Division: Applied Technology and Business

12 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Administration of Justice	Drennon Lindsey	Academic Services
Automotive Technology	Erich Bass-Werner	Academic Services
Business	Norberto Ruiz, Wanda Wong, Dmitriy Kalyagin, Miguel Colon	Academic Services
Computer Application Systems	John Gonder, Syed Mehdi	Academic Services
Electronic Systems Technology	Jason Correa	Academic Services
Entrepreneurship	Miguel Colón	Academic Services
Fire Technology	Bob Buell, Al Rager, Rachel Valenzuela, Derek Krause, Sean Chew, Bob Hales	Academic Services
Industrial Technology	Chris March	Academic Services
Machine Tool Technology	Adam Hathaway, Chris March, Heather Oshiro	Academic Services

Paralegal Studies	Christina Hough, Dr. Nidaa Masood Pervaiz, Dr. Shola Ogunlana, Sunny Lerner	Academic Services
Real Estate	Randy Munmon	Academic Services
Welding	Liisa Pine Schoonmaker	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

12 Responses

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

Computer Application Systems	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell
Electronic Systems Technology	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	Minimal Progress	Some Progress
Entrepreneurship	I don’t know/ Too early to tell	Minimal Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell	No Progress	Full Implementation
Fire Technology	Some Progress	Substantial Progress	Substantial Progress	Substantia l Progress	Substantial Progress	Some Progress
Industrial Technology	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell
Machine Tool Technology	Substantial Progress	Minimal Progress	Minimal Progress	Substantia l Progress	No Progress	Some Progress
Paralegal Studies	Substantial Progress	Some Progress	Some Progress	Minimal Progress	Some Progress	Minimal Progress
Real Estate	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell	I don’t know/ Too early to tell

Welding	Substantial Progress	Substantial Progress	Substantial Progress	Substantia l Progress	I don't know/ Too early to tell	I don't know/ Too early to tell

12 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Administration of Justice	N/A
Automotive Technology	//////////////////////
Business	Item 3: The Business Education Seminar and the Business Awards Ceremony contribute to our students' success and retention.
Computer Application Systems	N/A
Electronic Systems Technology	N/A
Entrepreneurship	N/A
Fire Technology	The Fire Technology Program, Fire Prevention Inspector Program, and Fire Fighter Academy constantly strive to provide students with the resources needed for their training in these pathways while implementing as many of the objectives listed above as practical.

Industrial Technology	Priorities 1–6: We selected “I don’t know/Too early to tell” because Industrial Technology does not have the data to judge collegewide progress. Within our program, the barriers we saw in 2025–26 were the same ones named in our Fall 2025 PAR: limited faculty, limited course offerings, and lack of coordination.
Machine Tool Technology	While the Machine Tool Technology (MTT) department continues to buoy college rankings, support student success metrics, and generate crucial CTE credits that directly drive Perkins funding, institutional support for our program has continuously eroded. Despite the positive impact CTE programs have on college metrics, MTT has seen essential operational support stripped away—most notably the loss of our dedicated lab technician five years ago and the elimination of student assistants at the end of the last academic year. Furthermore, dedicated marketing support remains absent despite repeated outreach efforts to highlight program outcomes. These operational challenges directly relate to the 2025–26 College Planning Priorities: • Priority 2 (Student Workforce Development & Career Readiness): Advanced CTE programs like MTT are primary vehicles for workforce readiness and employer partnerships. Without dedicated lab tech and student assistant support, faculty capacity is stretched, limiting expanding hands-on safety, high-level technical training, and industry pipeline growth. • Priority 3 & Priority 6 (Student Success, Retention & SCFF Metrics): High-yield CTE completion metrics directly optimize Student-Centered Funding Formula outcomes. Removing fundamental lab support jeopardizes lab safety, student retention, and timely completion in complex technical coursework. • Priority 5 (Workplace Culture & Attracting/Retaining Professionals): Operating high-risk machinery labs without support staff places an unsustainable burden on full-time faculty, eroding workplace stability and morale. • Priority 6 (Outreach, Recruitment & SCFF Maximization): Marketing efforts consistently bypass CTE programs in favor of other initiatives. A comprehensive outreach strategy must include CTE pathways to boost enrollment, fill high-demand skill gaps, and maximize college funding metrics. To make meaningful progress on these priorities, the college must reinvest baseline funding, essential staffing, and targeted marketing support into proven CTE programs like MTT that consistently deliver on institutional goals.

Paralegal Studies	We continue to participate in College and ADMJ Department activities to bridge equity gaps by embedding principles of cultural competence, diversity, and social justice through intentional curriculum. This inclusive approach ensures students are equipped to navigate and contribute to an increasingly diverse society and workforce. Additionally, Chabot and ADMJ continue to offer flexible course modalities, including late-start, asynchronous, synchronous, and hybrid formats designed to meet the unique needs of Chabot's students, who often manage full- and part-time employment, military service, parental and other familial duties, and other characteristics indicative of a non-traditional student population, which is greatly appreciated. However, we respectfully request that more funding be allocated to providing students with access to software and cloud-based tools that help facilitate technological savvy, including the integration of artificial intelligence and related ethical considerations.
Real Estate	Priority 6: From the classroom side, Real Estate enrollment remains uneven. In Fall 2026, REST 90 (Exam Preparation: California Licensing) had difficulty filling, and summer enrollment continues to be a challenge for the program, as noted in last year's PAR.
Welding	N/A

12 Responses

Name of Program/Area	Question: If you could advise college decision makers how to make better or more efficient progress on any of these goals and college planning priorities, what would you say? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Administration of Justice	N/A
Automotive Technology	//////////////////////
Business	n/a

Computer Application Systems	N/A
Electronic Systems Technology	N/A
Entrepreneurship	N/A
Fire Technology	We need to look at the material costs of lab programs so that resources are appropriately allocated for those with material supply costs that cannot be charged to students. With the looming financial challenges, our allocations based on percentages do not address actual costs so our previous CRAM % does not align with the program growth expectations.
Industrial Technology	Priorities 2, 3, 5, and 6: Staff programs so that required courses are offered on a predictable schedule. Students cannot complete if the courses they need are not offered. For Industrial Technology, this means following up on the Fall 2025 staffing request for INDT 64 and INDT 65 and assigning clear responsibility for program coordination. Priority 1: Break out access and completion data for Industrial Technology by student population, and publish clear information about which courses are offered and when. Priority 4: Refer students to basic needs resources whenever applicable.

Machine Tool Technology	• Priority 2 & Priority 6: Reinvest directly in established, high-yield Career Technical Education (CTE) pathways like Machine Tool Technology (MTT) that directly improve Perkins metrics and Student-Centered Funding Formula (SCFF) outcomes. While special initiatives are valuable, decision-makers can achieve more immediate progress on workforce development and funding metrics by restoring baseline instructional support—specifically restoring a dedicated lab technician and student assistants—to ensure student safety, increase retention, and maintain high course completion rates in complex manufacturing labs. • Priority 6: Modernize and broaden the college's outreach strategy to actively include CTE programs. Decision-makers should direct marketing resources toward showcasing regional manufacturing career pathways and high-wage technical training. Highlighting these programs will expand recruitment, boost enrollment, and fill high-demand skill gaps in the local economy. • Priority 5: Prioritize employee retention and workplace sustainability by addressing long-standing support staff vacancies in high-risk lab environments. Expecting full-time faculty to manage extensive, dangerous machinery labs without dedicated instructional assistants creates safety concerns and burnout, counteracting the college's goal of creating a supportive employee culture.
Paralegal Studies	Focusing on and prioritizing expanding career services, hiring dedicated internship coordinators, and providing faculty (including adjuncts) with CAH/F-hour pay to manage career pathways, internships, and partnerships with community organizations will help bridge the gap for students who struggle with finding successful employment while enrolled and after graduation.
Real Estate	Priority 6: Market career education programs by the outcome students want rather than by course listings. For example: "Complete your DRE-required real estate courses online at Chabot, the most affordable path to a California real estate license." Local industry associations, brokerages, and housing organizations are low-cost recruitment channels that already reach adults interested in the field. Late-start and short-term online sections also fit how working adults pursue licensure. Priority 3: In online courses, contacting non-participating students in the first two weeks makes a measurable difference in retention. A shared early-alert outreach template or protocol for faculty, especially part-time faculty, would help make this consistent across programs. Priority 2: Real Estate courses are workforce courses by design. They satisfy the California Department of Real Estate (DRE) education requirements for the salesperson and broker license exams, so every completion is a direct step toward employment or self-employment in the field.
Welding	N/A

12 Responses

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

Name of Program/Area	If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President's Goals and College Planning Priorities, please describe below (optional).
Administration of Justice	N/A
Automotive Technology	//////////////////////
Business	n/a
Computer Application Systems	N/A
Electronic Systems Technology	We need to strengthen connections between curriculum and workforce needs by actively engaging industry partners, maintaining relevant and up-to-date program content, and expanding opportunities for experiential learning. These efforts will help students develop the technical, professional, and transferable skills necessary for successful transfer, employment, and career advancement. To support enrollment growth and increase community awareness, we will need to enhance outreach efforts with local schools, community organizations, and prospective students while improving communication about program pathways, career opportunities, and available student support services. Achieving these priorities will require continued investment in staffing, professional development, instructional technology, and student support resources, enabling the program to sustain high-quality services and contribute to the advancement of the College's strategic goals and priorities.

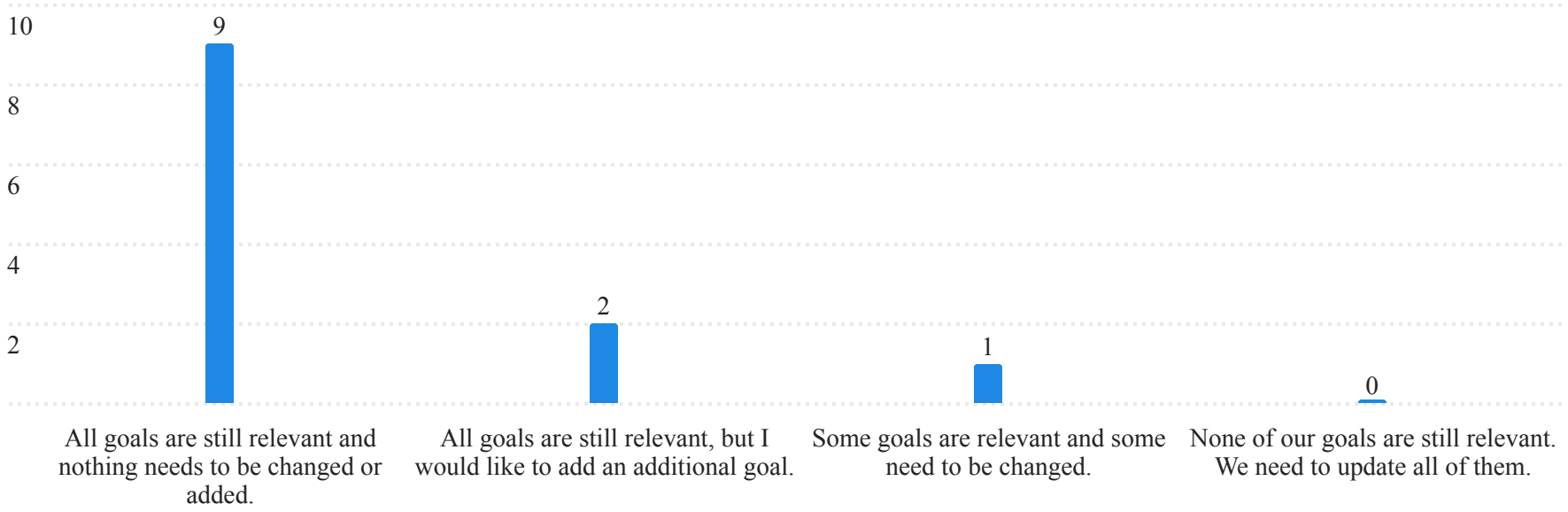
Entrepreneurship	N/A
Fire Technology	Planning priority #3 from 2025-26 goals (marketing) needs to adjust its focus to selling our products, not just our brand. Our commercials are way too broad for viewers to know what we're offering. Engage the student senate and student clubs for input on how to market to today's students, and work with faculty to promote programs beyond the existing student body. Use the electronic signboard in Lot G to draw public attention to many programs, not just college registration; otherwise, the electronic sign is just wallpaper to the public.
Industrial Technology	Support for rebuilding Career Technical Education (CTE) programs. Industrial Technology is redesigning its programs: Advanced Manufacturing will become Rapid Prototyping, Mechatronics will continue, and hydraulics and pneumatics will be added. The college should plan now for what this requires (faculty load, lab space, equipment, and scheduling) so the revised programs can launch on time
Machine Tool Technology	N/A
Paralegal Studies	Artificial intelligence (AI) and technological savvy are key skills employers seek out when considering new candidates in today's workforce. Chabot should place high priority on helping students to develop skills related to these subjects. Students who do not develop technological savvy now will be passed over for candidates who have developed those skills. AI is being incorporated into nearly every industry for myriad purposes, particularly in business and law.
Real Estate	Supporting part-time faculty participation in program planning. In small career education programs taught primarily by part-time faculty, program review, SLO assessment, and community outreach depend on part-time faculty time. Compensated participation and clear onboarding into these processes would strengthen program planning and outcomes.
Welding	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

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

12 Responses



12 Responses

Name of Program/Area	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)
Administration of Justice	N/A
Automotive Technology	N/A
Business	N/A
Computer Application Systems	N/A
Electronic Systems Technology	N/A
Entrepreneurship	N/A
Fire Technology	N/A

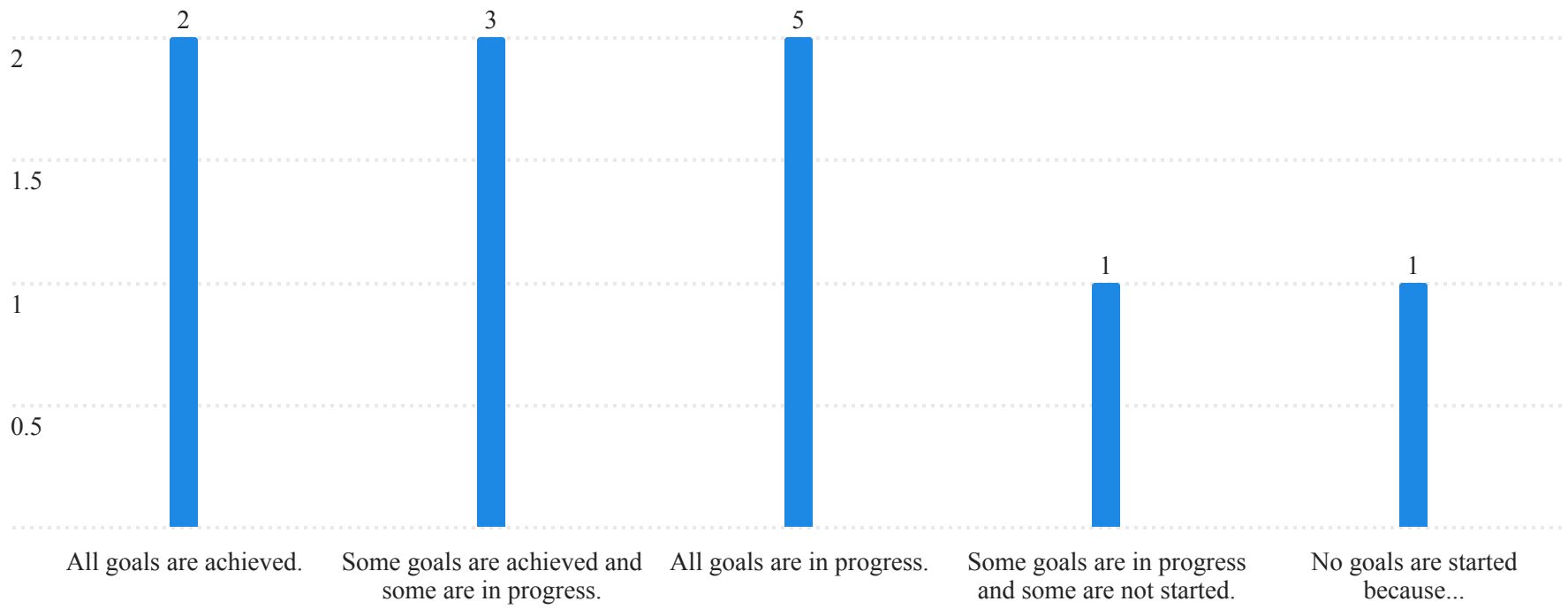
Industrial Technology	Our existing goal, Increased Completion (retain students through completion), remains relevant. New goal: Revitalize Industrial Technology during 2026–27 by converting the Advanced Manufacturing program to Rapid Prototyping, retaining Mechatronics, and adding hydraulics and pneumatics coursework. Expected outputs: Updated program descriptions; new and revised course outlines with SLOs; updated PLOs; a multi-year course rotation; and a list of required resources (faculty load, equipment, and materials). Expected outcomes: Revised programs approved through curriculum and offered on a published schedule, with enrollment, course success, and completion tracked once courses launch.
Machine Tool Technology	N/A
Paralegal Studies	N/A
Real Estate	New Goal 3: Build community and industry recruitment partnerships to grow new-student enrollment in Real Estate courses, including the summer term. Expected outputs: Two to three outreach presentations or information sessions per year with local industry and community partners (e.g., local REALTOR® and broker associations, housing authority homeownership education programs, and youth career-exploration programs); a one-page Real Estate pathway flyer (courses → certificate → DRE license eligibility); and exploration of dual-enrollment options for high school students. Expected outcomes: Year-over-year increase in first-time Real Estate enrollments, including summer term, as measured by ORPIE enrollment data; this supports Goals 1 and 2 (more underserved students completing DRE-required courses and more certificate completions).
Welding	N/A

12 Responses

Name of Program/Area	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
Administration of Justice	N/A
Automotive Technology	N/A
Business	N/A
Computer Application Systems	N/A
Electronic Systems Technology	We would like to add the following goals
Entrepreneurship	N/A
Fire Technology	N/A
Industrial Technology	N/A
Machine Tool Technology	N/A
Paralegal Studies	N/A
Real Estate	N/A
Welding	N/A

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

12 Responses



Reflections on Achievement and Challenges:

12 Responses

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

Administration of Justice

The Administration of Justice (ADMJ) program continues to work toward the goals established in the Fall 2024 Comprehensive PAR and updated in Fall 2025. These goals remain relevant to the program's long-term development, student success, and alignment with the college's mission.

Current priorities include developing the Law Enforcement Certificate of Achievement, exploring additional course offerings and career pathways, implementing Credit for Prior Learning (CPL) opportunities for eligible professionals, strengthening student educational planning, and integrating responsible artificial intelligence (AI) practices into instruction.

While these initiatives remain in various stages of planning and development, the program is committed to advancing them through faculty collaboration, institutional partnerships, and ongoing evaluation. Moving forward, we intend to establish clearer milestones and identify appropriate measures to assess progress and determine whether our efforts are achieving the intended outcomes. One positive aspect of the Administration of Justice program's progress is the continued commitment to expanding educational opportunities and strengthening pathways that connect academic instruction with career preparation.

The program has identified several important priorities, including the proposed Law Enforcement Certificate, the incorporation of work experience and pre-academy opportunities, Credit for Prior Learning, and the exploration of innovative instructional practices. These initiatives provide a foundation for continued program development and future student success.

Although we have not yet established comprehensive measures to evaluate the outputs and outcomes associated with each goal, we recognize the importance of developing meaningful assessment strategies. Moving forward, we intend to identify measurable milestones, such as curriculum development progress, student participation in pathway opportunities, faculty engagement, and eventual certificate completion.

Our continued focus on these goals reflects a commitment to program improvement, collaboration, and creating accessible educational and career pathways for students.

Automotive Technology	Enrollment has steadily increased; our success rate remains high, classes fill quickly, and waitlists are substantial each term. We have significantly increased certificate and diploma issuance. The program continues to gain recognition in local industry, and we have increased partnerships with manufacturers and local businesses. We have placed more students in relevant jobs and updated materials, including trainers and software, to support program success. We maintain ongoing communication with regional automotive service providers, many of whom are eager for more graduates with hands-on EV skills. Local employers regularly reach out seeking graduates with EV training; several graduates have secured positions in dealerships and independent repair facilities that are transitioning to EV servicing.
Business	The Business Awards and Ceremony is a tremendous success with students and their families. It recognizes student achievement and encourages future professional growth. The Business Education Seminar serves hundreds of students and presents pathway information and resources. This seminar builds a cohesive and inclusive environment for all attending students. The DECA program acts as the business club at Chabot College that provides national experience in business studies competition.

Computer Application Systems	The Fall 2025 CAS PAR reported a 30% increase in Information Technology Associate in Science degree completions from 2023-24 to 2024-25, while program enrollment declined. This is a positive historical award-count result. It does not by itself establish an improved cohort persistence rate, because the review does not provide cohort denominators or student-level progression data. That review retained the existing goals, added curriculum updating, and identified funding for industry-aligned revisions as a program need. The published CAS program offerings include Information Technology and Software Specialist degree and certificate pathways. These provide a foundation for reviewing both technical and workplace software skills across the program. For the final year of this PAR cycle, proposed outputs include a prioritized curriculum revision list, a course-offering and completion map, documented employer or advisory input, and a schedule for completing outstanding assessments. The program should evaluate progress using completed revisions and assessments alongside current enrollment, award, and course-success data. From 2024-25 to 2025-26, certificate awards increased by 37% (from 5 to 8). Associate degree awards decreased by 23% (from 17 down to 13). One area of positive growth is that in the 2025-26 year, CAS had a higher percentage of Black/African American, Filipino/a/x, and Asian students than collegewide.
Electronic Systems Technology	The ESYS program continues to make progress through ongoing curriculum development, industry partnerships, and student support efforts. Program awareness is increasing, courses remain aligned with workforce needs, and students are gaining valuable hands-on technical skills. These efforts have helped strengthen student success, support certificate completion, and prepare students for careers in industrial electronics, automation, and advanced manufacturing. We have qualitative data on this from our former students who have reported back to us that the skills and training they received in ESYS has prepared them quite well for jobs and upper division course studies after they transferred. Sometimes our former students end up employed by industry partners and sit on our Advisory Board (a full-circle moment)!
Entrepreneurship	We created a ZTC associates degree, updated all the certificates to ZTC, and wrote three new ZTC books for the program. Reintroducing ENTR40 is still a goal but is becoming more difficult as space in the “new” (not new) 1600 building will be constrained. Held 15th annual elevator pitch competition. Created Entrepreneurship Club.

Fire Technology	The creation and implementation of the new Fire Safety Club has helped to fill several small gaps in the services to our public safety students. The club members engage more with the college and community, while providing the Fire Technology Program with student advocates for our program and needs, especially through a student-to-student social network to advertise our programs and opportunities. Other areas of success are slow and incremental due to resources and time spread thinly across the many goals we are working on. During the regular academic year, we have seen improved support from Counseling with students in need of prerequisite challenges.
Industrial Technology	Chris March has joined the Industrial Technology faculty, adding capacity to address the limited faculty and coordination identified in our Fall 2025 PAR. The program now has a defined direction for curriculum development: convert Advanced Manufacturing to Rapid Prototyping, retain Mechatronics, and add hydraulics and pneumatics. We will report curriculum approvals, first-offering dates, and resulting changes in enrollment and completion as they occur.
Machine Tool Technology	We have successfully generated new promotional and outreach materials using grant funding to increase program visibility. Additionally, we established initial contact with local K-12 partners delivering dual-enrollment content, laying the foundation for a stronger pipeline to recruit traditional-age students into MTT pathways. These efforts directly support our goals of increasing program outreach and expanding community partnerships.
Paralegal Studies	Division and Faculty are enthusiastic about working to move goals forward throughout AY2026-27, and setting new goals for the next three-year term next fall. The implementation and availability of DEIAB training, EquityCoach, and other equity-minded resources and training along with hiring of new Part-Time Faculty has enabled the Program team to view challenges from diverse perspectives, backgrounds, and experience while brainstorming solutions to address and make progress towards Program goals, including working to create resources for students that connect them to no- or low-cost supplemental education, mentorship, and workforce development, teach students about the importance of networking and seeking out informational interviews, reframing perceived weaknesses or lack of work experience or family support as transferrable skills, and working to develop more culturally responsive content in existing courses and new course proposals addressing the use of technology and artificial intelligence and related ethical considerations in legal environments to help students develop skills employers are actively seeking in paralegal candidates.

Real Estate	Goals 1 & 2 (DRE-required course completion and certificates): Last year the program reported growth in certificate completions, particularly among first-generation college students. Outputs this year: • Real Estate courses continue to be offered fully online, a format that fits working adults pursuing licensure. Fall 2026 offerings include REST 88 (Real Estate Property Management) and REST 90 (Exam Preparation: California Licensing). • Courses are taught by actively licensed California practitioners (including a licensed broker, property manager, and mortgage broker), which keeps instruction aligned with current law, DRE expectations, and day-to-day industry practice. • Online courses are being strengthened for accessibility and engagement. Faculty completed DEIB training and are completing Chabot's COOL online teaching review. REST 88 was rebuilt for the 16-week calendar with weekly video. mini-lectures, discussion forums, and practical, original templates (e.g., a property operating data worksheet), with attention to accessible materials. • Canvas participation data was used at the start of the term to identify non-participating students and follow up before census, which supports retention and completion.
Welding	We have record enrollment far beyond what we can accommodate and our completion rates are multiples of even pre-COVID rates.

12 Responses

Name of Program/Area	What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Administration of Justice

One of the primary challenges facing the Administration of Justice program is the time and coordination required to develop and implement new academic pathways, curriculum initiatives, and institutional processes. Several of our goals depend on collaboration with other departments, curriculum review, institutional approvals, and the availability of appropriate resources.

Another challenge is the need to establish consistent methods for tracking progress and evaluating the effectiveness of these initiatives. While our goals identify important areas for improvement, we recognize that additional work is needed to develop measurable outputs, outcomes, and realistic timelines for assessing success.

As we move forward, the program intends to explore different assessment strategies, establish achievable milestones, and identify appropriate data sources to evaluate progress. This may include tracking curriculum approvals, student participation, educational planning activities, Credit for Prior Learning implementation, and certificate completion as these initiatives develop.

Although not all goals have been fully realized during this PAR cycle, the program remains committed to continuous improvement and will use lessons learned to strengthen future planning, assessment, and implementation efforts.

Automotive Technology	Faculty Needs: We urgently need additional full-time instructors trained in Electric Vehicle (EV) technology. One full-time faculty member passed away a few years ago and has not been replaced, and another is seriously ill and may not return. Currently, we lack full-time faculty who can teach morning and afternoon classes; our part-time teacher can only teach at night. Adjunct Instructor Limitations: We need more adjunct instructors with high-level EV training. Current adjuncts face course load restrictions due to contract limitations and lack full certification to teach the entire EV curriculum. Section Shortages: Limited staffing prevents us from offering enough course sections to meet student demand, leading to long waitlists. Training Costs: EV training is expensive and often available only on the East Coast, requiring additional travel and lodging costs beyond the training itself. It is difficult for faculty to stay up to date. Student Demand: Feedback consistently calls for more hands-on EV curriculum and advanced electrical diagnosis courses. Current staffing levels prevent us from implementing more sections and more complex lab activities. Program Growth Potential: While we issue many certificates and degrees annually, expanding course offerings could further boost output.
Business	Insufficient full-time faculty to assist in the many and varied non-classroom duties the business discipline is expected to undertake. These include advisory meetings facilitation, tenure and 23 PT faculty mentoring and evaluations, the need to research and review potential new curriculum for AI and other innovations. Need adequate funding to support both the Business Education Seminar and Annual Students Awards Events. Need more faculty to assist with creating/completing the program maps.

Computer Application Systems	The Fall 2025 PAR identified declining enrollment and low enrollment in advanced courses as barriers to program completion. Canceled or unavailable advanced sections can interrupt a student's pathway and reduce opportunities to gather assessment evidence. The current review should identify which courses remain affected and how many students need them to complete. Additionally, Students declared in CAS majors decreased by 13% from 142 in Fall 2024 to 123 in Fall 2026. The program also identified marketing, outreach, and industry partnerships as priorities for enrollment growth. The proposed response is to coordinate outreach with a realistic offering plan, communicate the sequence of courses clearly, and use employer input to guide curriculum priorities. Curriculum renewal requires faculty time, current technical knowledge, and coordination across courses and awards. As the 16-week calendar is implemented, CAS should review pacing and course availability together. The 2025 intention to align offerings with winter sessions should be evaluated against actual demand, approved scheduling, and capacity before it is described as completed.
Electronic Systems Technology	One of the primary challenges facing the ESYS program is not having a full-time faculty member. The ESYS coordinator is an adjunct instructor who also works a full-time position. It is difficult to find qualified ESYS faculty who do not work full time "day" jobs, and this means that we are frequently working around the 67% rule and offering only evening courses. Another challenge is lack of awareness and recruitment of prospective students. Many students are unfamiliar with careers in industrial electronics, automation, electrical systems, and advanced manufacturing, making outreach and program promotion essential. ESYS is often confused with Electrical Construction. Additionally, students enter the program with varying levels of technical knowledge and preparation, requiring additional support to help them succeed. Limited awareness of the program and competition from other educational pathways can also impact enrollment growth and program completion rates. Despite these challenges, the ESYS program continues to make progress through industry partnerships, curriculum improvements, targeted outreach efforts, and enhanced student support services aimed at improving enrollment, retention, and student success.
Entrepreneurship	Reintroducing ENTR40 will require a dedicated space to setup an incubator. This will be a challenge as space in the “new” (not new) 1600 building will be constrained.

Fire Technology	Delays from State Fire Training on changes to Company Officer and Fire Prevention Inspector course plans, limitations from State Chancellors office on fire service non-credit course approvals, limited progress from Hayward Fire Department on training of faculty on facility resources, less funding of resource support for students, fire-paramedic program on hold due to funding issues, insufficient marketing geared toward fire service students, construction issues on campus limiting fire program access to essential facilities, delay from International Code Council on release of new building and fire code books for Fire Inspector program, expanded duties of Program Coordinator to include facility management of training center while also directing Academy thus reducing availability to perform other essential coordination duties. Still seeing problems with Banner's scheduling system for short semester FT 10 class that ALWAYS causes Late Adds, Late Drops, delayed student access into Canvas (causing some students to wait until after the course is over to FINALLY have access to Canvas). Unfortunately, we continue to experience a disconnect between Counseling and Admissions for getting students enrolled. This disconnect has gone on for years and continues to this day without resolution and has cost us a loss of students, and an increased workload on faculty and Division staff for the "paperwork" side of processing the students who stay engaged even though they are not enrolled due to Counseling/Admissions issues. We have to find a solution to this process. I was told there would be a solution in August 2025, and the problem continues to this day (October 2026).
Industrial Technology	Our Fall 2025 PAR identified lack of coordination, limited faculty, and limited course offerings. These remain the main challenges. We still need to define coordination time, confirm instructional coverage for INDT 64 and INDT 65, and set a course rotation that lets students complete. The redesign also requires coordinated curriculum development and implementation planning. Before requesting purchases, we will inventory existing equipment, instructional materials, and lab capacity for rapid prototyping and fluid power, and identify faculty training needs. Once the revised courses are offered, we will use enrollment, success, and award data to measure results.
Machine Tool Technology	Our primary challenge is severe capacity constraints due to overextended faculty. Without dedicated support staff (such as a lab technician or instructional assistant) and with student assistant positions removed, full-time faculty are absorbing heavy operational burdens alongside standard teaching schedules. Furthermore, while grant obligations were added, promised support resources have not materialized, and centralized college marketing continues to focus on general outreach rather than targeted campaigns for high-yield CTE programs like Machine Tool Technology. This lack of structural support threatens student retention, lab safety, and our ability to meet longer-term program outcomes.

Paralegal Studies	Chabot has faced some challenges making progress towards these goals due in part to Division and Faculty attrition and turnover. The Paralegal Studies Program has multiple first-time Adjunct Faculty in Fall 2026, the Program does not currently have a dedicated Coordinator, and the Administration of Justice Coordinator is wearing multiple hats, all of which contribute to the current status. However, Division and Faculty are actively working to address these challenges through this update, modifying course content to enable greater AI integration, developing new course proposals, and otherwise connecting students to needed resources.
Real Estate	• New-student enrollment remains the program's main challenge, consistent with last year's PAR. In Fall 2026, REST 90 (Exam Preparation) had low enrollment, and summer remains particularly difficult to fill. Because Goals 1 and 2 depend on more students entering the DRE-required course sequence, enrollment growth is the key lever for both. • Outreach capacity: the program is staffed largely by part-time faculty, which limits sustained recruitment and community outreach. This is the reason for proposed Goal 3. • Early-term participation: online sections see some no-shows and low-activity students in the first weeks, which affects retention. • New 16-week calendar: 2026-27 is the first year of the compressed calendar. It is too early to measure its effect on success rates. Faculty have redesigned course pacing to fit the shorter term.
Welding	We would still like to attract and retain more people of certain demographics, in particular black students and female students. Budgets are low while cost of equipment and consumables is extremely high. We need to find other sources of income.

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

SLO (Student Learning Outcome):

12 Responses

Name of Program/Area	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
Administration of Justice	The Administration of Justice (ADMJ) program has experienced a transition in program leadership, including a change in coordinators and the departure of full-time faculty. These changes have affected the continuity of program assessment activities and contributed to delays in completing some Student Learning Outcome (SLO) assessments within the established five-year cycle. As the newly appointed coordinator and currently the sole full-time faculty member, I am working to address outstanding assessment responsibilities while managing instructional and program coordination duties. Completing the remaining SLO assessments is a priority, and I anticipate making the necessary updates in META shortly. Moving forward, the program will work toward establishing a more consistent assessment schedule and tracking process to ensure timely completion and compliance with institutional expectations.
Automotive Technology	N/A
Business	During summer session 2026, BUS 4 Cost Accounting was cancelled due to low enrollment. BUS 3D Enrolled Agent Exam Preparation was deactivated in Fall 2026 BUS 32 Retail Store Management was deactivated in Fall 2026 BUS 50M Workplace Diversity was deactivated in Fall 2026 BUS 50S Managing Virtual Teams was deactivated in Fall 2026

Computer Application Systems	The Fall 2025 PAR explained that some course SLO assessments were incomplete because the courses had not been offered; low enrollment had led to cancellations of advanced sections. This is the documented historical explanation for assessment gaps. CAS has been operating with only adjunct faculty for the past several years who were either unable or did not know to get this done. The proposed corrective action is a course-by-course assessment plan tied to the offering schedule. For each course still due, identify the SLOs, assigned faculty, assessment method, next available section, and target date. For offered courses, collect evidence and enter results and improvement actions in META. For courses that remain unavailable, coordinate a viable offering and assessment plan with the dean.
Electronic Systems Technology	ESYS 55/255 was completed in Fall 2025 so it is due in 2031. ESYS 51 was completed in Summer 2026 and is also due in 2031.
Entrepreneurship	None
Fire Technology	The only courses that do not have SLOs completed are FT 95 (Work Experience Field Internship) and FT 96 (Work Experience Seminar) because we get 2 to 5 students per semester. This number is apparently too low per the SLO evaluation metrics.

Industrial Technology	INDT 94 Occupational Work Experience (No Record on file) reason not done is that faculty has no involvment in this course. Hence no possible way to do it INDT 74 Measurements and Calculations (Fall 2020). Not done to be overlooked. Will be done fall 2026
Machine Tool Technology	N/A
Paralegal Studies	Of the nine (9) courses that are included in the Paralegal Studies Program, three (3) were listed as exempt as they were not offered in Spring 2026, Tort Law will be assessed in Fall 2026, and Criminal Law and Procedure is in the process of deactivation.

Real Estate	SLO's need to be completed this Fall: REST 80 REST 81A REST 88 REST 90 SLO's need to be completed in Spring 27: REST 82A REST 83 REST 84
Welding	In progress

PLO (Program Learning Outcome):

12 Responses

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

Administration of Justice	The Administration of Justice (ADMJ) program has experienced changes in program leadership and full-time faculty staffing, which have presented challenges in maintaining continuity with the established Program Learning Outcome (PLO) assessment cycle. As the newly appointed coordinator and sole full-time faculty member, I have been reviewing outstanding program assessment responsibilities and working to bring the program's reporting requirements up to date. **The outstanding PLO assessment was updated in META on October 16, 2026.** This represents an important step toward addressing previous assessment gaps and restoring consistency in program-level assessment activities. Moving forward, the program will continue strengthening its assessment practices by establishing clearer timelines, maintaining documentation, and monitoring future PLO assessment requirements to ensure continued compliance with the five-year assessment cycle.
Automotive Technology	N/A
Business	N/A
Computer Application Systems	The Fall 2025 PAR identified limited student progression through advanced courses as an obstacle to completing PLO assessment. The current assessment review should distinguish gaps in student course access from gaps in the collection or recording of outcome evidence. CAS has been operating with only adjunct faculty for the past several years who were either unable or did not know to get this done. For each applicable Information Technology and Software Specialist degree and certificate, confirm the approved PLO-to-course mapping and assessment status. Where the mapping supports it, collect evidence from required courses that are offered, then identify any remaining outcomes requiring advanced-course or capstone evidence. Assign a faculty lead and completion date for each outstanding assessment and record the resulting improvement plan in META.

Electronic Systems Technology	PLO’s for the COA’s in Consumer Electronics and Industrial Electronics and the AS Electronic Systems Technology were completed in Spring 2026.
Entrepreneurship	None
Fire Technology	The SLOs for the final course tied to the PLOs were submitted shortly before the Fall semester began. Due to Program Coordination and Facility Management issues at the Hayward Fire Training Center, along with the chaotic rollout of SB9 during Summer and Fall, the PLOs and Curriculum updates were stalled in lieu of getting the CPL work completed.
Industrial Technology	All three Industrial Technology awards (Advanced Manufacturing Technology AS, Advanced Manufacturing Technology Certificate of Achievement, and Industrial Technology AS) were last assessed in 2021–22 and are scheduled for PLO assessment in 2026–27, which keeps them within the five-year cycle. Because Advanced Manufacturing is being converted to Rapid Prototyping, we will coordinate the 2026–27 assessment with the redesign so the results inform the revised PLOs.
Machine Tool Technology	N/A
Paralegal Studies	PLO was completed in Spring 2026 by Cheryl Mackey.
Real Estate	PLO's need to be completed this Fall: COA Real Estate Agent COA Real Estate Broker AA Real Estate
Welding	In progress

Rationales for Resource Requests

12 Responses

Name of Program/Area	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
Administration of Justice	The Administration of Justice program will need additional resources to support the development of the Law Enforcement Certificate, implementation of Credit for Prior Learning (CPL), and improvements in student learning. Priorities include dedicated instructional and scenario-based training space, updated equipment and technology, and forensic instructional supplies. These resources will strengthen hands-on learning, support student success, and advance the program's established PAR goals.
Automotive Technology	Faculty: Funding for additional full-time EV-qualified faculty. Training: Support for adjunct instructor training and certification in EV technology. Funding to cover out-of-state EV training, including travel and lodging (seminars and conferences) Equipment: Financial assistance for EV-related equipment purchases and fleet maintenance.
Business	We need the funds necessary to continue the Business Awards and Ceremony as well as the Business Education Seminar. The teachers of Accounting at Two Year Colleges Conference is essential for keeping faculty up-to-date in the changing environment of accounting practices and education. The Online Teaching Conference helps improve pedagogy and online teaching practice.

Computer Application Systems	Curriculum updating is the resource need documented in the Fall 2025 PAR. The proposed request is dedicated faculty project time to review and revise course content, align assignments and assessment practices, and coordinate requirements across the program's pathways. Targeted professional development would support the technical and instructional knowledge needed for that work. The request supports workforce relevance and student progression while addressing the assessment and scheduling concerns described above. Before funding is requested, the department should define the courses and deliverables, select the appropriate compensation mechanism, and estimate the cost. Any additional equipment or software request should follow an inventory and feasibility review rather than being assumed necessary.
Electronic Systems Technology	Securing a full-time faculty is crucial to reach our goals to ensure that curriculum reflects the input of our industry partners so that students can receive the most relevant and robust training.
Entrepreneurship	None
Fire Technology	We evaluate our performance in every course each semester, even though results are not posted in META. With each course we look at what we planned, what we achieved, what we need to modify based on student input and needs, as well as California State Fire Training accreditation compliance requirements. We organize our resources and activities to implement changes in the following semester and evaluate progress as we go. The resources requested each year are to keep delivering the State Fire Training compliant courses with the required materials, and where noted in State course plans, the required safety equipment for students. With so many students of different body sizes, we often have to acquire different sizes of safety equipment to fit them. Due to the lack of mechanical skills of many students, we are frequently having to replace equipment that is broken by students during their use. In other cases, we having to acquire more material supplies for fuel-operated equipment so students can get more practice using this equipment to pass the State Fire Training skills for the Fire Academy. The Fire Training Center continues to lack in storage solutions for Chabot College, and we are slowly being moved out of locations on campus (Building 1500, 1600, Butler Building) with limited places to relocate the resources we use for our students and faculty. The college’s share of financial commitment to the training center investment was never where it needed to be before we moved there in 2023, so we continue to piecemeal solutions that require continued financial support to secure a complete solution.

Industrial Technology	Both our new revitalization goal and our Increased Completion goal need resources: 1. Faculty reassigned time for program revitalization and coordination (top priority): converting Advanced Manufacturing to Rapid Prototyping, retaining Mechatronics, and adding hydraulics and pneumatics, including course sequencing, outcomes, and assessment planning. 2. Part-time faculty coverage for INDT 64 and INDT 65, carried forward from Fall 2025, limited to load that current faculty cannot cover. We will request equipment, materials, software, and training for rapid prototyping and fluid power after we inventory existing resources.
Machine Tool Technology	Both of our primary PAR goals—expanding CTE outreach/enrollment and improving student success, retention, and lab safety—require dedicated baseline and categorical resources: • Instructional Technology & Computer Lab Hardware Upgrade: The workstations and hardware in the MTT computer lab are beginning to fall behind the increasing system requirements for modern CAD/CAM software (such as Mastercam and SolidWorks). To maintain alignment with industry standards and ensure students can complete complex 3D modeling and toolpath simulations without hardware lag or technical crashes, the computer lab requires a full hardware and system upgrade. • Human Resources (Instructional Support): Re-establishing a Full-Time Classified Instructional Assistant (and/or student assistants) is critical to support safe laboratory operations, reinforce hands-on technical instruction, and maintain complex machinery in spaces 1402 and 1618/1620. Operating dangerous equipment without dedicated support staff limits our ability to safely expand section capacity and achieve our student learning and retention outcomes. • Outreach & Targeted Marketing Support: Achieving our enrollment goals and expanding K-12 dual-enrollment pathways requires dedicated marketing support and funding to create engaging promotional materials that showcase high-wage manufacturing careers. • Instructional Software & Supplies: Continuous funding for software licenses (Mastercam, SolidWorks, and FactoryWiz) as well as an annual supply and equipment maintenance budget are necessary to ensure students train on industry-standard tools and software required for course completion and workforce readiness.

Paralegal Studies	The Program is in the process of reviewing available access to technology resources that might be available to it for student use, including but not limited to the following: Microsoft Word, Excel, and PowerPoint, Microsoft Copilot, Westlaw and/or Lexis, Law Office Technology textbook with accompanying Legal Technology certificate program (offered via Cengage), e-Discovery platform access (such as Relativity, RelOne, or DISCO), and CALI Access to at least some of these platforms will help facilitate progress towards Goals 1 and 3, including updates to content in existing courses, developing proposals for new courses/curriculum, including integrating AI and related ethical considerations.
Real Estate	Goals 1, 2, and proposed Goal 3 all depend on reaching more new students. The program requests modest marketing and outreach support: a targeted marketing campaign for the Real Estate licensing pathway (with emphasis on summer term) and printed pathway flyers for community and industry outreach events. These requests align with the President's Priority 6 (enrollment, certificates, outreach and recruitment) and Priority 2 (workforce development). See the Contracts and Services and Supplies request tables below.
Welding	Goals for increasing the number of students from historically underrepresented categories.

Optional: Campus-Wide Reflection on Current Issues

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

12 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?

Administration of Justice	N/A
Automotive Technology	Effective Prompting: Mastering context-setting, constraint application, and iterative refinement when working alongside AI assistants, and a comprehensive mix of technical, pedagogical, and ethical competencies.
Business	The ability to distinguish between legitimate information and AI hallucinations and objectively false information.
Computer Application Systems	Employees need practical skills in selecting appropriate AI uses, evaluating accuracy, protecting sensitive information, and maintaining responsibility for the final work. Faculty need support in explaining acceptable AI use and designing assessments that show students' independent understanding. For CAS, professional development should use examples from workplace software, data handling, technical support, networking, cybersecurity, and automation. Activities should include checking formulas and scripts, validating technical advice against reliable documentation, reviewing accessibility, and testing changes in an authorized practice environment. The goal is to use AI thoughtfully while retaining the underlying technical and analytical skills.
Electronic Systems Technology	Faculty, classified professionals, and administrators should develop AI literacy, critical evaluation skills, and an understanding of the ethical and responsible use of AI. Employees should be able to leverage AI tools to enhance instruction, student support, communication, data analysis, and administrative tasks while maintaining accuracy, privacy, and equity. Ongoing professional development will help employees effectively integrate AI into their work and adapt to emerging technologies that support student success and institutional effectiveness.

I asked ChatGPT this question and this was their response: I'd organize it around six areas:

Foundational AI literacy. Employees should understand what generative AI is, what it does reasonably well, and—equally important—what it does poorly. That includes understanding hallucinations, bias, limitations of training data, and why a confident answer isn't necessarily a correct answer.

Practical AI skills. Employees need hands-on experience communicating with AI: providing context, giving clear instructions, refining prompts, asking follow-up questions, working with documents and data, and critically evaluating the output. I wouldn't make "prompt engineering" the centerpiece. The deeper skill is knowing how to work iteratively with AI to accomplish a task.

Critical evaluation and human judgment. This might be the most important one. Employees need to know when AI output can be used as a starting point, when it must be independently verified, and when AI probably shouldn't be used at all. The employee remains responsible for the decision or work product.

Ethics, privacy, security, and policy. People need practical guidance about what information can and cannot be entered into AI systems—especially student records, personnel information, health information, confidential institutional data, and other protected information. They should also understand academic integrity, copyright, attribution, accessibility, bias, and transparency.

Entrepreneurship

Role-specific application. This is where I think professional development often misses the mark. Faculty need to explore AI for instructional design, assessment, feedback, accessibility, and teaching students responsible AI use. Classified professionals need applications connected to advising, enrollment, financial aid, outreach, student communications, scheduling, and other support services. Administrators need applications involving planning, policy analysis, communication, data interpretation, workflow improvement, and decision support. One generic AI workshop isn't going to accomplish all of that.

Workflow redesign and continuous learning. Employees ultimately need to move beyond asking, "How can AI do this task?" toward asking, "Given that AI exists, should we still be doing this work the same way?" That opens the door to redesigning processes, reducing repetitive administrative work, improving student access to services, and freeing employees for work requiring human relationships, expertise, empathy, and judgment.

And I'll add something that's easy to overlook: employees need permission to experiment. If the institutional message is essentially "AI is dangerous—don't screw up," people will either avoid it or use it quietly. A better approach is to establish clear guardrails and then create safe opportunities for faculty, classified professionals, and administrators to experiment with real tasks from their jobs.

Fire Technology	We are not sure how AI will be used in fire fighter and fire inspector training at this time. Although there are a number of conventions and conferences exploring the potential use of AI, we do not have the funding to send anyone to explore them as our funding is committed to the needs of students over faculty and classified professionals.
Industrial Technology	Employees need practical skills in writing clear prompts, checking sources and calculations, recognizing fabricated output, protecting student and institutional information, and creating accessible materials. Faculty also need clear guidance on permitted student use, attribution, and assessing independent competence. In Industrial Technology, training should emphasize checking AI-generated technical procedures against manufacturer documentation and established shop practice before using them in instruction. Training works best when it is hands-on, uses discipline-specific examples, and comes with clear guidance on approved tools.
Machine Tool Technology	Employees need to develop a practical understanding of how AI tools can be integrated directly into discipline-specific workflows to enhance instruction and administrative efficiency. In high-tech fields like Machine Tool Technology (MTT), software platforms such as Mastercam have incorporated automated, AI-like features for years. Faculty and staff need professional development focused on leveraging domain-specific automation alongside modern generative AI assistants. Educators should be trained on using AI tools to assist with course material design, technical troubleshooting, and student support, while maintaining critical oversight of accuracy and safety. Understanding how to guide students in using AI productively—rather than viewing it purely through a lens of academic integrity enforcement—will help employees build innovative, future-ready learning environments.
Paralegal Studies	All employees need to have an awareness of how artificial intelligence functions, operates, and moves information, including both free and paid versions of AI tools. Subscribers of enterprise-level AI tools tend to have more control over where data goes once it is entered into AI tools. Large language learning models, commonly referred to as LLMs, review and process an extraordinary amount of data and then train on that data. Free users tend to agree to the input of their data being used for training models. This may create concerns about what data is input into AI tools and how the models are distributing or repurposing that data. It is important that employees have an awareness and take caution to protect sensitive information, i.e., not input sensitive information into tools that are not closed-loop (do not leave District or College servers). AI can be used to generate outlines, curriculum plans, and other educational outputs through the effective engineering of AI prompts. However, AI can hallucinate and generate citations to items that do not exist. It is important that AI users validate any AI-generated output.
Real Estate	N/A
Welding	N/A

12 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?
Administration of Justice	N/A
Automotive Technology	Effective Prompting: Mastering context setting, constraint application, and iterative refinement when working with AI assistants.
Business	Faculty should emphasize critical thinking skills to students so that students can independently access sources of information for relevance and accuracy.
Computer Application Systems	Students should be able to define a task clearly, evaluate an AI-generated response, verify the result, and explain the reasoning behind their work. They should recognize unsupported claims, protect personal and organizational information, disclose assistance as required, and complete essential tasks independently. Across CAS pathways, suitable evidence includes checking a spreadsheet formula, validating a script, documenting troubleshooting steps, or explaining why a proposed technical solution is appropriate. Applied assignments can require students to show their process, describe corrections, and defend their final decisions.
Electronic Systems Technology	ESYS students should develop AI literacy, critical thinking, and ethical decision-making skills to effectively use AI tools in both academic and professional settings. Students should be able to evaluate AI-generated information, apply AI to support problem-solving and technical work, and understand its role in electronics, automation, and emerging technologies. These competencies will help students adapt to evolving workforce demands and use AI responsibly and effectively.
Entrepreneurship	How to create agents that can help them solve problems.
Fire Technology	See answer above.

	Students should learn to ask clear questions, judge whether AI-generated information is reliable, verify calculations and technical explanations, and disclose AI assistance when required. They should protect personal, employer, and proprietary information and recognize bias and fabricated references.
Industrial Technology	In Industrial Technology, students must keep independent competence in measurement, reading technical documents, troubleshooting, and safe work practices. AI-generated procedures or machine instructions must be checked against authoritative documentation and reviewed by the instructor before use. Assessment should include demonstrations and explanations that show the student can do the work and justify it.
Machine Tool Technology	Students must develop technical curiosity, critical thinking, and the ability to evaluate AI-generated outputs alongside domain expertise. In the advanced manufacturing and CNC programming sectors, workforce tasks are already rooted in automation, making CNC programming relatively resilient to AI displacement. Instead of replacing human operators, AI acts as a force multiplier. In our CNC programming courses, we actively integrate AI assistants to help students troubleshoot G-code, debug CAD/CAM logic, and navigate complex software concepts. Exposing hesitant or apprehensive students to AI tools in a controlled classroom setting lowers their anxiety, replacing fear of technology with curiosity and adaptability. Workforce-ready students need to learn how to prompt AI tools effectively, verify technical accuracy against physical machining parameters, and view AI as a standard partner in modern industrial problem-solving.
Paralegal Studies	Likewise, students need to have a similar awareness as referenced above. We continue to echo the need for greater technological savvy in order to prepare students for an increasingly AI-powered workforce, particularly in business and law, including associated ethical considerations.
Real Estate	N/A
Welding	N/A

Shared Governance

12 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?
Administration of Justice	N/A
Automotive Technology	No suggestions at this time
Business	n/a
Computer Application Systems	Strengthen coordination among CAS faculty, the dean, counseling, marketing, IT, and employer or advisory partners. Use a shared annual planning calendar and a concise action record identifying decisions, owners, deadlines, and status. Include asynchronous opportunities for adjunct faculty and students to provide input. Connect curriculum decisions, course scheduling, assessment findings, and resource requests so the program can address completion barriers as a coordinated effort. Communicate the outcome of recommendations and explain what action will follow.
Electronic Systems Technology	N/A
Entrepreneurship	A president that sees value in developing a truly diverse campus. “The presence of a wide range of different things, ideas, or qualities.” He seems almost exclusively focused on one type of student.
Fire Technology	There is not a cohesive communication that ties the shared governance committee work together. Although minutes are produced and information is posted on webpages, there is no one-stop location to seek results of this valuable work. Minutes of these meetings need to be consolidate into a biweekly update document, then posted in a singular location that is searchable by index and key words/terms.

Industrial Technology	Involve faculty in decisions about scheduling, staffing, facilities, and program changes. Publish proposals, decision criteria, responsible parties, and follow-up dates, and document how constituency feedback was considered. For Industrial Technology, this means a regular faculty–dean planning process with clear coordination responsibilities and written follow-through on course availability and resource requests.
Machine Tool Technology	Strengthening collaboration requires moving beyond high-level administrative priorities to ensure transparent, bi-directional communication with CTE and lab-based disciplines. Decision-makers and committees should actively consult with instructional faculty and classified staff before modifying baseline support structures—such as lab technician staffing or student assistant allocations—that directly impact student safety and program delivery. Additionally, cross-constituency dialogue should focus on aligning institutional marketing, resource allocation, and technological support with high-performing career technical pathways that drive campus enrollment and SCFF metrics. Mutual trust can be strengthened by ensuring that feedback provided during annual reviews leads to visible, actionable follow-through across all campus divisions.
Paralegal Studies	N/A
Real Estate	N/A
Welding	N/A

Educational Master Plan

12 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?
Administration of Justice	N/A

Automotive Technology	No suggestions at this time
Business	Please provide training in AI for faculty during convocation week. Review past college EMP goals to determine which goals are still relevant. We, the Business department, would like to offer more on-campus/hybrid courses to meet our students' needs and to create more accessibility, and inclusions for the students with different learning modalities. The major challenge is classroom space. B300 (The Business Classroom Building) access was removed from the Business discipline 10+ years ago. Business classes were moved into B1600 occupying just 4 classrooms (3 upstairs and 1 downstairs). With the proposed B1600 renovation project, scheduled to begin Summer 2027, the discipline will be down to just 3 classrooms for this large program.. It's tremendously difficult to schedule all Business classes in the program. Business courses should be scheduled in Buildings 500 and/or 800.
Computer Application Systems	First, address the sustainability of career-education course sequences, including advanced courses needed for completion. For CAS, proposed actions include reviewing student demand and unmet requirements, creating a realistic multisemester offering map, coordinating advising and outreach, and evaluating cancellations and time to completion. Second, support continuing curriculum renewal in rapidly changing technical and workplace software fields. Establish a regular process for employer input, faculty development, accessible learning materials, and review of practical assessment evidence. Evaluate progress through completed curriculum revisions, SLO/PLO assessment, student awards, and appropriate career outcomes.
Electronic Systems Technology	Strengthening campus culture will require more transparent communication, regular collaboration across campus groups, and meaningful opportunities for faculty, classified professionals, administrators, and students to engage in shared decision-making. These efforts can build trust, improve collaboration, and better support student success.
Entrepreneurship	1. Go back and read the old EMP and determine what goals were actually accomplished. 2. Figure out why some of the goals were not accomplished. 3. Ask ourselves what has changed that leads us to believe we will accomplish the new goals.

Fire Technology	There needs to be more emphasis and support of career education programs in the EMP. Initiatives that involve funding have to address the daily operational needs of our programs (supplies, maintenance, facilities) versus a dollar amount per division alone. The educational master plan has to promote our products and not just our brand, with more emphasis on K-12 to College to Career. There needs to be a stronger link between our academic disciplines and our career education disciplines, so that students see the benefit of particular academic courses that help them in their career pathways.
Industrial Technology	1. Support the revitalization of Industrial Technology. Convert Advanced Manufacturing to Rapid Prototyping, retain Mechatronics, and add hydraulics and pneumatics. Support curriculum development, a review of existing instructional resources, and a coordinated implementation schedule. 2. Build dependable completion pathways. Develop a course rotation and staffing plan for the revised programs with faculty and counselors, communicate approved changes clearly to students, and monitor course availability, student progression, and completion.

Machine Tool Technology	Opportunities & Challenges to Address: 1. Strategic Reinvestment in High-Yield CTE Infrastructure: The next EMP must explicitly position Career Technical Education (CTE) programs—such as Machine Tool Technology—as primary drivers of regional workforce development, student economic mobility, and institutional financial stability. While the value of a traditional 4-year degree continues to face scrutiny over rising costs, high-wage industrial manufacturing pathways offer immediate, recession-resistant career opportunities. The college has a major opportunity to dominate Bay Area CTE training. However, doing so requires moving past a model where high-performing programs operate with reduced operational support and stripped-away baseline staffing. 2. Equity Through Sustainable Operational Support: Expanding equity and student success initiatives should not come at the expense of fundamental instructional resources. True structural equity means ensuring that students in high-risk, technical lab environments receive the necessary classified lab support and student assistant tutoring to succeed safely and complete their certifications on time. Specific Actions and Initiatives: • Institutional CTE Marketing & Pipeline Strategy: Establish a centralized, targeted outreach initiative within the EMP to promote CTE pathways directly to feeder K-12 schools, adult education centers, and local industry partners. • Sustainable CTE Staffing Models: Incorporate policy language in the EMP that mandates proportional classified staffing (e.g., dedicated lab technicians and instructional assistants) for technical lab environments with high safety and software requirements. • Modernization of Instructional Technology: Commit regular capital funding to keep specialized CAD/CAM computer labs and physical manufacturing equipment aligned with current industry standards.
Paralegal Studies	Training for technological savvy, artificial intelligence, and associated ethical considerations. Providing more dedicated personnel to work towards developing internship programs and/or opportunities for the Paralegal Studies Program. Develop specialized programs that can offer the students a career path of their choice focusing on specific subject areas. Create an internship program that offers students the opportunity to work in a legal setting (private/corporate/public/tech/etc.) as a legal clerk, assistant, etc., to obtain experience. The internship could then lead to a PT/FT position once the Paralegal certification is obtained.
Real Estate	N/A
Welding	N/A