 Responses

Program/Area Name	As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Administration of Justice	Our GE courses regularly fill, with waiting lists, as do our fully online courses. Courses that do not completely fill tend to be specialized courses (such as ADMJ 85 Intro to Forensics) and courses that are in-person. We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).

Program/Area Name	As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Automotive Technology	(1) To meet Covid protocols we were forced to run smaller cohorts, typically having two lab sections during F20 and SP21. (2) We have been launching new non-credit online courses during the past 4 semesters. (3) We are launching new credit courses (F21 & SP22). (4) More advanced courses, often experience some decreases as many of our students become employment eligible after 2-3 fundamental courses. (5) Previous administration based some determinations on faculty requests vs. historical data in determining class offerings. (6) To meet student timely completion goals.
Business	N/A
Computer Application Systems	On Campus G.E. qualifying class in the afternoons and the advance classes have a lower fill rate. For the advance classes this could also be due to the classes being relatively new in relation to the tracking of enrollment numbers since the program and courses were created a few years ago.
Electronic Systems Technology	Prior to our ESYS change from 18 to 7 courses, some of the 2nd year courses did not fill to capacity due to attrition.
Entrepreneurship	The ENTR courses consistently fill to capacity. Why might this be? N/A

Program/Area Name	As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Fire Technology	<p>In Fall 2018, the Fire Technology Program's course numbers changed, but we had no catalog out until late September. Students went to our sister college to complete fire academy prerequisites unaware of the changes. By the following year (Fall 2019), we saw an increase in our enrollment because the catalog was accessible, students (and counselors) were on the same page, and the Fire Technology course schedule was changed to prevent overlap with the EMS course schedule. Where we noticed the drop in enrollment is when LPC and Chabot College are offering the same course at night in the same semester. Prior to Fall 2018, 3 of the courses most impacted (FT 4, 5, and 6) were scheduled in opposite semesters to reduce this overlap in the district. The Fire Technology 3 class is offered in mornings during Fall, and in evenings during Spring, to attract the day and night students when they were most likely to attend. During the pandemic, the Work Experience Field Internship training course has been on hold (FT 95 and 96). This course requires students to work in Fire Stations and respond on fire companies, but until the stations can accept firefighter interns, these two corequisite classes are on hold (hopefully restored in Spring 2022). In general, several of these courses are full on the first class session based on physical attendance, but when students receive the syllabus and consider the workload, some do not complete the add process or drop (if registered). As students attend their required math and English classes, and realize the workload for all the classes they are attending, they often drop some of the Fire Technology classes then come back in a future semester. With better support using the new Public Safety Outreach Specialist, we hope to better guide students to the right classes with a manageable workload for their degree path.</p>
Industrial Technology	<p>INDT 62 is offered online and has struggled with enrollment despite off campus and on campus outreach and marketing</p>
Machine Tool Technology	<p>Yes this seems to be a problem with the majority of our courses/sections. This is due to a lack Chabot promoting the program. Our entry level classes are usually pretty full or close to full. However, the enrollment tappers off in the advanced courses due to our student's ability to get a good job with a semester or two of courses</p>
Paralegal Studies	<p>Some of our courses have prerequisites (which are not currently offered every semester i.e. PLGL 31 Legal, Writing and Research and PLGL 35 Advanced Legal, Writing and Research). We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).</p>

Program/Area Name	As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Real Estate	No, the courses have all filled. This will continue as long as enough online “gateway” sections are offered to feed into the subsequent specialty courses.
Welding	The more advanced courses are harder to fill, in that they necessarily consist of only a percentage of the prerequisite courses. The plan of the Welding Department is not only to retain students toward the more advanced courses, but to attract experienced students from Industry who can benefit from the professional development.

## Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?

12 Responses

Program /Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Administration of Justice	Our Department faculty regularly admit additional students and adjusts times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).
Automotive Technology	(1) Pre-Covid, our faculty commonly over-enrolled classes whenever possible. Due to the practical nature of our instructional area, we have to consider space, equipment and safety in these decisions. (2) Returning to a schedule that cycled lower enrolled classes vs. continues availability. (3) Improved “internal” communications with students regarding promotion of courses beyond the “lower” fundamental areas. (4) In most cases practical application is required in our subject matter, we do have, and currently offer some classes 100% online. (5) Some classes may be able to be offered hybrid, but practical application limitations would remain the same as traditional offerings resulting in no real benefit. (6) Our schedule cycles all class offerings between day and evening schedules already to be flexible for all students, facility, equipment, safety restrictions impact how many classes can be offered at any time.
Business	The BUS discipline faculty meet every month to discuss course enrollments and ways to improve the program as a whole. We look at which classes are offered, when they are offered (regular start, late start, and accelerated options), how they are offered (on campus, hybrid, fully online, and/or a Zoom component), and who teaches a particular class. The current schedule is a reflection of that activity oriented towards continuous improvement. Pre-semester enrollment numbers are monitored closely, and large lecture capacities are instituted as necessary. Many of our full and part-time instructors increase capacity and/or add additional students, especially those on waitlists, every semester.
Computer Application Systems	Yes additional marketing to more students.

Program /Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Electronic Systems Technology	Proposals are being developed for 7 non-credit ESYS courses mirroring our credit based courses. The NC courses are to fulfill the needs of: take an ESYS course as a refresher where they cannot repeat a credit course take an ESYS course to see if student desires to pursue the ESYS program for credit take an ESYS for skills/career enhancement without obligation to commit to entire program It is hoped that the addition of these NC courses will achieve greater student success and program productivity.
Entrepreneurship	The ENTR courses always increase capacity to 55 from 44, thereby giving the maximum number of students the opportunity to attend the courses. In addition to accept late adding students through to the 2nd week of instruction.
Fire Technology	During the past three years, the Fire Technology Program instructors have constantly modified the course delivery options to include fully online, hybrid online, and creative date scheduling to prevent overlaps of classes required for our certificates and degrees, especially those classes taught by other disciplines. The biggest change was the rescheduling of all Fire classes around the EMS classes where possible, so students could meet the requirements of both disciplines. Also, once the new facility opens, we will pursue a different delivery schedule for the Fire Academy where the training takes two semesters using four mornings per week to work around the schedules for Chabot College athletes so they no longer have to choose between their sport and the academy. This scheduling modification may also attract single parents and other working students who cannot commit to a single semester fire academy schedule. This will take a couple of years to implement, but will be a significant opportunity that we' ve been unable to accommodate since the late 1980' s.
Industrial Technology	Professional development of current faculty or hiring of Adjunct Faculty
Machine Tool Technology	I think our faculty members are willing to do anything to increase our enrollment. Increasing class size is not going to work in our area. We have too many students in our cross listed labs. Have student waiting for machines when we are at max enrollment. The administration needs to comprehend that with only so many machines in the labs we can only serve so many students adequately. Our department attended Art and Maker Fairs, produced promotional videos and hosted shop tours.

Program/ Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Paralegal Studies	Our Department faculty regularly admit additional students and adjusts times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).
Real Estate	Yes, faculty are willing to take large enrollments in the gateway courses that act as a source of FTES for the specialty area courses. The gateway courses are RE80 Real Estate Principles and RE84 Real Estate Practice.
Welding	Welding Department Faculty have adapted to a crosslisted lab model that allows for both reduced capacity due to COVID restrictions and restrictions in student scheduling. In addition, we have reduced the number of Lab sessions for Spring 2022.

**Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.**

12 Responses

Program/ Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Administra tion of Justice	ADMJ 50 - Introduction to Administration of Justice; ADMJ 60 - Criminal Law; ADMJ 63 - Criminal Investigations; ADMJ 61 - Evidence; ADMJ 55 - Intro to Corrections
Automotive Technology	Many of the basic entry courses (ATEC 1, 4, 5, 50,) fill consistently and are commonly over enrolled (Non-Covid) in most cases any waitlist students are enrolled in all applicable courses as is demonstrated by the number of classes with 100+% fill rates.

Program/ Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Business	BUS 12 Introduction to Business is a course that always fills up. There is the potential to add more sections. The demand for this class as an online offering seems boundless. Bus 1A (Financial Accounting), 1B (Managerial Accounting), 7 (Accounting for Small Businesses), Bus 3A (Taxation of Individuals), Bus 10 (Business Law), Bus 14 (Business Communications), Bus 19 (Business Statistics) and Bus 21 (Human Resource Management) consistently fill and generate waitlists, especially the online sections. Summer 2020 (with all courses offered exclusively online) had a fill rate of 93%. Summer fill rates are reliably strong.
Computer Application Systems	Yes, CAS 50, 54 & 58 taught online by popular instructor tend to have a waitlist or over enroll by handing out petition numbers.
Electronic Systems Technology	ESYS 69 and ESYS 57
Entreprene urship	ENTR1, ENTR5, and ENTR5 all fill on a consistent basis. As we increase class capacity to 55, we rarely have waitlists.
Fire Technology	The evening Fire Technology 1 class and the occasional Fire Academy (FT 11).
Industrial Technology	Welding courses regularly fill to capacity
Machine Tool Technology	MTT 50
Paralegal Studies	PLGL 30 - Introduction to Paralegal Studies; PLGL 33 - Computer Application E-Discovery; PLGL 34 - Legal Ethics; ADMJ 60 - Criminal Law
Real Estate	RE80 Real Estate Principles RE84 Real Estate Practice.



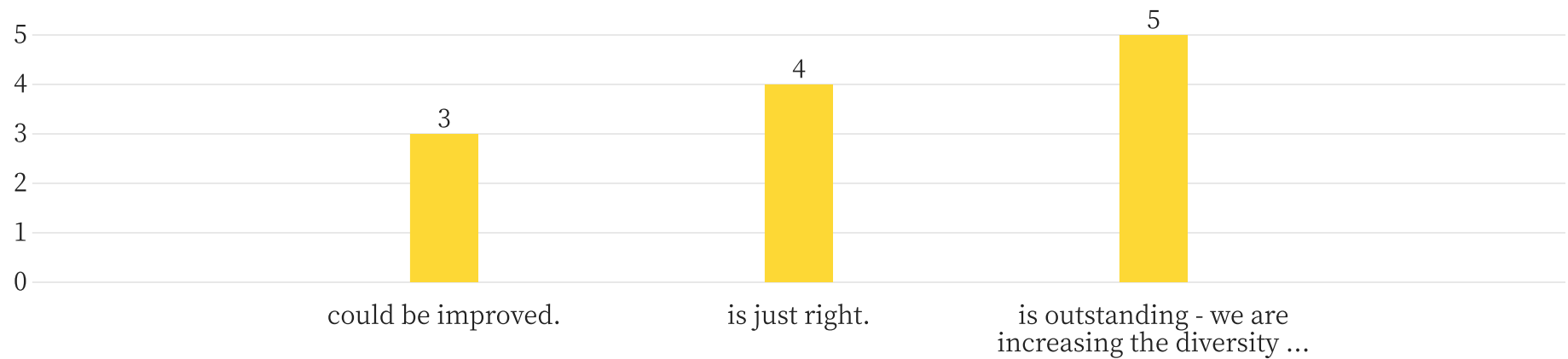
Program/ Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Welding	All of the Beginning and Introductory course sections are routinely waitlisted at the start of the semester: WELD 70, 64 A, and 65 A.

## Questions Related to Enrollment Disaggregation and Representation

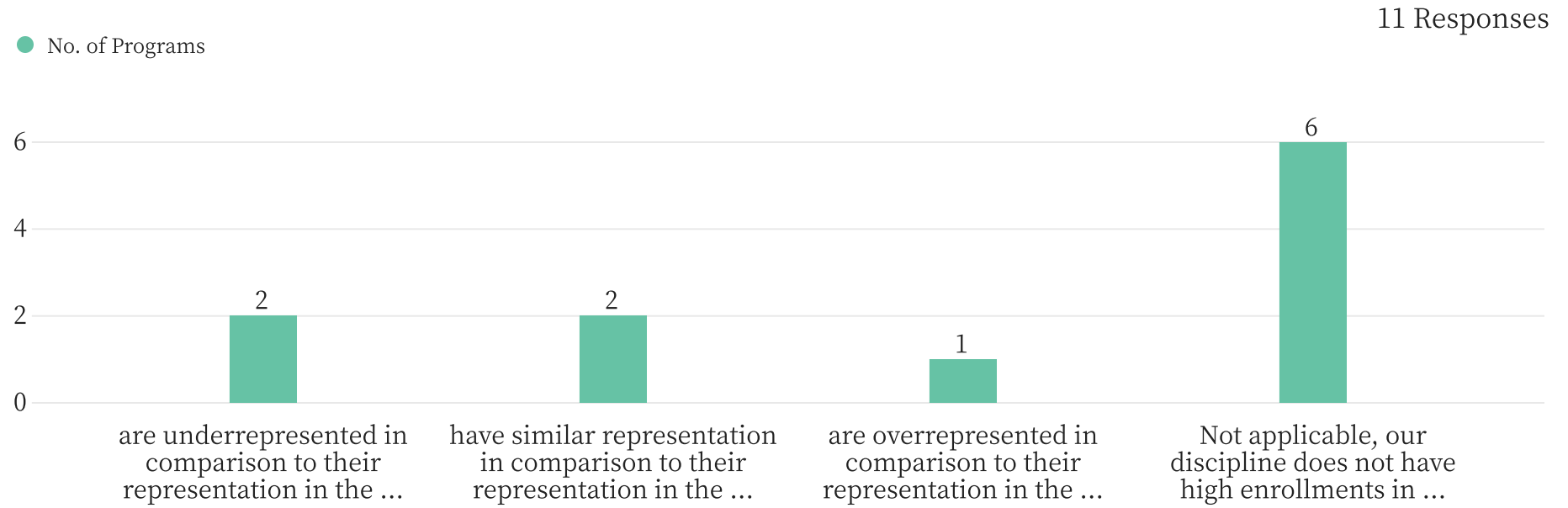
**Enrollment Disaggregation: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field:**

12 Responses

● No. of Programs



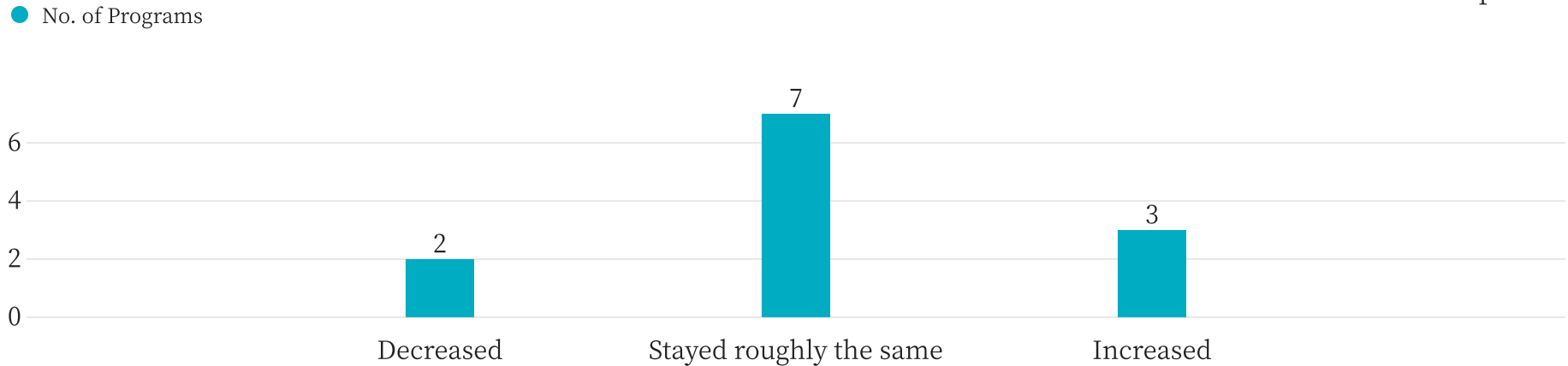
For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your general education classes to the overall student body population. DI Groups in our general education classes:



## Questions Related to Course Success Rates and Disproportionate Impact

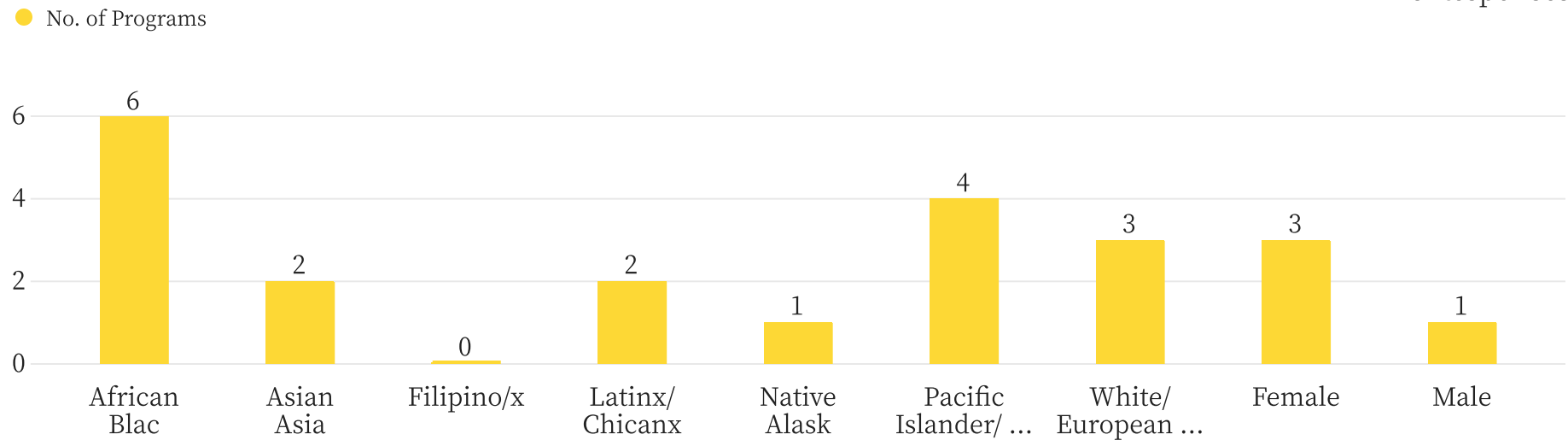
Course Success Rates: Over the past three years, how have course success rates in your discipline changed? Course success rates have:

12 Responses



Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):

8 Responses



Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group

12 Responses

Administ ration 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%.
Automoti ve Technolo gy	African American/ Black, White/ European American, Female	(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	N/A	The Business discipline students are succeeding at rates comparable to the college at large.

Computer Application Systems	African American/ Black, Latinx/ Chicanx, Pacific Islander/ Hawaiian	What has been observed is that the basic skills are lacking at a higher level in these DI groups in the CAS program and courses. Many students do not realize that computers do not do the work for you, but they enable and enhance your current ability so when a student shows up to a class and lacks basic math skills they will not be able to create a formula to calculate a percentage on a spreadsheet. And when they copy the incorrect formula to the rest of the sheet the entire workbook will be incorrect. I have considered adding an English and math pre-requisite but it would hurt enrollment.
Electronic Systems Technology	White/ European American, Female	Fact: the tech industry is male dominated. 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.
Entrepreneurship	N/A	The Entrepreneurship discipline students are succeeding at rates comparable to the college at large.
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	Connecting students to on-campus services may help success rates. Faculty have begun including services information in course materials
Machine Tool Technology	N/A	Our students are mainly Asian American/ Asia, or White/ European American

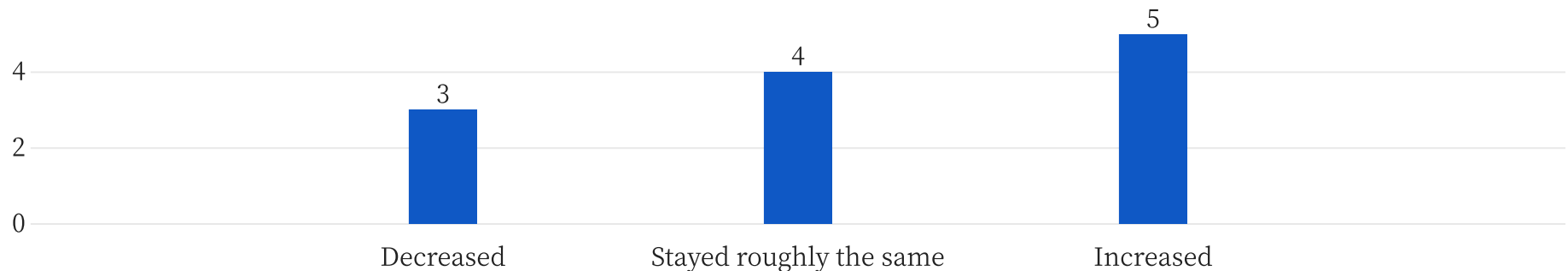
Paralegal Studies	Asian American/ Asian, Male	Asian-American student enrollment has significantly decreased from Spring 2020 (26%) to Fall 2021 (8%). Our male student enrollment rate has also dropped from Spring 2020 (37%) to Fall 2021 (16%) and is well below the College average (45%).
Real Estate	N/A	N/A
Welding	African American/ Black, Pacific Islander/ Hawaiian	I don't claim expertise on the disproportionate impacts for any given student group.

## Questions Related to Program Completion and Barriers to Program Completion

Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

12 Responses

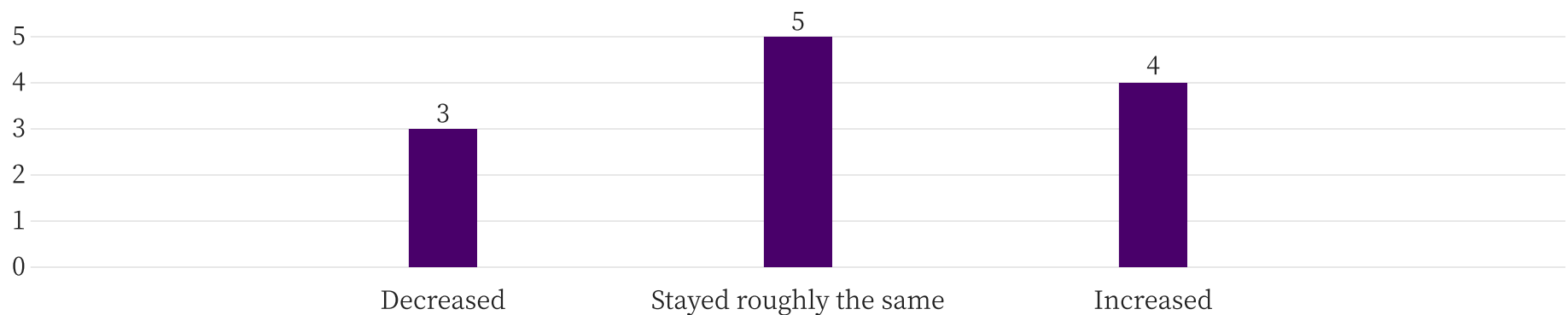
● No. of Programs



Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)?

12 Responses

● No. of Programs





**What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)**

12 Responses

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
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.
Business	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.
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.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
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 supports for our students are not available because of the hours the courses are taught,
Entrepreneurship	The high cost of textbooks remains a concern. We have addressed this issue by using OER textbooks and materials for selected courses as appropriate.
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 fire fighting work. For students with certain disabilities, the nature of fire fighting work is not an option due to the rigorous physical demands and the job performance requirements. 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 17-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.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Industrial Technology	Lack of course offerings
Machine Tool Technology	The only barrier is that students get employment and do not return. I think it is worth noting that our program is particularly difficult when compared to other community college programs. Also, MTT is extremely male dominated, and this could be intimidating to potential female students.
Paralegal Studies	We do not have a dedicated full-time faculty member to support our students and we are unable to regularly offer students the requisite courses. 8 courses are required to complete the certificate and we do not have enough FTEF. 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.
Real Estate	N/A
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.

## Questions Related to Changes in Staffing in Comparison to Changes in FTES/Enrollment

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

12 Responses

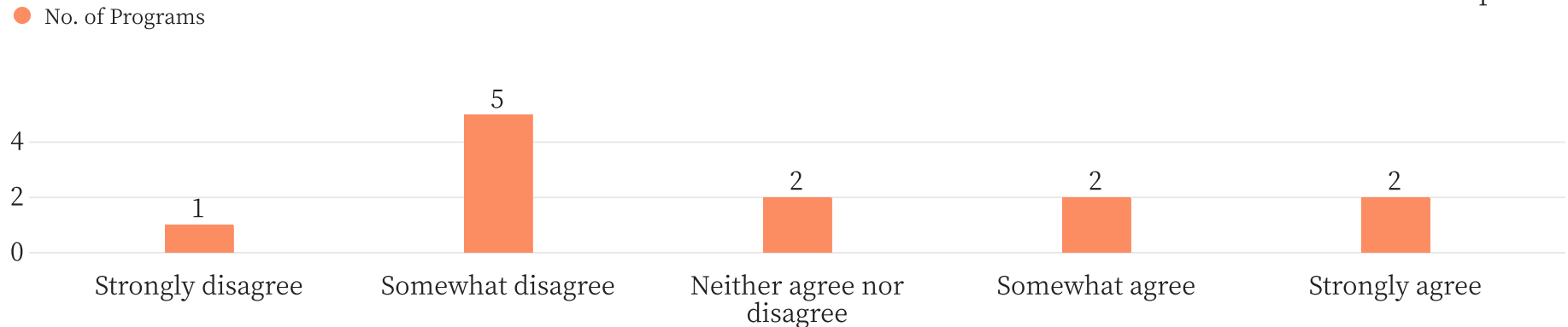
Program/ Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Administra tion of Justice	We notice that our adjunct have really stepped up, along with our one full-timer, in order to ensure that students are serviced and their needs met.
Automotive Technology	N/A
Business	Our FTES/enrollments are consistently high. We have had to hire more PT faculty throughout this period. We lost a FT faculty to retirement + one of our FT faculty is the Academic Senate President. We need to hire at least 1 more FT faculty. Due to multiple retirements and separations throughout the college + the recent hiring freeze, the department decided not to request a FT position in 2021-22.
Computer Application Systems	CAS is a CTE program.
Electronic Systems Technology	A decrease due to our 1 ESYS adjunct not coming onto campus due to COVID concerns.
Entreprene urship	Our FTES/enrollments are consistent.

Program/ Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Fire Technology	With all existing personnel engaged in the instructional delivery of the courses, there' s no one currently available to perform outreach to draw in new students to the program. After 58 years of existence, including 42 years of fire academies, we still hear students say that they didn' t know Chabot had Firefighter and EMS training if they hadn' t seen us training in the Physical Education Complex. 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 Outreach Specialist will play a significant role in addressing this deficit.
Industrial Technology	Enrollement has been stable despite staffing challenges
Machine Tool Technology	Staffing stayed the same, FTES is decreasing due to the COVID situation.
Paralegal Studies	We notice that our adjunct have really stepped up in order to ensure that students are serviced and their needs met.
Real Estate	No significant changes.
Welding	I notice insufficient correlation for remarks.

## Questions Related to Technology, Facilities, and Professional Development

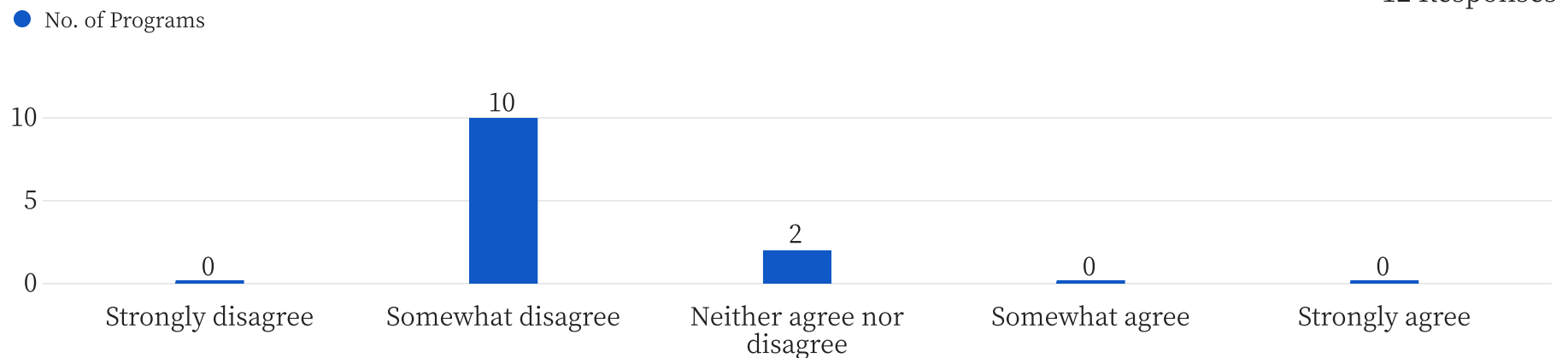
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

12 Responses



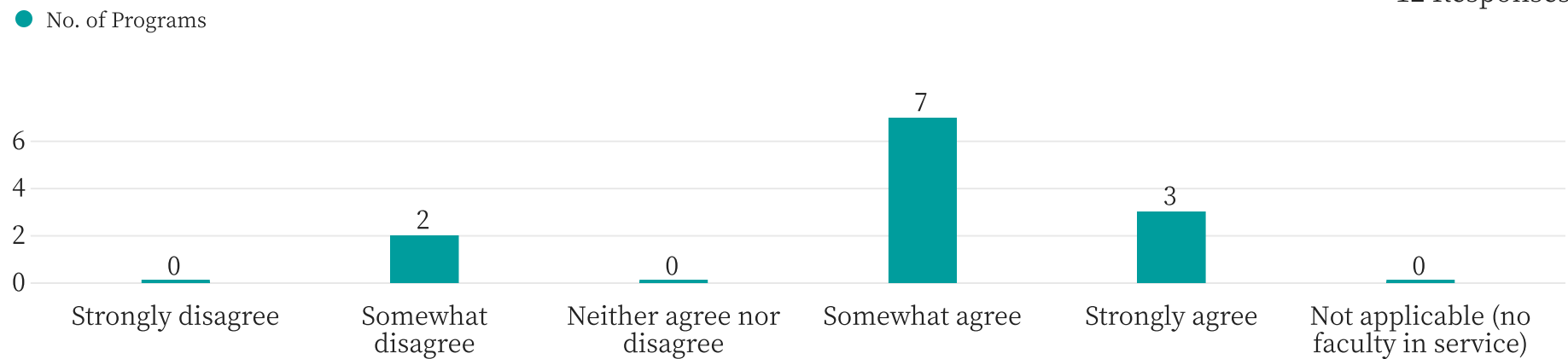
The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

12 Responses



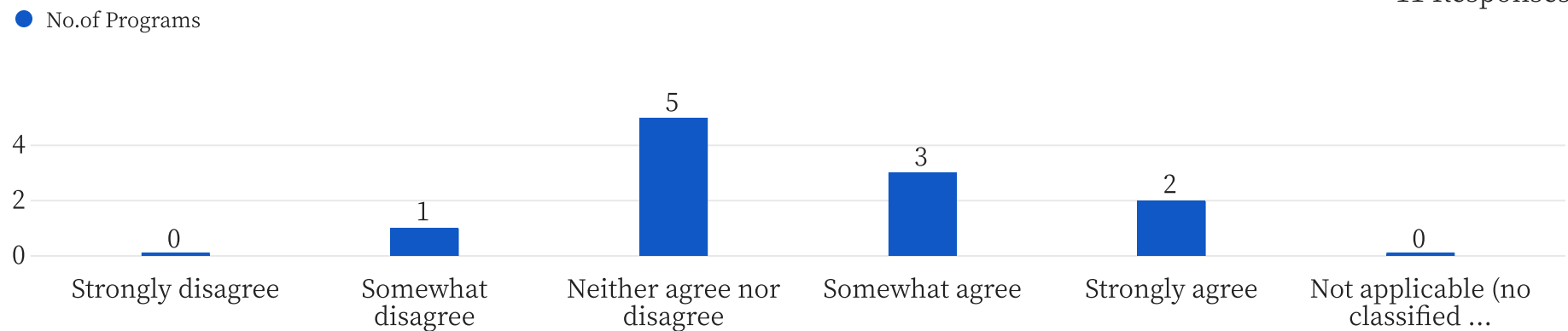
**Professional Development: In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot.**

12 Responses



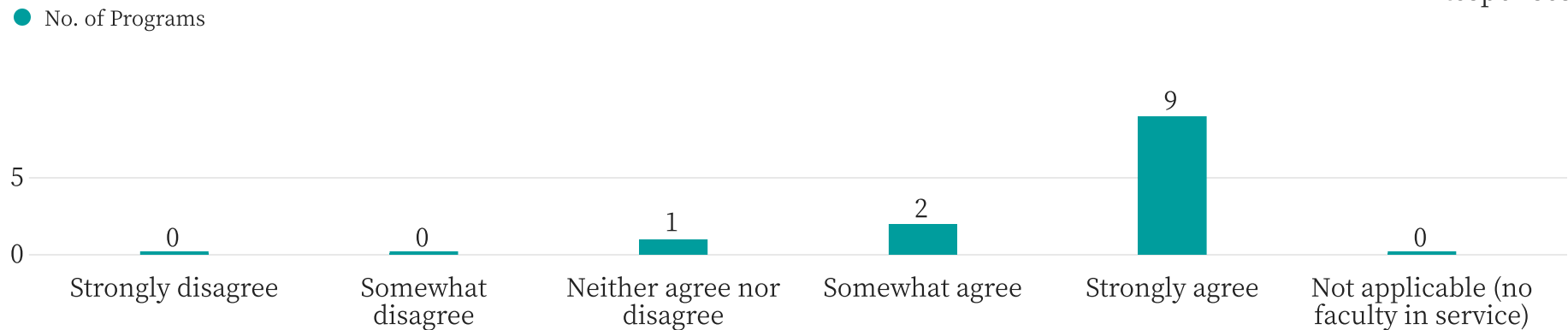
**In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot.**

11 Responses



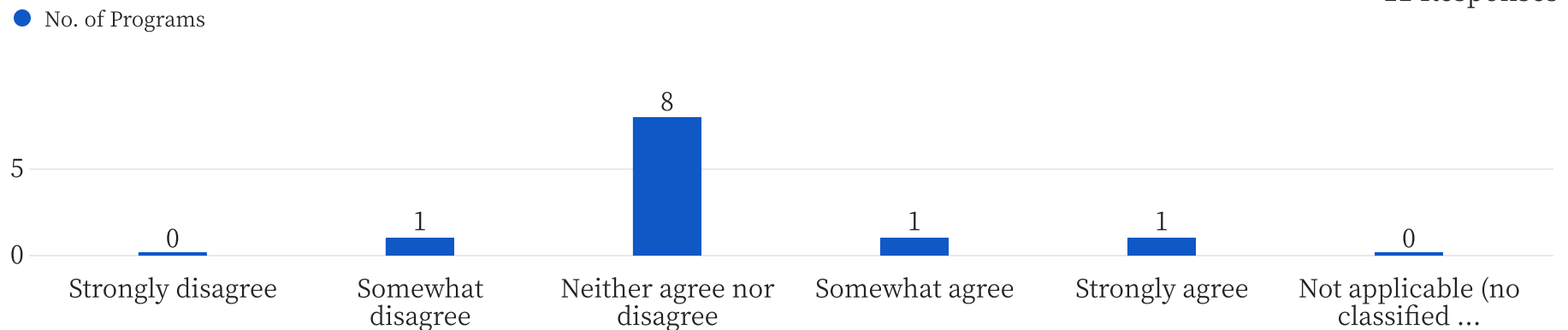
In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot.

12 Responses



In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot.

11 Responses

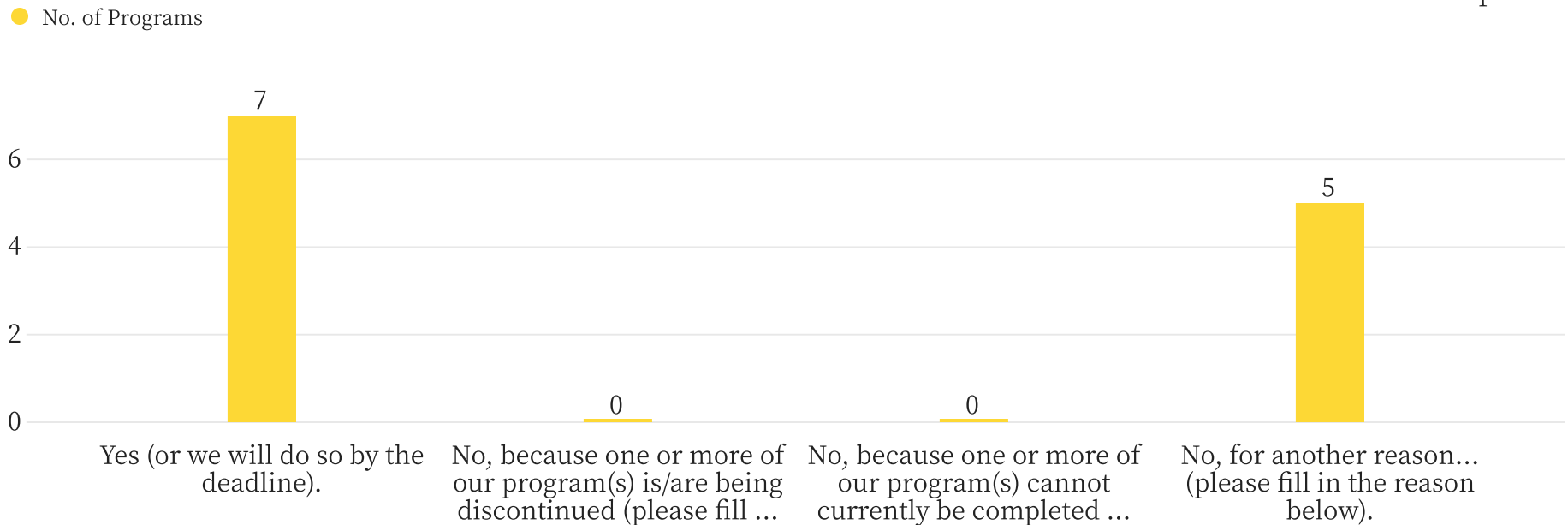




## Questions Related to Program Maps

Have you completed all program maps for your discipline?

12 Responses



### Explanations for Why Some Program Maps are Incomplete

12 Responses

Program/Area Name	If you checked off “No” above, please explain.
Administration of Justice	I am working hard to complete all requisite program mapping tasks, however, bandwidth is a problem. There is one full-time faculty over the Administration of Justice Department, the Paralegal Studies Program, and the Sheriff's Academy.

Automotive Technology	Waiting for direction for final steps
Business	N/A
Computer Application Systems	N/A
Electronic Systems Technology	N/A
Entrepreneurship	N/A
Fire Technology	Due to workload impacts on the only full-time Fire Technology faculty, the lack of support staff to complete the work, and clarification needed on how to fulfill this assignment, the Program Maps will be delayed several weeks.
Industrial Technology	N/A
Machine Tool Technology	N/A
Paralegal Studies	There are no full-time faculty in PLGL to work on this.
Real Estate	N/A
Welding	Mapping is currently in progress.

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