Q1. Dear Deans,

This is where you enter the data from your Deans PAR template. **Please plan to enter your data all at once!** We do not have control over the Qualtrics server and do not want you to lost your work!

Please reach out to the PAR Co-Chairs if you have any questions:
Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and
Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Q2. Name of Your Area/Division:

Language Arts

Q3. Your Name:

Simon Abramowitsch

Q4.

1. Campus-Wide Issues

Programs in your division/area were asked to reflect on the results of last year's comprehensive PAR regarding infrastructure or college-wide issues needing immediate attention. Please review your **"Summary Data Report"** from Qualtrics (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 infrastructure or college-wide issues that deserve immediate attention?

Issue # 1	Student Registration/Application Process: Improve registration/application process for students.
Issue # 2	Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.
Issue # 3	Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.
Issue # 4 (optional)	Technology support for students: access to computers/laptops but especially access to IT support and training for student, for loaned technology as well as students' own tech/computers.
Issue # 5 (optional)	Teaching and Pedagogy: improve student outcomes by working toward stronger, equity-based pedagogical practices, for in person and online, credit and non-credit instruction

Q5.

2. Service Area Outcomes

2.1. Are there any programs/services/areas with **service area outcomes** in your division/area?

Yes No
◉ ○

Q6. 2.2. Please refer to your Summary Data Report from Qualtrics posted on 2022 Fall PAR Reports & Synthesis Statement website. Service areas were asked the status of their SAO assessments. Have all service areas within your division/area filled out the SAO Assessment Updates Survey in Qualtrics OR assessed two SAOs in the past five years, *in which assessments included plans for continuous improvement*?

Note: To directly look up a service area's SAO assessment results, use this SAO 2022 Assessment Update SPREADSHEET*

Yes No N/A
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Q7. 2.3. If not, by when do you believe you can support the service areas in your division/area with filling out the SAO Assessment Updates Survey in Qualtrics?

[ ]

Q8.

3. Learning Outcomes Assessment Results

Please refer to your Summary Data Report from Qualtrics and the SLO Assessment Report* to answer the following questions.

Q29. 3.1. Are there any programs/services/areas with **student learning outcomes (SLOs)** in your division/area?

Yes No
◉ ○

Q25. 3.2. Is assessment for all SLOs in your division/area up to date?

Yes No N/A
◉ ○ ○

Q9. 3.3. If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

[ ]

Q30. 3.4. Do you have any **program learning outcomes (PLOs)** in your division/area?

Yes No
◉ ○

Q27. Please refer to your Summary Data Report from Qualtrics posted on 2022 Fall PAR Reports & Synthesis Statement website and the PLO Assessment Completion Report* to see how many Certificates and Degree Programs in your division assessed PLOs in the 5-year cycle on CurricUNET. Programs who did not submit a complete PLO assessment are highlighted in pink.

Q28. 3.5. Is assessment for all PLOs in your division/area up to date?

Yes No N/A
◉ ○ ○

Q29. 3.6. If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

Q11.

4. Reflections on Goals & Future Planning

Context: In their Fall 2021 PARs, programs in your division/area established goals to support continuous improvement in SLOs, PLOs, SAOs, meeting the college mission, or long-term strategic planning in the Educational Master Plan. Please review the Summary Data Report to see how programs in your division/area responded to the question: what is going well and what are some challenges regarding completing your programs/area's goals?

Q12. 4.1. What trends in their accomplishments stand out?

Across the Language Arts Division, there is a clear attention to access and equity on behalf of our faculty and progams. In English, the continued work of CCEPG (Chabot Collaborative for Equity and Professional Growth) stimulates professional development for faculty campus-wide. The semester-long offering PARTI (Practical Anti-Racist Teaching Institute) supports faculty across campus. As the home of CCEPG faculty Carmen Johnston and Kristin Land, the English department also benefits from that work, as it informs conversation and training around pedagogy, curriculum, and policy. In World Languages, the emphasis on Zero Textbook Cost materials and online education aims to create access for students who cannot afford expenisve materials and also for students who cannot take traditional synchronous in person classes. The English as a Second Language program has begun offering non-credit and mirrored credit/non-credit classes to create a pathway for ESL students who have practical needs and/or want to take tuition-free ESL classes. The enrollment in these courses has been very high. The Library has worked to create accesible resources and support for students, whether online or in person. The virtual reference desk librarian and tech support are two ways that this attention to student access is demonstrated. Second, across the division departments are creative in their efforts to serve student needs. Whether through the innovative use of technology, program support for students in the registration and placement process, development of non-credit support classes, departments identify and then work to address problems. Finally, the division is interested in meaningful professional development. Division faculty seek out opportunities outside the college, but also create their own venues for professional development, such as English Faculty Core Groups, the ESL Online Teaching Community of Practice, or World Languages OER/ZTC cohorts.

Q13. 4.2. What trends regarding challenges stand out?

Across the division, getting students enrolled the right courses, with the right supports and resources. For English and ESL, that means making sure that students are able to select the appropriate course, with academic support class. For the library, that means being able to access technology such as laptops. Throughout the division, creating continuity and community between part-time and full-time instructors has been difficult. The past several years of distance education and working from home further separated PT and FT. In addition, the additional stress of PT during these periods of reduced assignments has made it difficult to ask for more. A result of this is that the PT are not as included in new developments in programs, pedagogy, and curriculum. For instance, ESL faculty have begun offering a mirrored non-credit program, which requires new attention to how the course is organized for students and how the course is managed by instructor (in terms of record keeping). Training and assignments have been difficult. Similar, the online efforts in French and Spanish, with an emphasis on OER/ZTC are not yet taught by any part-time faculty. English core groups are also compromised because PT many faculty cannot or do not attend. n terms of staffing, the division has requests for reassigned time across all departments. The administrative work for coordinators is significant, each for unique reasons. For ESL, 2 FT faculty is not sufficient to the workload, especially because the student demographic is not fully served by counseling, so some of that work comes to FT ESL faculty. Finally, the turnover in the dean position has disrupted continuity in longer-term projects. It has also affected division procedures and division sense of community.

Q14. **Context**: Last year, your office also established goals, please look here to see the [goals you established in your Fall 2021 PAR](#)*

Q15. 4.3. So far, what is going well and what are some challenges regarding completing your office's goals?
You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Goal 1. Increase number of students completing college level English in year one, particularly disproportionately impacted populations. This goal remains pressing. While I do not have specific data on first-year throughput rates over the past few years, term/course success rates in ENGL 1 have been relatively flat, hovering in the mid-50%. Similarly, success rates aggregated by race and ethnicity is relatively flat since AB705 came into effect, even as individual terms and groups jumped up and down during the pandemic. See further notes and numbers below. Goal 2 2. Decrease number of students that fail or drop first year English. This goal remains pressing. While the withdraw rates in Spring 22 (27%) and Fall 21 (23%) dropped from the height of the pandemic's first year Spring 20 (44%) and Fall 20 (31%), the combined number of students who drop or are non-successful in ENGL remains about the same as it has going back to 2019: the mid 40% range do not succeed in ENGL 1. So, despite increasing offerings of the linked support course, ENGL 215, providing in-person, hybrid, and online offerings to meet all student needs, and conversation about pedagogical practices online and in-person, the department needs to do more to significantly change current success rates. During the first stages of the transition to ENGL 1 as part of the modifications brought about by AB705, the department worked to create cohesion and some uniformity among expectations and pedagogy. Before a culture around a unified sense of the course could develop, distance education during the pandemic fragmented instruction. A critical task for the department is to create a common sense of the course, the expectations, the academic supports. Further research into faculty success rates would be instructive. Goal 3. Increase number of degree and certificate completion for English and World Language. The transition from AA to AA-T is evident in the number of degrees awarded, with AA-Ts making up more of the degrees awarded. Those have been slowly but steadily increasing. However, the visibility of these programs is still limited. Strategies around marketing and communication, in connection with guided pathways efforts, is required. Goal 4 Establish degree/certificate for Sign Language and ESL. This goal remains relevant. Overall the division's strength is in the commitment and ingenuity of the faculty. Faculty care about students. On the whole, they identify and analyze problems and develop solutions to address those problems. Overall, the division's goals have been challenged by instability in the classroom, division, college, and society generally. Modality of instruction, working conditions and environment have all made long-term projects—and projects that require unity—difficult.

Q16. *Note: if you need to amend one of your office's PAR goals, please email the adapted goals to Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu

Q17.

5. Program Maps

Program Maps will launch later this fall. Please consult the [Program Map Tracking Spreadsheet](#).
*If link does not open,
try: https://clpccdorg.sharepoint.com/:x:/s/ChabotGPprogrammapping/EYNtlwpHRiFAnSMAyqbqmEMBv4omShNxMfbOugYdFDJsIA?e=EgdEaO

Q18. 5.1. Have all programs in your division/area completed program maps?

Yes No N/A
○ ● ○

Q20. 5.2. If not, by when do you believe you can support the programs in your division/area in completing their maps? Please remember that if faculty members need support, they can reach out to Heather Oshiro hoshiro@chabotcollege.edu.

English has two maps to complete. They can be completed by the end of the semester. Certificate in Creative Writing and AA in English-Emphasis in Literature can utilize much of the material in the maps that are already complete.

6. Summary Analysis

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

As noted above, the division's key contributions emphasized access and equity. These include the efforts around professional development, such as the OER/ZTC cohorts, the CCEPG's workshops on Anti-Racist Teaching, the online teaching community of practice led by ESL faculty and COOL committee approval. Faculty in each department are campus leaders in these efforts, and they are supported by colleagues who also learn from them. This cyclical, nurturing environment for pedagogical improvement is critical. Language Arts division cares deeply about teaching and students, and it shows. In addition, the division has worked to address student needs directly. Many of the division's offerings are ZTC or LTC, making classes affordable. The library has been a critical part of those efforts, helping to support faculty who wish to teach full-length texts (including newer books) and also make the course ZTC. The library also provides invaluable support for students across campus through the website, research portals, library orientations, and technology loans and assistance. In the transition out of mandatory distance education, previous deans and the departments have worked to create balanced schedules that offer students online, hybrid, and in person instruction. These balanced offerings have proven successful; enrollment numbers in most of the division's core classes remain strong.

Q22. 6.2. Please provide a summary of your division's/area's **greatest challenges** since the last comprehensive PAR cycle. (300 words)

However, the division and its various departments also face significant challenges, related to some of the areas above. While the commitment to access and equity is strong, improving student success remains a challenge. In English, success numbers have not grown at the rates we would like. Initiatives to support student success are often effective—in small sample sizes. The difficulty of creating a consistent program, with standard supports, is difficult across nearly 100 sections of core composition course, taught by many FT and PT faculty. In other departments similar challenges exist: in mirrored credit/non-credit ESL courses, faculty are challenged by serving two different student demographics and student expectations. While enrollment in core course is strong, the completion of degrees and certificates remains fairly low. Low numbers of degrees and certificates impact upper-level and specialty courses (Literature, upper-level World Languages and Sign Language), which often struggle with enrollment. Those numbers also impact program visibility and value for the rest of the college. Degrees and certificates validate student interest, which in turn signals value. Without them, the perception exists among some that programs in Language Arts are superfluous, and that those majors "don't get people jobs". While the data on those kinds of claims is shaky at best, the perception among faculty outside the division and, in turn, students, is very real. The departments must address this. In particular creating stronger awareness and relationships with students (majors and non-majors alike) and faculty in other divisions is important. Finally, the functioning of the division has been challenged by unstable leadership. While both Dr. Cooks and Dr. Romagnoli served the division very well (division faculty were very sad to see these two competent, thoughtful, and supportive leaders go), the turnover has created a few significant issues: long term projects requiring division support lean heavily on individual faculty to maintain; division procedures relied heavily on the senior administrative assistant, etc.. These kinds of pressures contribute to a more general concern with equitable and caring working conditions. The issue of maintaining fair distribution of administrative and faculty tasks (committees, workgroups, reports, paperwork, etc.) is a significant one, and unaddressed causes stress, conflict, and burnout. Stable leadership is critical.

Q23.

7. Resource Requests for Your Dean's/VP's Office

You will need to enter resource requests for *your own Dean's/VP's offices* into Fall 2022 Resource Request Submissions.

Q24. 7.1. How do these requests support the goals in your division/area?

Honestly, I haven't been in the job long enough, with enough clarity of mind, to develop clear plans that would help me make any requests.

Q25. 7.2. I have entered any resource requests for my Dean's/VP's office into Fall 2022 Resource Request Submissions

Yes No N/A
○ ○ ◉

| Location Data |

Location: (37.8637, -122.276)

Source: GeoIP Estimation