Divison: Language Arts

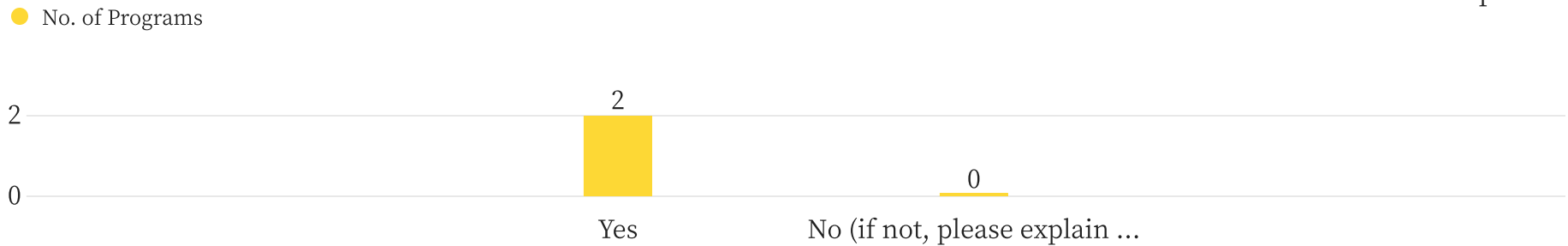## Name of Program/Area and Contributors

5 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?
Chabot Association of Teacher Education (CATE)	Monica Olmedo, Homeira Foth, Jamal Cooks	Student Services
English	TJ Puckett, Kristin Land, Homeira Foth	Academic Services
English as a Second Language	Erika Lachenmeier	Academic Services
Library	Heather Hernandez, Norman Buchwald	Student Services
World Languages	Cristina Moon and Caren Parrish	Academic Services

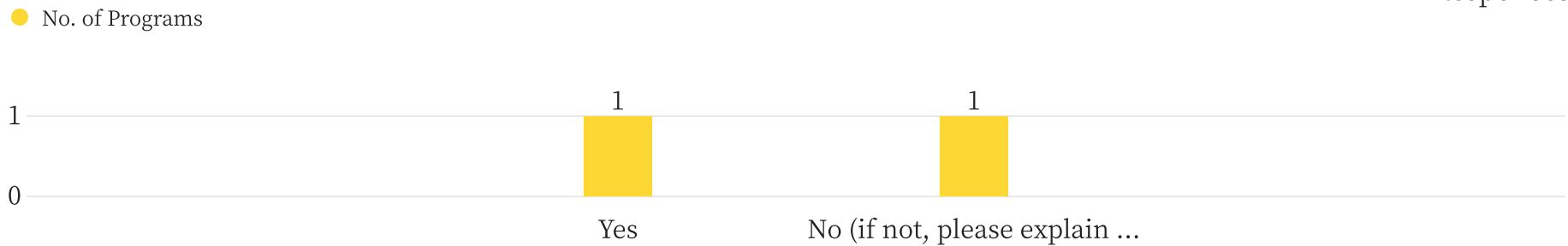# Responses on Service Area Outcomes for Areas in Your Division

Does your service area have two or more SAOs?

2 Responses

● No. of Programs

```
2
                              2
                             [bar]
0                                          0
                             Yes        No (if not, please explain …
```

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?

2 Responses

● No. of Programs

```
1                             1          1
                            [bar]      [bar]
0
                             Yes        No (if not, please explain …
```

Explantion for Unassessed SAOs since Previous Comprehensive PAR

5 Responses

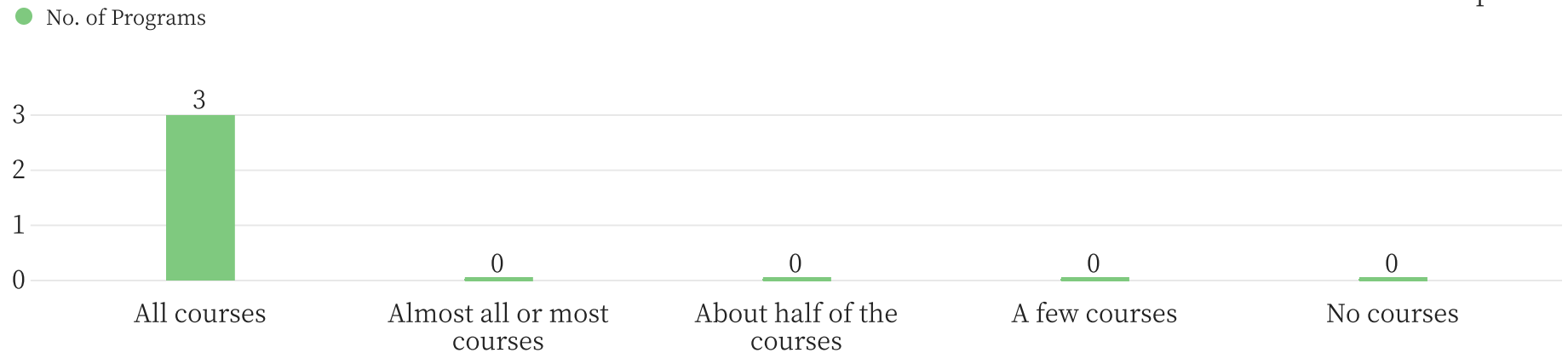| Program/Area Name	No (if not, please explain why) - Text
Chabot Association of Teacher Education (CATE)	This is a new program.

Library	N/A
English as a Second Language	N/A
World Languages	N/A
English	N/A

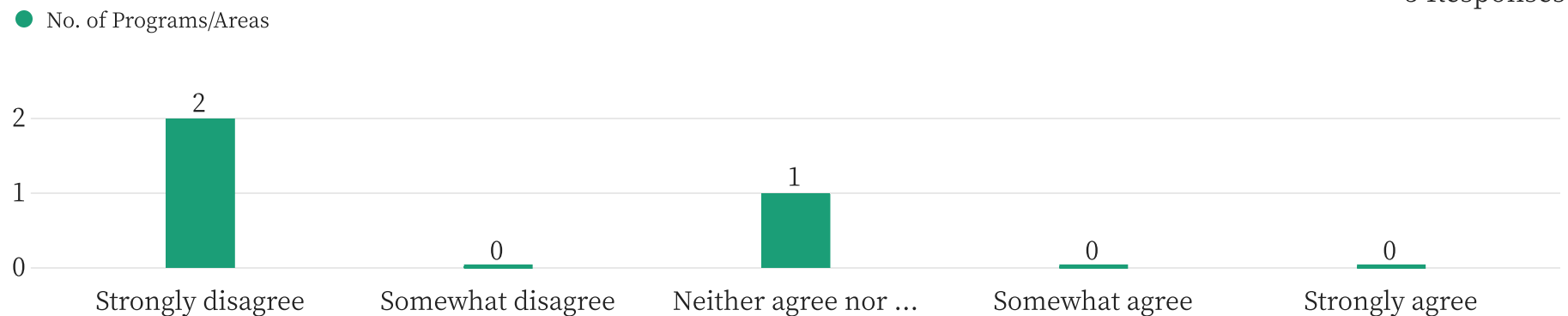# Responses on Student Learning Outcomes for Programs in Your Division

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

3 Responses

● No. of Programs

	All courses	Almost all or most courses	About half of the courses	A few courses	No courses
Value	3	0	0	0	0

Assessing SLOs has led to improvements in my area.

3 Responses

● No. of Programs/Areas

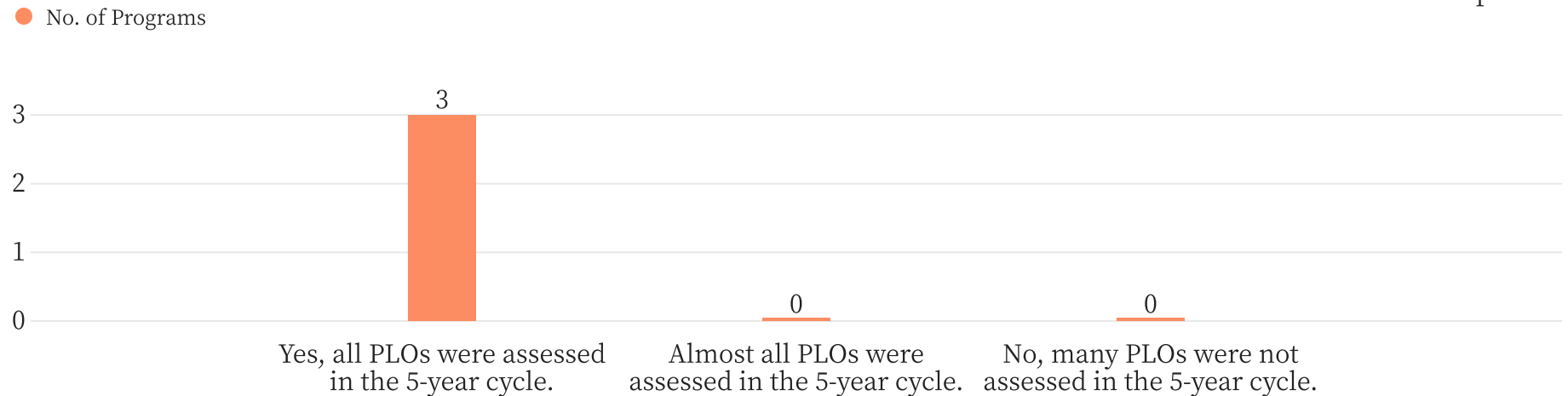|	Strongly disagree	Somewhat disagree	Neither agree nor …	Somewhat agree	Strongly agree
Value	2	0	1	0	0

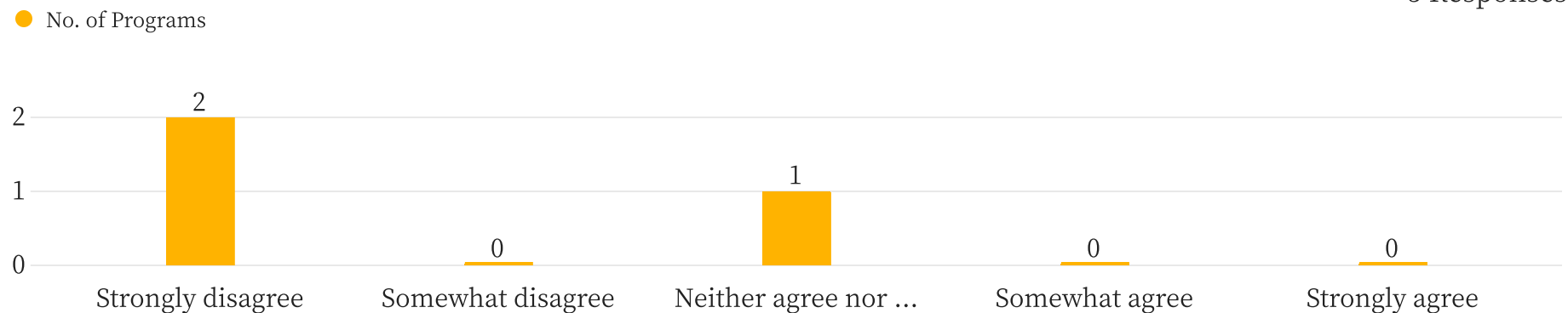# Responses on Program Learning Outcomes for Programs in Your Division

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

3 Responses

● No. of Programs

Assessing PLOs has led to improvements in my area.

3 Responses

● No. of Programs

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?

5 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?
Chabot Association of Teacher Education (CATE)	N/A
English	Dean and VP support to revise curriculum, and hold equity and pedagogy retreats. Funded coordinator positions for English department & p/t faculty coordinators. Funds for conferences, for laptop and book lending. Time during Flex day to work on major overhaul of curriculum. Prioritizing Equity PD. Canvas training workshops by local department leaders. Support for revising our hiring process and questions so we attract a more diverse, talented pool of faculty. Website updates make finding information so much easier!
English as a Second Language	El Centro This is a great resource for LatinX English language learners to get help with the application, placement, registration, and financial aid. They extend their services to any student, but I wish the rest of our nonnative speaker student groups could get the same specialized support to enter the program. Canvas Support for Teachers Teachers in the ESL department have greatly utilized the Canvas support team. They played a vital roll in helping teachers through the pandemic. Institutional Research Cynthia and Na have been invaluable help in our process of revamping the placement process in ESL and reporting to the state for AB705. The data produced by IR has been invaluable as we consider and reflect on departmental changes.
Library	N/A
World Languages	N/A

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?

5 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?
Chabot Association of Teacher Education (CATE)	N/A
English	"Work" being asked of faculty rarely focuses on improving classroom instruction across the board and often distracts from time to do that. Program review and SLOs, PLOs, and constantly changing forms/processes with little, late, or no training makes it hard to focus on meeting students where they are at, responding to their writing in a timely manner, and finding time to collaborate with colleagues to innovate and solve complex problems. Often too much is asked with too little time. Ultimately, it feels like busy-work and is demoralizing. Uncertainty with budgets and constant threat of budget cuts. Often we will work on a plan for our program--for example, mindful scheduling of our literature and creative writing courses, only to find that these classes are going to face deep cuts because their lower fill rates make them "low hanging fruit." It creates challenges to our being able to formulate a vision and develop a fully-functioning English department, one that offers students a variety of courses that meet their academic goals and interests (both majors, who need these courses to complete their degrees, and non-majors, who might have a specific interest in one of our "electives").

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?
English as a Second Language	Dedicated Student Services for English Language Learners ESL students require extra support to make their way into classes and have specific needs while they are part of the college. A dedicated center, ESL specific service hours and/or Welcome Days will better support the college's mission to be culturally responsive to immigrant and refugee students. English Language Learners need more help with the application, making placement test appointments, enrolling in classes, and applying for financial aid. They are overwhelmed by the website and intimidated to call or chat in fast-paced English. When there was a team of 5 full-time ESL instructors, perhaps they were able to field much of the ESL counseling. Now with just two full-time teachers, the need is overwhelming. Spanish speakers have the wonderful resource, El Centro. While they graciously welcome students from all backgrounds, students who don't speak Spanish do not know to go there. Furthermore, students get one ESL counseling session when they start the program, but they don't have ongoing access to an ESL program specialist. As we expand into noncredit with lower-level English speakers, this need for dedicated ESL services and advising will only grow. Online Teaching Support We need funding to send teachers to @one training to learn online teaching skills starting from the basics. Over the pandemic, the quality of instruction was inconsistent and the training provided was too advanced for many of our teachers. Now in the transition back, students want online classes and teachers are still lacking adequate training. Institutional Support for an Online Course Approval Process The COOL process to approve and maintain quality online instruction was completely offline from March 2020 to October 2021. The lack of Institutional support to the committee and/or funded staff who could take over this task from the overburdened committee meant that we had no quality check on online teaching during the entire pandemic. Teaching quality was negatively impacted.
Library	N/A
World Languages	N/A

What i**nstitutional-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?)

5 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?)
Chabot Association of Teacher Education (CATE)	
English	Laptop lending program for students, BEC and new on-line student resource hubs integrated into Canvas. CARES Mental Health Team. Access to culturally relevant counselors, programs, and curriculum. The new mural project, El Centro, BCRC and the support to expand tutoring hours in WRAC center and other learning centers. Targeted outreach through the 10x10 village with academic, financial and graduation resources offered.
English as a Second Language	Technology Assistance Program The laptop and hotspot lending program has been a lifesaver! It helps equalize the technological playing field for all students. I hope this continues when we return to campus. Learning Supports Chabot has wonderful tutors and learning assistants for classes, as well as ESL discussion groups. They are well-managed and well-trained. ESL students benefit very much from these services. ESL Placement and Counseling Sessions The team in placement along with the dedicated ESL counselor are invaluable guides for the students as they navigate the placement test and and registration for their first classes at the college. If students can find their way to an assessment session, they get off to a great start with these services. Now we need ongoing ESL-specific counseling sessions and support for new ESL students to fill out the application and sign up for placement.
Library	Guided Pathways; the entire campus should embrace and participate in the work. OER. Learning Communities. Student Outreach & Support.
World Languages	N/A

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?)

5 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?)
Chabot Association of Teacher Education (CATE)	One barrier or change that could be improved is to receive more training on how to create pathways on campus and help to create infrastructures. Another barrier is finding funding for new programs and staff, classified, and faculty who are motivated to create pathways.
English	Add more affordable, regular transportation to Chabot. Class-web and even registering for Chabot needs to be more user friendly. Finding classes on the class-web app is not intuitive and the schedule is hard to read - even worse during the pandemic because class notes are not immediately obvious to students, inconsistent, lack of uniformity in offering a link to an instructor contact. Over time, the WRAC Center, once a thriving college-wide writing center, has seen cuts that have diminished our services. In not having designated computer classrooms where faculty can bring their classes (or students who are working in the WRAC Center can work on their assignments with easy access to faculty or peer tutoring support) or a designated instructional assistant (who can oversee the day-to-day operation of a writing center that potentially meets the needs of every student on campus), our services are less than ideal. We have consistently requested these things, year after year, and yet the request is never granted.
English as a Second Language	Nothing to my knowledge.
Library	N/A
World Languages	N/A

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:

3 Responses
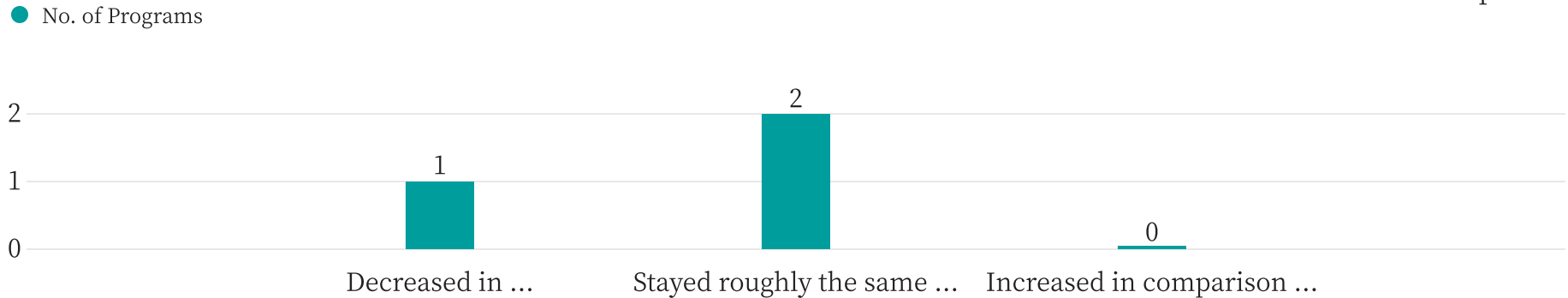
● No. of Programs

	Decreased in …	Stayed roughly the same …	Increased in comparison …
	1	2	0

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?

5 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?
Chabot Association of Teacher Education (CATE)	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?
English	English literature electives continue to fill below the 75% mark in general, though course enrollments have been increasing in general.
English as a Second Language	Our new advanced writing and program has lower enrollment. It launched the same semester as the Covid-19 pandemic and I believe we are seeing the consequences of that timing, in conjunction with the impact of AB705. Many advanced students decided to bypass ESL when given the opportunity. Our ESL Covid/AB705 recovery plan addresses these issues.
Library	N/A
World Languages	WL programs are based on prerequisite courses (1A, 1B, 2A, 2B) that have better fill to capacity in the lowest levels compared to more advanced courses. However, all WL courses are necessary to be offered year long to ensure completion of degrees (AA, AA-T) and certificates. [Text Wrapping Break]To help this situation, lower level courses (1A, 1B) are offered in the summer to boost enrollment in the upper levels (2A, 2B) in the fall and spring.

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

5 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?
Chabot Association of Teacher Education (CATE)	N/A
English	Our composition courses (Eng 1, 4A, 7A) consistently fill to capacity and we take a few students over the 28 person cap size to improve overall productivity. Overall, English courses have strong fill rates. Our 3 year average Fall fill rate is 96% as compared to the college's 83% average Fall fill rate. While our spring fill rate trend of 85% is still higher than the overall college's, we could look into ways to increase fill rates for spring. To improve productivity, hold on to lessons learned during the pandemic. For example, in Spring 2021 and Fall 2021, some literature course instructors made it possible for students to participate in classes in either a synchronous or asynchronous format and that allowed for increased enrollment in most sections as compared to previous years. Post-Covid, we can explore how to maintain this flexibility. Similarly, in Spring 2020-Fall 2021, creative writing courses have seen a steady improvement with the majority of fill rates reaching 90-105%. We want to maintain some of the on-line flexibility for access to creative writing courses by offering one online section of Creative Writing each semester when we return Face-to-Face.
English as a Second Language	We already made cuts to our course offering in the ESL department this semester, one core course at each level. We also started offering one of our two advanced grammar courses each semester on rotation. In the spring we are starting our 3 pre-academic noncredit classes and next fall we will expand to offer 2 more noncredit listening speaking classes and noncredit mirrors of our 110A and 110B courses. We believe these courses will be a popular pipeline into credit ESL.
Library	N/A

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?
World Languages	Post-Covid we are looking into expanding offerings in online and hybrid courses.

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.

5 Responses

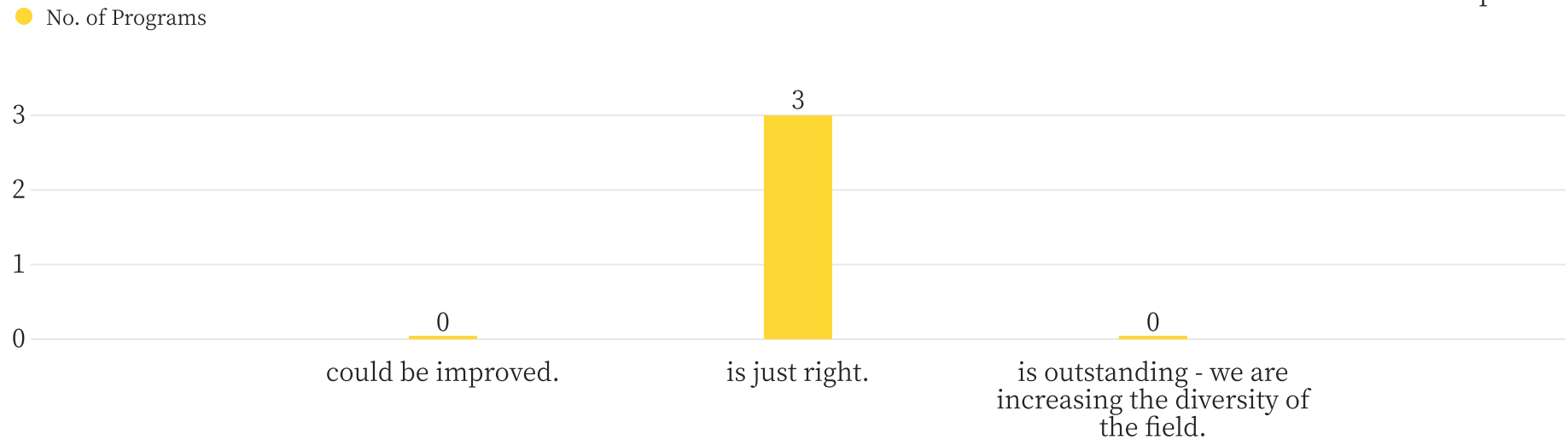| Program/Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Chabot Association of Teacher Education (CATE)	N/A
English	Not at this time. We have done a good job adjusting section offerings to ensure no student is turned away. With new class-web transition to English 4A/7A courses, we did experience a waitlist issue that may have left those sections under-enrolled in Fall 2021, but that was a mistake caused by lack of a roll-over schedule and the lesson has been learned.
English as a Second Language	ESL 111A Pronunciation ESL 110A Low Intermediate Reading, Writing and Grammar
Library	N/A
World Languages	On average, all 1A sections in all languages fill to capacity with waitlists as they are the entry level courses and satisfy Gen. Ed. requirements.

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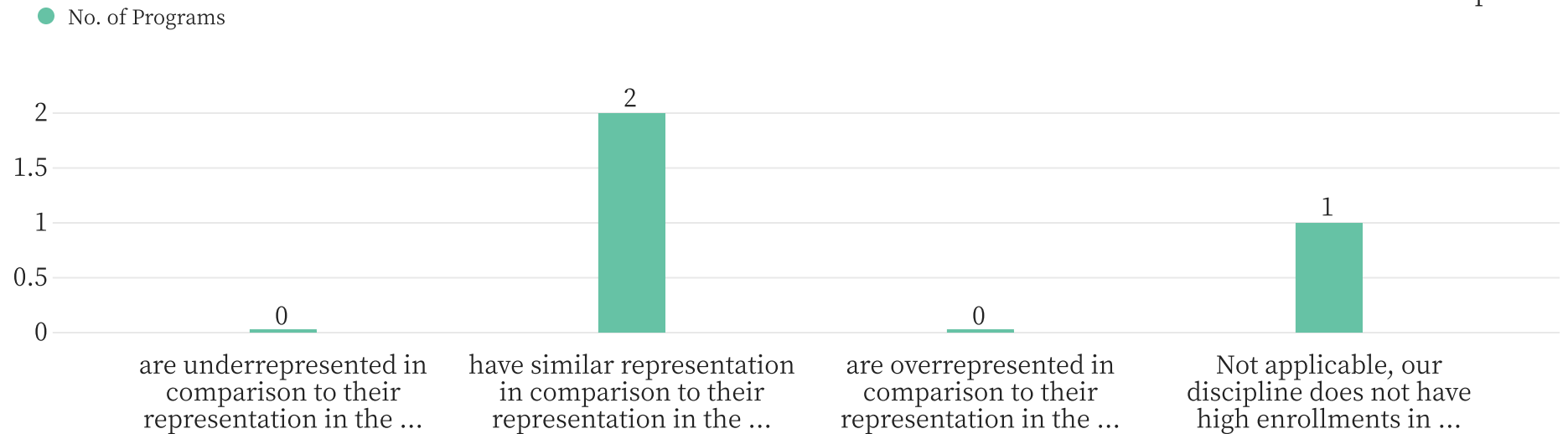
Enrollment Disaggregation: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field:

3 Responses

● No. of Programs

	could be improved.	is just right.	is outstanding - we are increasing the diversity of the field.
No. of Programs	0	3	0

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:

3 Responses

● No. of Programs

|			
0	2	0	1
are underrepresented in comparison to their representation in the …	have similar representation in comparison to their representation in the …	are overrepresented in comparison to their representation in the …	Not applicable, our discipline does not have high enrollments in …

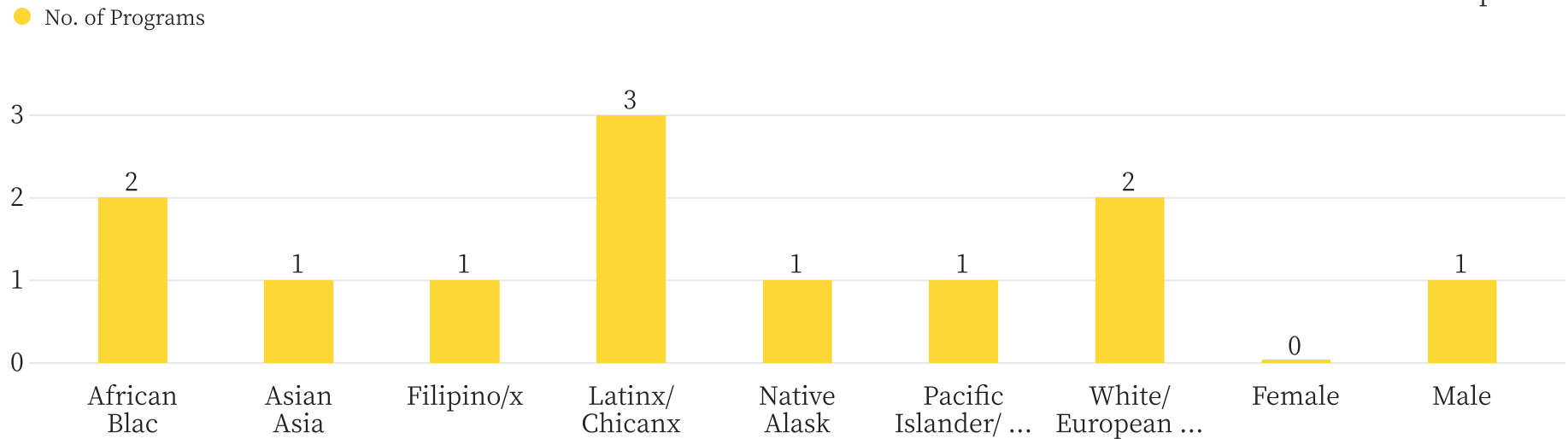# **Questions Related to Course Success Rates and Disproportionate Impact**

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

3 Responses

● No. of Programs

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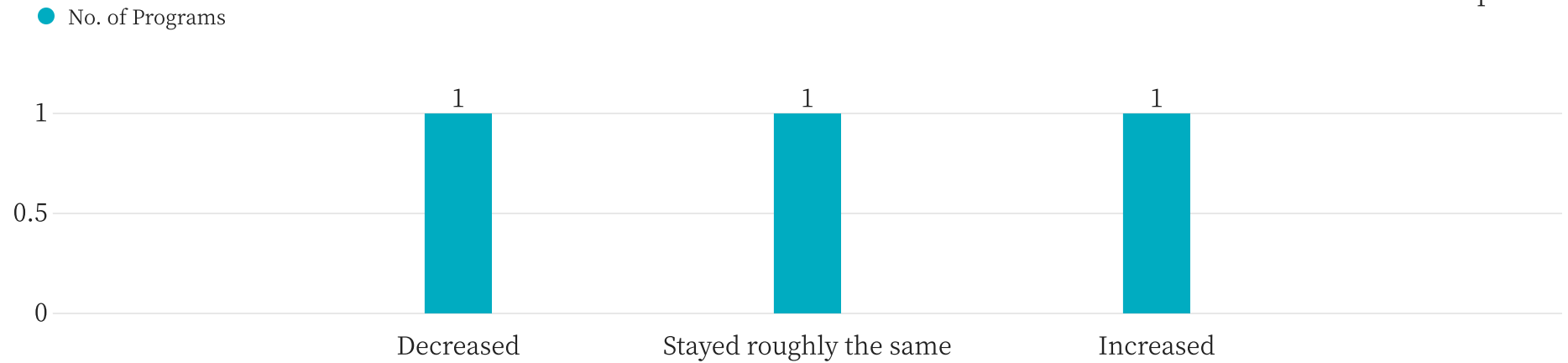
Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):

● No. of Programs

African Blac	Asian Asia	Filipino/x	Latinx/ Chicanx	Native Alask	Pacific Islander/ …	White/ European …	Female	Male
2	1	1	3	1	1	2	0	1

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

Chabot Association of Teacher Education (CATE)   N/A   N/A

| English | African American/ Black, Asian American/ Asian, Filipino/x, Latinx/ Chicanx, Native American/ Alaska Native, Pacific Islander/ Hawaiian, White/ European American | Overall composition course success rates have dropped by 11% since Fall 2018's high of 72%. Withdrawal rates are at an all time high (36% in spring 20 and 27% in spring 21). The pandemic and the transition to AB705 both contribute to the drop, indicating that we have more work to do to meet students where they are when they enter our courses. Our success rates in English 1 plummeted across all student groups over the past 3 years. While AB705 has allowed us to increase our throughput for English 1 (40% across all demographic indicators), it also increased the numbers of students who were enrolling and either withdrawing from English 1 or not passing, even prior to the pandemic. Opportunity gaps by race have also persisted, especially for African American & Latinx students. Specifically, our English 1, semester-by-semester success rates for African American and Latinx students (42% in spring 2021) are well below the college average and significantly lower than success rates for Asian American and White students (51% in spring 2021). Even though we have changed our course outlines to emphasize more equity, it is not clear how consistently culturally responsive methods and practices were adopted in face-to-face classes or applied in the online asynchronous and synchronous modalities used from March 2020-Fall 2021. While the dips correspond to the pandemic and the transition to AB705, the reality is, as a department, we are committed to meeting students where they are. We must do more to focus on building upon the assets they bring into the classroom. We must ask ourselves some key questions: Are students reading materials reflective of their lived experiences? Do our assessments honor the linguistic diversity of our community? Do our instructors demonstrate authentic care and a belief that all students can succeed? Are our units - especially early ones - reinforcing students' joy and love for reading and writing, while providing sufficient scaffolding for all students to demonstrate their personal and academic strengths and growth? Are we linking the right students to appropriate support services? On the brighter side, when students do complete English 1 and enroll in the next level composition course (Eng 4/4A/7/7A), they succeed at above 70% across all racial and ethnic markers. We have eliminated opportunity gaps and this trend held even after AB705 went into effect. FT/PT Success Rates for Engl 1 vary significantly. Gaps in success rates between full-time composition instructors and part-time composition instructors has been as high as 14% twice in the last three years with full-time instructors consistently demonstrating higher success rates, indicating that we will need to work on program cohesion, as well as rebuilding best practices for our current context (post-pandemic, post AB705). When we rebuild face-to-face scheduling and pedagogy/curriculum, we must be mindful that the shift to online instruction served some students and left behind others. |

English as a Second Language	Latinx/ Chicanx, White/ European American, Male	There was a noticeable dip in success rates, accompanied by an increase in withdrawals, in Spring of 2020 when the pandemic hit. This lends support to the argument that Covid-19 impacted ESL students disproportionately compared to the college as a whole. Since that low of 57%, the success rates have shot up to 77%. Perhaps the smaller class sizes have allowed for more personal attention. Interestingly, women seem to consistently outperform the men. Last semester the success rates for women had an 84% success rate compared to 65% for men. In the ethnicity data, the lowest success rates are "White" students. I think this might be referring to our Afghan students, but the data for Middle Eastern students needs to be disaggregated for clarity. Spring 2020 "White" students dropped to a 23% success rate and though it has rebounded significantly, even last Spring it was much lower than other groups at 54%. Latinx students have lower success rates than our Asian students, but their rates have increased a lot as well and were relatively high Spring 2021 at 74%.
Library	N/A	N/A
World Languages	African American/ Black, Latinx/ Chicanx	African American/Black student success has slightly decreased since fall 18 (55%) to spring 21 (52%). This also occurred with the Latinx (fall 18 (58%) to spring 21 (56%). The slight difference cannot really be explained especially in light of the Covid emergency in the last four terms. [Text Wrapping Break]Overall college success rates for these two groups are for African American/Black fall 18 (60%) to spring 21 (63%) and Latinx (fall 18 (66%) to spring 21 (69%).

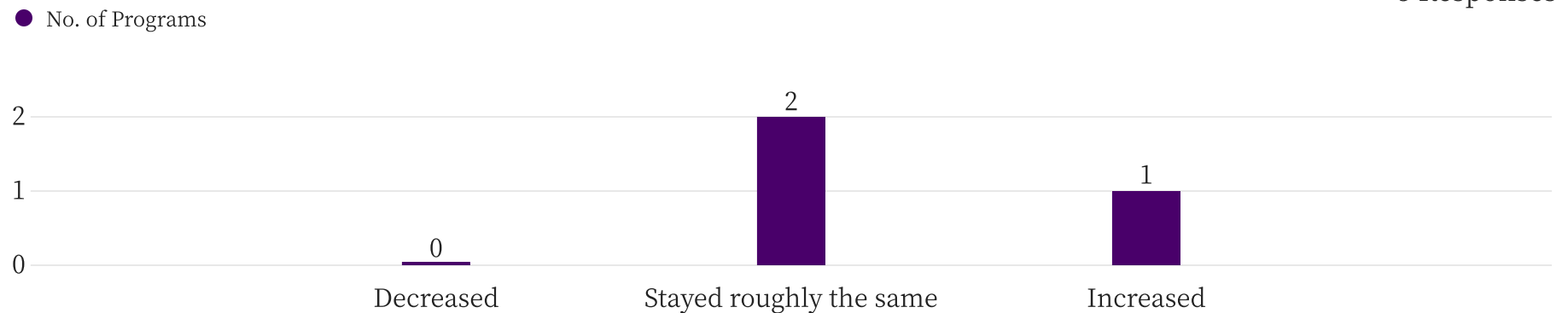## Questions Related to Program Completion and Barriers to Program Completion

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

3 Responses

● No. of Programs

2	
1	
1	2
0	0
	Decreased	Stayed roughly the same	Increased
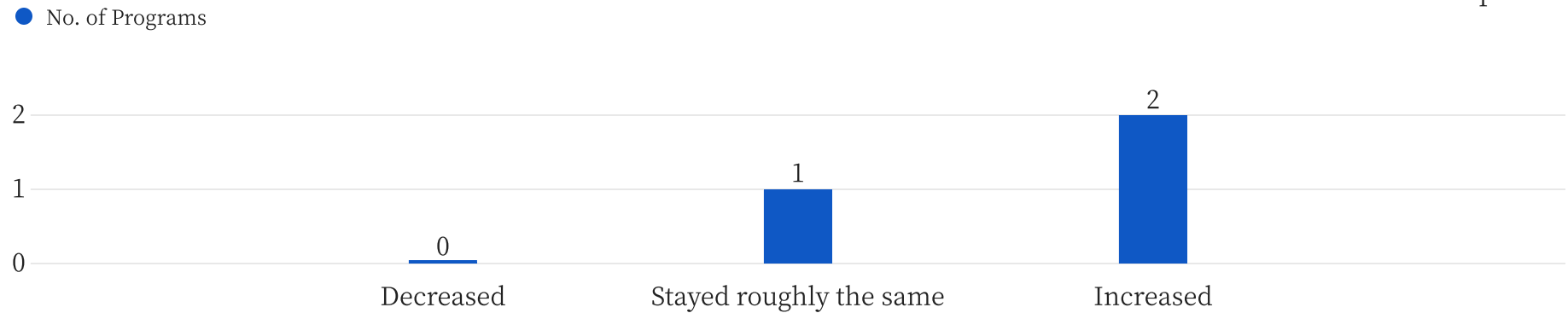
Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)?

3 Responses

● No. of Programs

2	
1	
0	2	1
	0
Decreased	Stayed roughly the same	Increased

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.)

5 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.)
Chabot Association of Teacher Education (CATE)	N/A
English	We've had to reduce our offerings of English literature courses and rotate some of our electives because we are not reaching our "cap" (of 44 students)s. Unfortunately this creates barriers for AA and AA-T students to want to complete their degrees in a couple years. Some students have to wait over two years to take an elective they are interested in. Also, some students end up going to other community colleges to take literature courses where they have a wider selection of courses. There are also barriers for working students who want to take evening classes; we don't offer evening literature classes, but we are planning on offering an evening literature class as well as more online literature classes.
English as a Second Language	We have Afghan students, often but not exclusively women, who never went to school and never learned to read and write in their language. This is a large deficit to recover from and I believe it is reflected in the lower success rates for "White" students in ESL. Our students tend to be working adults and many are parents. The extra responsibilities and pressures make it more challenging for them to put full energy into their classes and to complete our program. I am seeing this problem increase as rents rise in the area. It is important to point out that some students never intend to complete any program and just want to improve their English skills for their job or daily life. These students will leave ESL when they have the English level they need. Lack of completion is not necessarily lack of success.
Library	N/A

Program/Ar ea 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.)
World Languages	Language acquisition requires a low ratio of instruction to help students cognitively process new language skills. In order to dismantle student barriers to success, lower class sizes are required to achieve greater student completion of courses. Since WL courses have prerequisites, the college (WL department, Counseling, Admissions and Records) needs to streamline the prerequisite challenge process for students with prior foreign language knowledge. Once streamlined, students could be placed in the appropriate WL level courses efficiently and in a timely manner.

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?

5 Responses

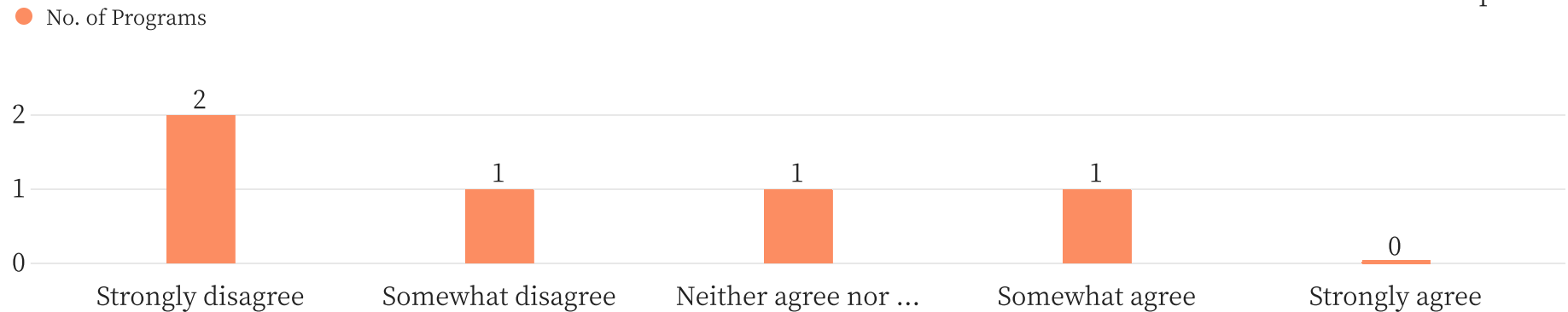| Program/Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Chabot Association of Teacher Education (CATE)	N/A
English	With new personnel and new schedule (4-unit comp. courses) we had some dips in enrollment that are not typical. Not to mention the pandemic and its challenges.
English as a Second Language	Our decreases in part-time staff naturally reflect the reductions in FTES since we have reduced classes to better reflect student demand. The full time staff has been reduced by 50% since Fall 2018, which is also comparable to the decreases in enrollment. Our enrollment appears to be slowly rebounding, so I will be interested to see the latest data in FTES. ESL has decided not to request a full-time faculty hire this year in recognition of our FTES reductions. Instead we are asking for significant investments in part-time employee mentoring, student assistants to support our classes, funding for our equitable placement plan, and release time for a full-time instructor to facilitate our Covid/Ab705 recovery plan and oversee the rollout of the noncredit programs. We believe strongly that the steps we are taking now will restore us to pre-pandemic enrollment and bolster our case for a hire in the future.
Library	N/A
World Languages	FTES in WL have stayed the same. The WL department continues to need the support of Learning Connection tutors for students' success in taking WL courses.

Questions Related to Technology, Facilities, and Professional Development
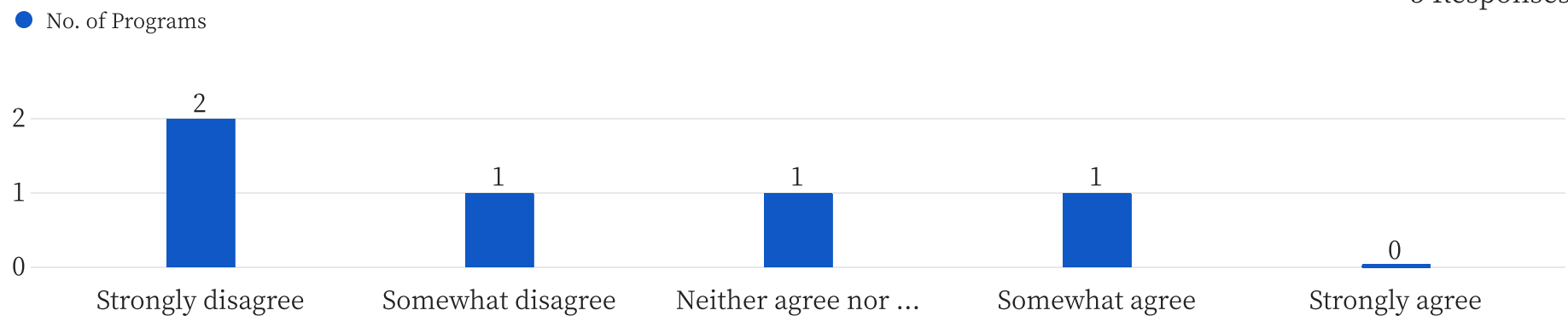
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

5 Responses

● No. of Programs

Strongly disagree	Somewhat disagree	Neither agree nor …	Somewhat agree	Strongly agree
2	1	1	1	0

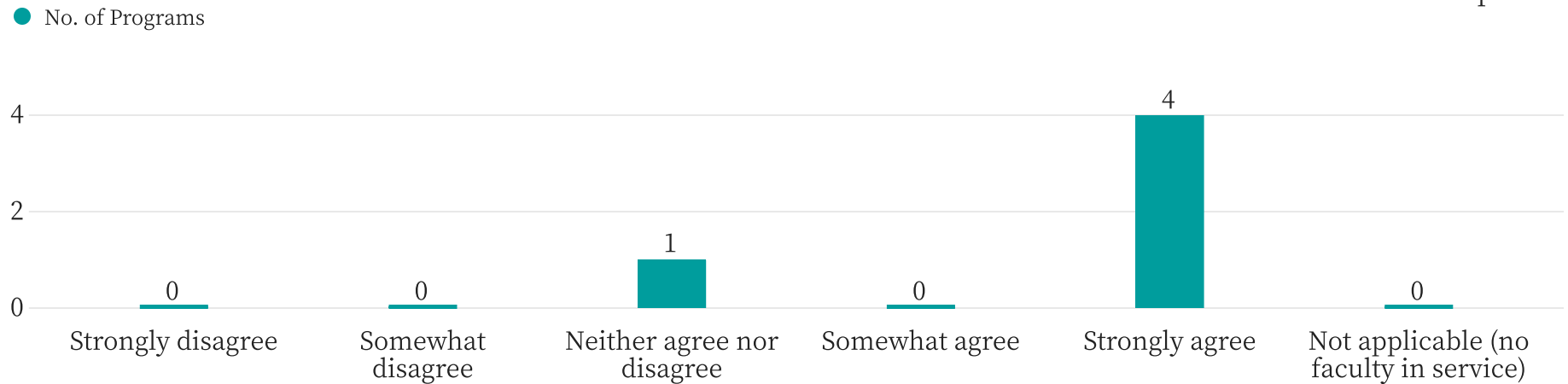The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

5 Responses

● No. of Programs

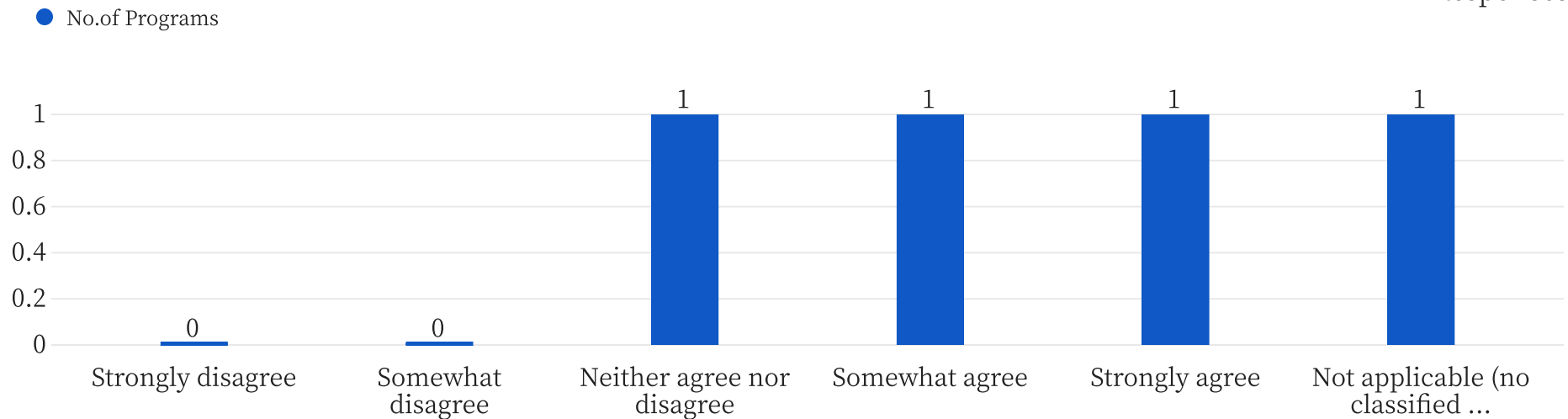| Strongly disagree	Somewhat disagree	Neither agree nor …	Somewhat agree	Strongly agree
2	1	1	1	0

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

5 Responses

● No. of Programs

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Not applicable (no faculty in service)
No. of Programs	0	0	1	0	4	0

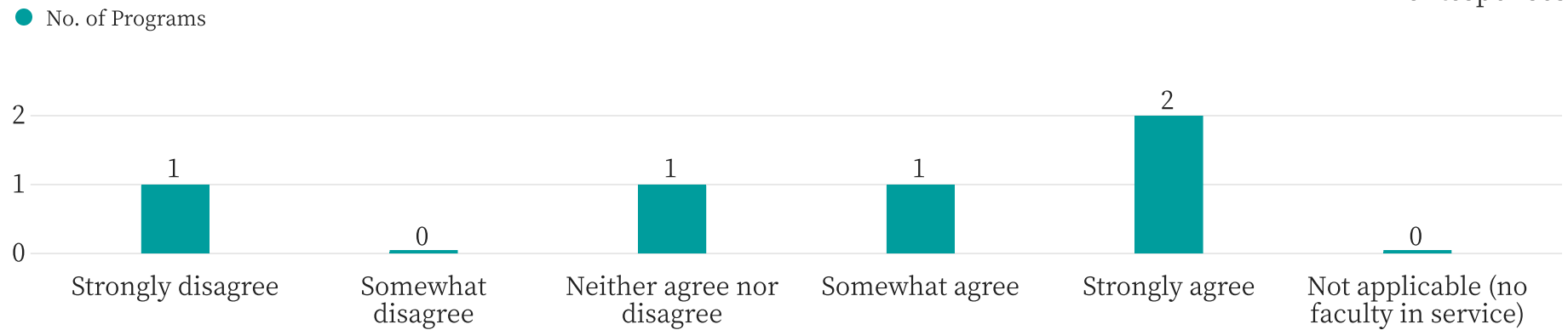**In general, <u>Classified Professionals</u> in my program/area regularly participate in professional development activities <u>offered by/at Chabot</u>.**

4 Responses

● No.of Programs

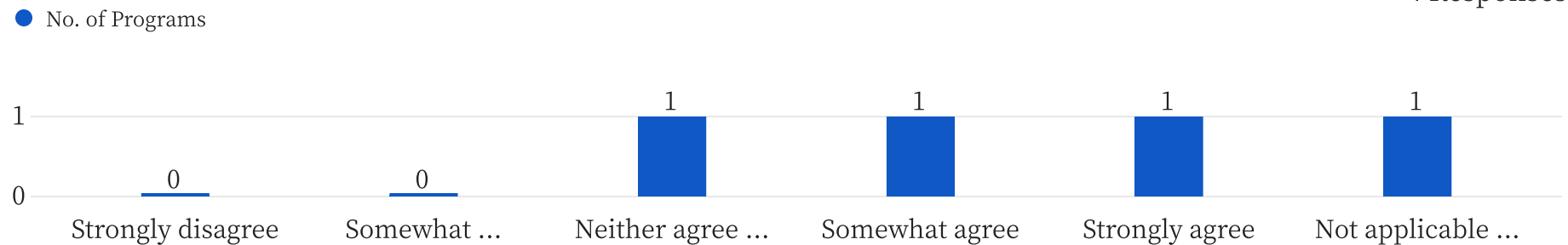|	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Not applicable (no classified …)
No.of Programs	0	0	1	1	1	1

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

5 Responses

● No. of Programs

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Not applicable (no faculty in service)
1	0	1	1	2	0

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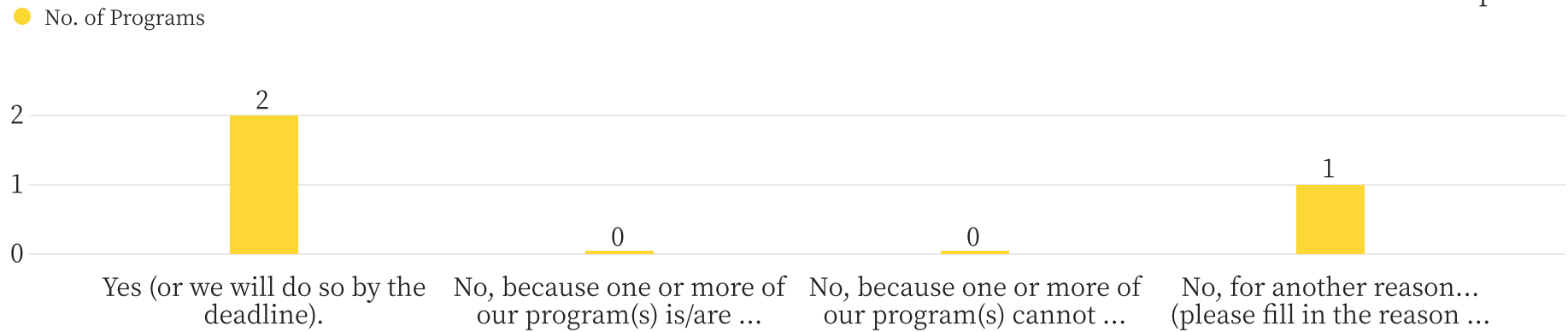
4 Responses

● No. of Programs

Strongly disagree	Somewhat ...	Neither agree ...	Somewhat agree	Strongly agree	Not applicable ...
0	0	1	1	1	1

Questions Related to Program Maps

Have you completed all program maps for your discipline?

3 Responses

● No. of Programs

	Yes (or we will do so by the deadline).	No, because one or more of our program(s) is/are ...	No, because one or more of our program(s) cannot ...	No, for another reason... (please fill in the reason ...
No. of Programs	2	0	0	1

Explanations for Why Some Program Maps are Incomplete

5 Responses

Program/Area Name	If you checked off "No" above, please explain.
Chabot Association of Teacher Education (CATE)	N/A
English	N/A
English as a Second Language	We don't have any credit certificates or degrees.
Library	N/A
World Languages	N/A