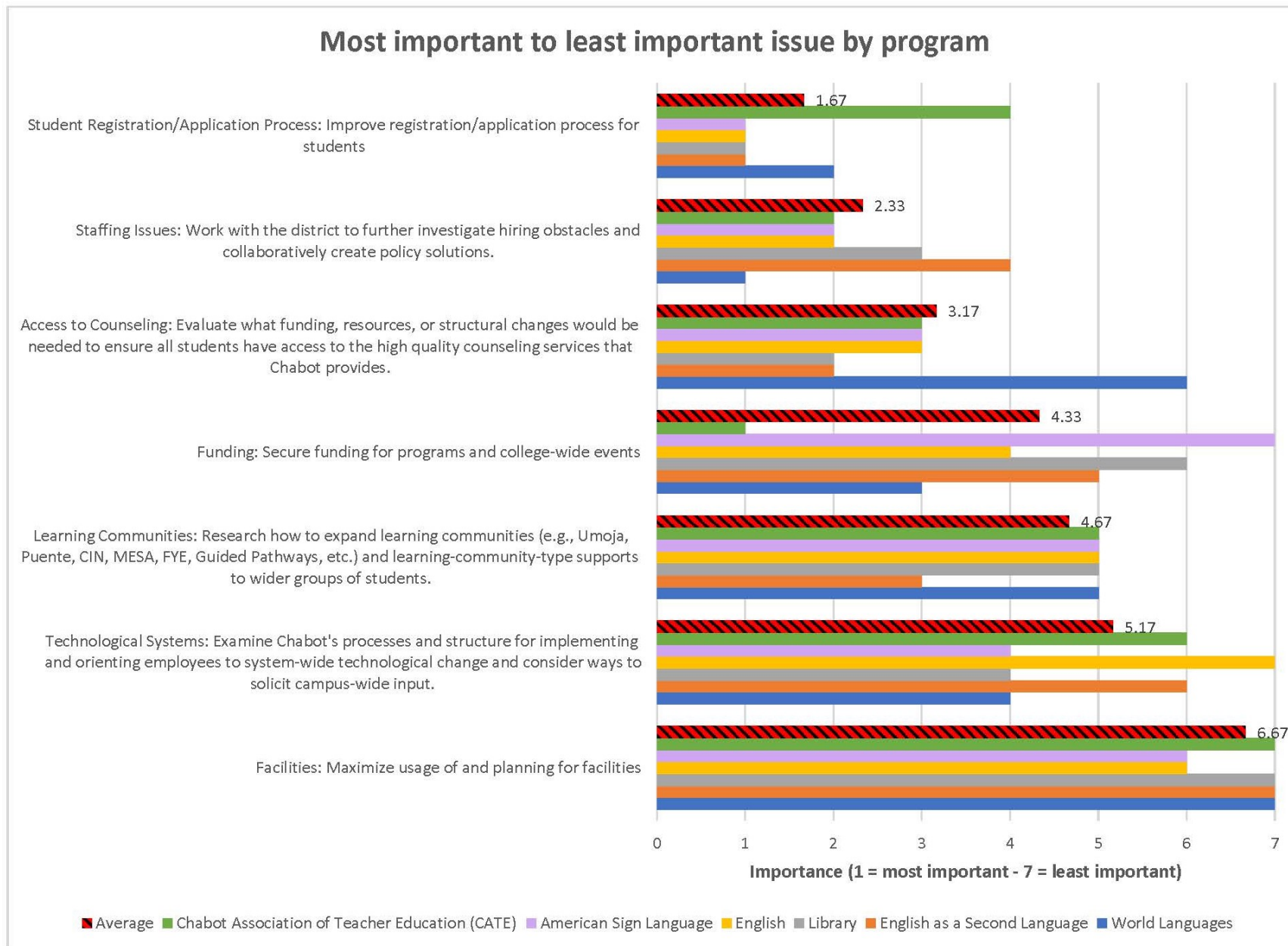


Fall 2022 Language Arts Division Summary Report

6 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
American Sign Language	Arturo Lopez Yanez, Simon Abramowitsch	Academic Programs
Chabot Association of Teacher Education (CATE)	Homeira Foth	Student/Admin Services/Office of the President
English	Carmen Johnston, Sean McFarland, Lisa Ulibarri	Academic Programs
English as a Second Language	Erika Lachenmeier, Amanda Price	Academic Programs
Library	Librarians (Norman Buchwald, Eugenia Chan, John Chan, kim Morrison, Pedro Reynoso) + Classified Professionals (DeAna Anderson, Roland Belcher, Erika Dishman, Heather Hernandez, Blake Lewis, Sandy Tran)	Student/Admin Services/Office of the President
World Languages	Caren Barnezet Parrish, Cristina Moon	Academic Programs

Priority Areas to Address Ranked by Programs within Your Division/Area



Other Priority Areas to Address to Carry Out the College Mission

6 Responses

Program/Area Name	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
American Sign Language	The issue of DEI is very important, especially to be more inclusive of Deaf folks and Deaf culture. Although an ASL-English interpreter should be present at all times in meetings when a Deaf person is attending, there also needs to be more attention to inclusion in discussions: presentations and film need proper captions (live automated captions in places like Zoom do not work well for true accessibility. Also, when meetings and other event are scheduled quickly and last minute, there is not enough time to secure ASL-English interpreters for the meeting, which causes people who need accommodations to miss or not participate in meetings.
Chabot Association of Teacher Education (CATE)	N/A

Feedback from a survey of the English Department faculty:

- College-wide communication with students? I'm not sure what students receive now, but a very easy-to-read, picture heavy digest of weekly events and reminders should go out via text, email, and Canvas (and students can unsubscribe) if it doesn't already. Also, our registration interface needs a lot of work. Students should be able to see at a glance with color-coding which classes are f2f, online, and hybrid, for example, and filter for "entirely online" or "online with Zoom" or "face to face."
- I'd like to see the college put more resources towards professional development.
- We talk about quality pedagogy (online and in person) in our goals, yet it isn't listed as one of the college wide issues. We need good teaching and improved success for our Black and brown students.

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Hiring FT faculty

Library

As we have witnessed, the COVID-19 pandemic made evident digital inequities among Chabot College students, from the need for semester-long laptop and hotspot loans to technical support. The latter is not new, students have continually asked library staff for assistance in terms of troubleshooting, maintaining, and upgrading both, hardware and software. Additionally, students need support when it comes to accessing the College's services (e.g., website, classweb, canvas, parking services). Taken together, these technology requests speak to a long-standing, structural inequality (i.e., digital divide) impacting the majority of students. The need for "IT Support" for students could be something to evaluate and consider in a post-Covid era. Additionally, increased funding is needed to expand the Library's laptop and hotspot lending program, specifically, semester-long checkouts for both.

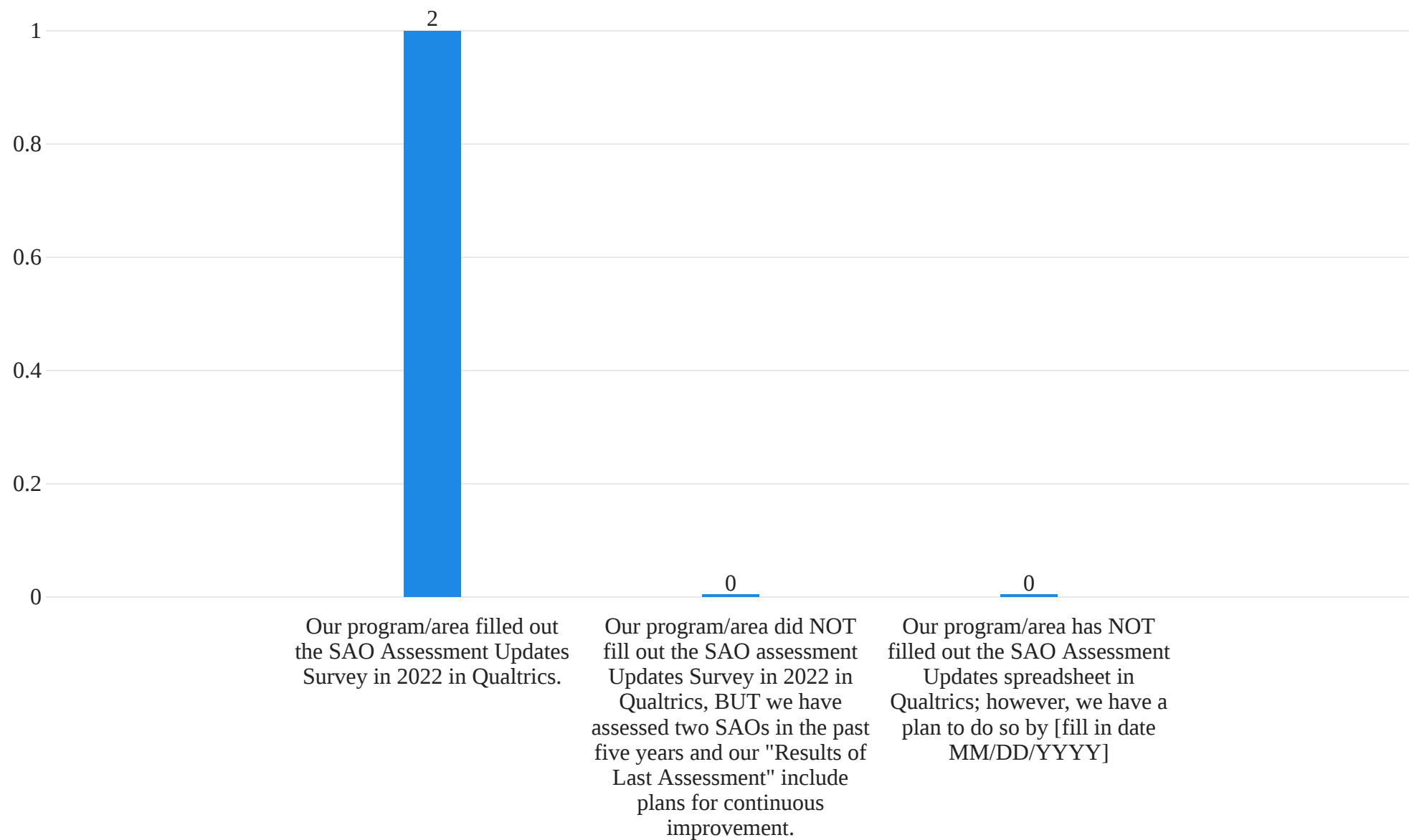
World
Languages

Technological support for students: At this time, there is not much computer support for students in need of laptops and/or hotspots especially when they are taking hybrid or online courses. This is an urgent need that must be addressed since it impacts student enrollment, retention and success. These devices must be made available for a full semester check out.

Service Area Outcomes

What is the status of your program's SAO assessment?

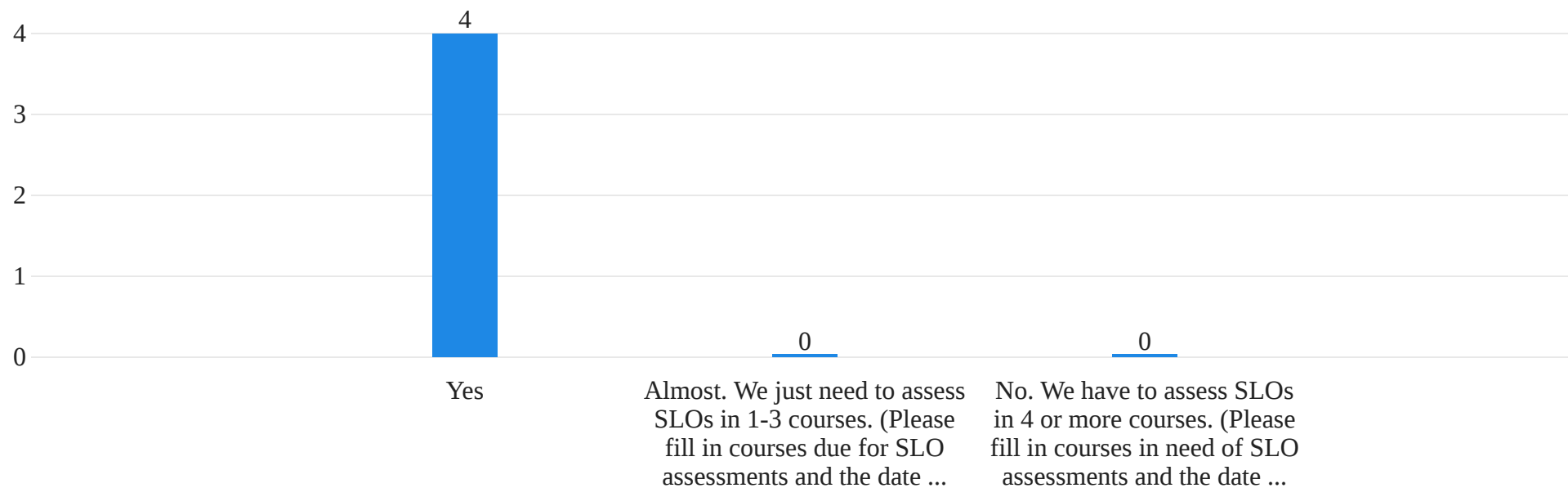
2 Responses



Learning Outcomes Assessment Results (SLOs & PLOs)

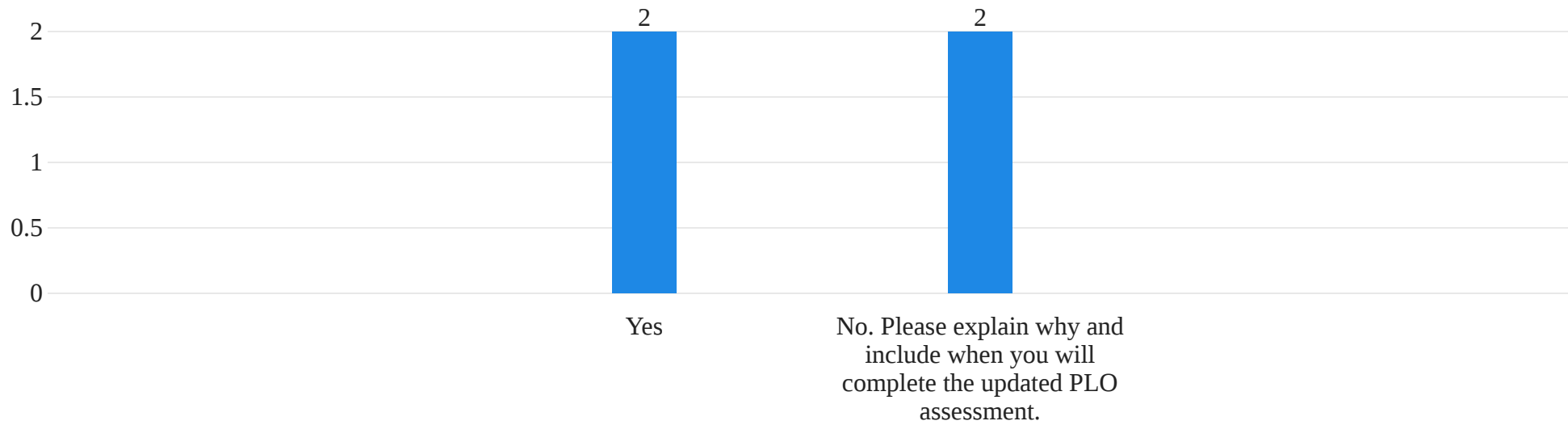
Is the assessment for all SLOs in your program up to date?

4 Responses



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

4 Responses

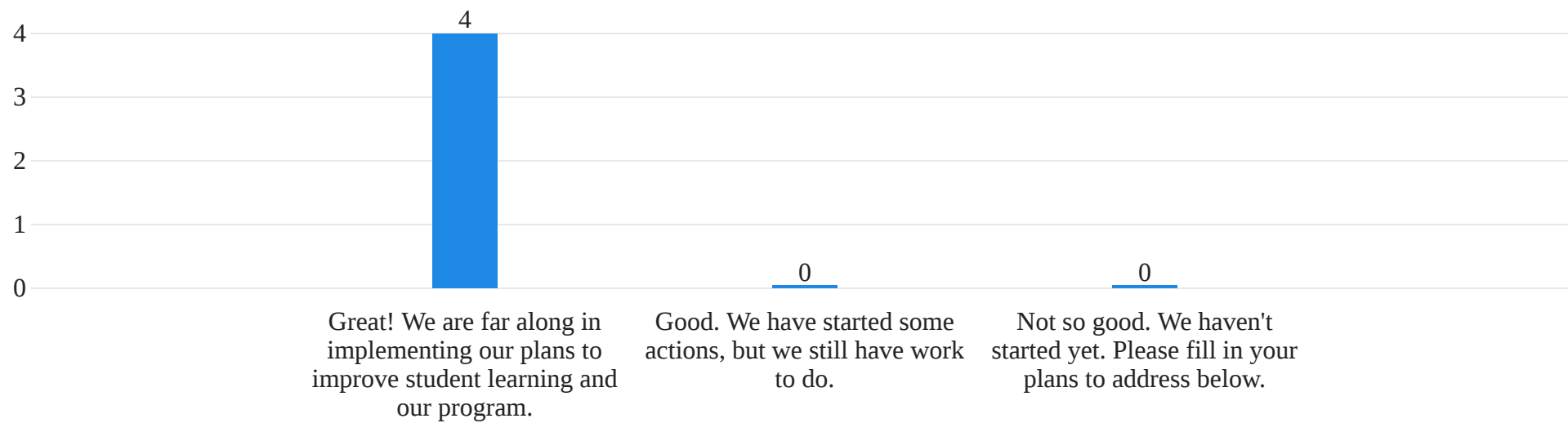


6 Responses

Program/Area Name	If you selected 'No' above, please explain why and include when you will complete the updated PLO assessment.
American Sign Language	N/A no program for SL classes
Chabot Association of Teacher Education (CATE)	N/A
English	N/A
English as a Second Language	We just launched our first programs and will assess Spring 23.
Library	N/A
World Languages	N/A

Please check one of the following boxes to describe how your discipline is doing regarding plans/actions for improving student learning based on SLO/PLO assessment data.

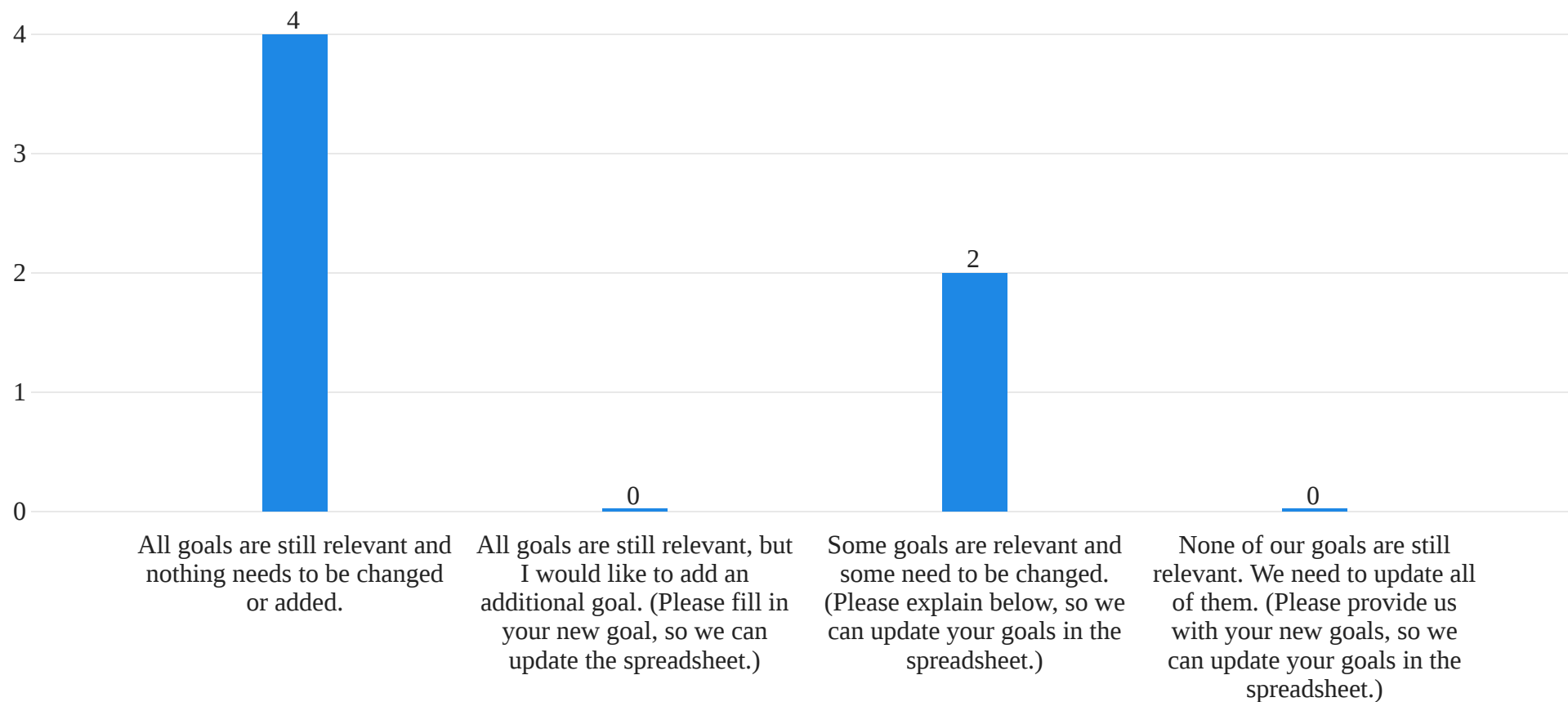
4 Responses



Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

6 Responses



6 Responses

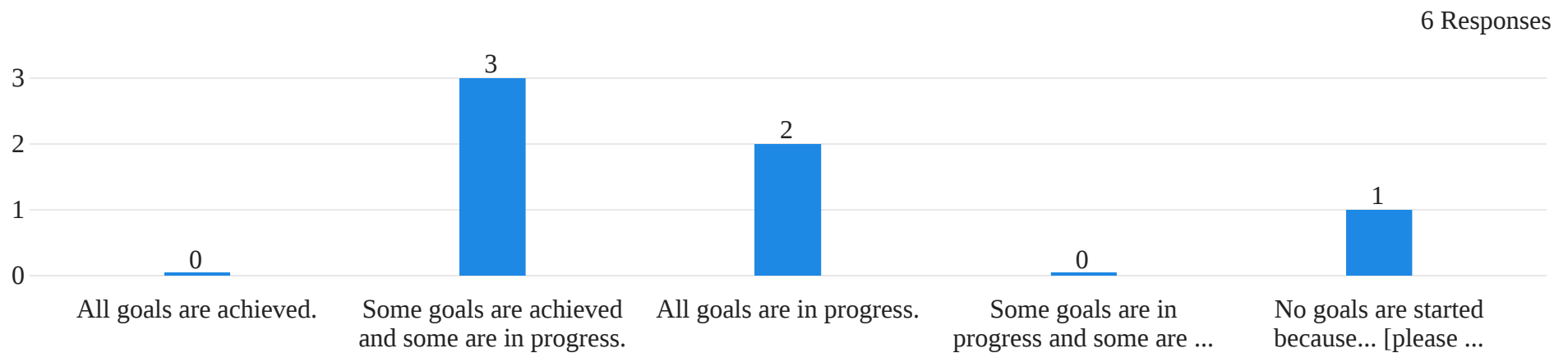
Program/Area Name	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
American Sign Language	1) Make ASL 66 standalone class: Not relevant because class SL 66 is combined with SL 67, which works well. 2) Create One-Unit Lab: Still relevant to create lab for class. 3) Create AA and pathway: Modified but relevant: objective is changed create a Certificate, not yet an AA. 4) Hire 2nd Full Time Instructor: still relevant to hire, but need to increase enrollment/change load for class. 5) Professional Development opportunities: conference attendance still relevant—faculty still need professional development
Chabot Association of Teacher Education (CATE)	N/A
English	N/A

English as a Second Language Goal 1 is lower priority for us with our current trends in enrollment. Our student population is rapidly growing in the first 3 levels of our course sequence, and this is where we are focusing our energy and limited resources at this time. We had a large, positive response to our new noncredit program. The unintended consequences of this means that the two full-time faculty members in ESL are fully absorbed by noncredit registration support and program management. Specifically the the credit application, Class-Web registration system and Cleared4 vaccine verification program put up substantial barriers to entry for English learners with limited computer skills or familiarity with college processes. We would like to remove this goal for the current cycle and return to it when we have a third full-time staff member to focus on this high end of the program or when we have put systems in place to address the issues above. Goal 2 and 3 are relevant and in progress.

Library N/A

World Languages N/A

Status of Your Program's/Area's Goals



Trends in Accomplishments and Challenges in Reaching Goals

6 Responses

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

1. The ASL department would like to add a one-unit lab to each course level. This lab would enable students to expand their learning and study using an online program. The goal is to create a one-unit lab that students will take in conjunction with their ASL class. The class will consist of an online component where students can practice as a group or independently.

2. I would like to give students the option to opt for an American Sign Language Certificate program. This would not only help students find a tangible objective in completing SI 66 and SL 67, but also promote the ASL department into possibly growing in terms of student size. COVID-19 has greatly impacted my class load, and although I have wanted to work on an ASL certificate for years (with multiple declines), I do believe having a certificate available for ASL students will promote their motivation to take more ASL courses.

3. Another goal is to finally provide Fingerspelling and Numbers, Classifiers, and Deaf culture courses. The idea is to broaden the availability of ASL and Deaf community courses, here at Chabot College, in order to give students the opportunity to complete more lower division ASL courses before they graduate, or transfer.

4. Given the above goals, an additional part-time faculty member would satisfy the additional time I need to spend on working on these accomplishments. Having a part-time faculty will help not only to cover a class or two while I set my focus on realizing the above goals, but also to satisfy the additional units being offered.

5. One major challenge I have been continuously facing throughout my journey at Chabot College is the lack of Deaf awareness from my co-workers. Being Deaf is a whole different culture and hearing people—believe me, I have and still am dealing with this on a daily basis—tend to behave differently and with biases toward me. If anything, discomfort and waving “Hi” with a smile in the hallway is all I’ve gotten from my co-workers most of the time. And this is no one’s burden. What I am hoping to accomplish is to provide a little bit more background and cultural information on how to interact and communicate better with a Deaf individual—in this case, myself—with the addition of Americans with Disabilities Act (ADA) definitions and reminders. I also intend to cover the challenge of interpreters and what are the dos and don’ts while the interpreter is present. I wish to create a workshop that I could present every semester on Flex Day to the rest of the faculty and staff. This workshop will help build a bridge between my co-workers and myself, and I am hopeful to remove myself from total isolation while on campus. A bonus is that this workshop could participate in advocating for other faculty and staff with disabilities as well.

What’s going well is that we are still interested and dedicated to creating pathways for students who want to become educators at the Middle and High School level. 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. Finding funding for this particular program will require making stronger connections to CE and CTE funding, which is difficult because careers as credentialed teachers require a BA. Most top codes marked for CE are courses and programs that lead directly to employment.

Program/Area Name

American Sign Language

Chabot Association of Teacher Education (CATE)

English GOAL 1. Student Ready English 1 courses: Implement Best Student-Ready Practices & Support Students to Succeed

GOING WELL:

(a,c,d)

We are working hard as a department to meet our goals. Overall, our success rates in English, particularly with our Black and Latino students continue to struggle. We are taking steps to address the situation.

Our department meetings are being reconfigured so we can use some of our time discussing pedagogy. For example, two English faculty created a summer reading list. Most faculty read one of the recommended books and we used our meeting to discuss the readings. This conversation has impacted the content of our Fall retreat. Several English Faculty are participating in PARTI to deepen their equity-mindedness as instructors. Our hope is by getting all of us on the same page this will increase our chances of raising success rates to 75% by Fall 2024.

The English department is a strong group of leaders, dedicated instructors and innovators. We have a solid group of instructors who are committed to leading in equity which will ripple through the department.

Many members of the English Department, including the interim Dean of Language Arts participated in the Building a Diverse Community of Educators sessions.

(b,e)

Core Groups have provided structure for PT faculty to connect with the work of the department and ongoing discussions about pedagogy. Anecdotally, PT and FT staff found these Core Group meetings a great opportunity to connect and share ideas about online instruction for 2020-2022. GOING WELL: Retreats: We've had good attendance of PT English as well as FT at retreats working on creating coherence in instruction in our new English 1 curriculum post AB705 (Spring 2019, in person), on creating community, to the best of our ability, in online asynchronous and synchronous classes. The things that make strong PT attendance possible are: payment for their hours (maybe we should put that into our resources requests this year), and hybrid options for attendance (zoom as well as in-person attendees).

There has been CCPEG participation of part-timers alongside full-timers in such groups as the Allies with White Privilege group, and other equity-focused groups. This shared collaboration can only help with this goal/outcome. Additionally, this year, there is an ongoing Community of Practice group of English and ESL full-time and part-time instructors coordinating on preparing our students to succeed in English 1, and on online instruction. This is a promising group for improving our online instruction modalities in English 1 and helping marginalized groups coming from ESL thrive in English 1.

(f)

We are serving students that elect not to enroll in English 1 through our 201 A courses. This course seems successful in two key areas: 1) Providing an environment for students to build confidence and practice strategies with reading and writing while engaging complex texts and writing tasks. 2) Providing a "landing spot" for students who are struggling to pass in English 1 courses. These courses have reached their enrollment goals.

The English program is going to start offering a noncredit 202, which mirrors 102, starting Fall 2023. This can be offered as full-semester mirrored course. 102 continues to be a class that students are interested in taking and we actually had to add an extra section this semester (fall 2022) because of waitlists. It will be interesting to see how students choose to take this class, once it's also offered as a non-credit.

Starting Sp. 2022, students started being awarded the Certificate of Competency for Preparation in English Composition, which requires students successfully complete 2/3 non-credit courses. These course offerings will expand once 202 completes the curriculum process in Fall 2022.

We are offering 215 attached to all special programs. Our Umoja and Puente instructors report being able to conduct effective 215 sessions via zoom. Their success is tied to community building that takes place in Umoja and Puente, so students are able to encourage each other to show up to Zoom 215 sessions, and work together in breakout rooms while the instructor or Learning Assistant works direction with students. We are sharing best practices for English 215 courses, so that could be an "action step" as we continue to build this program.

We are continuing to collect data for our 215 courses. Informally, we have found that 215 that meet face to face tend to be successful. Based on self-reported data from instructors we are seeing that the retention rate and grades of students are higher in classes with an attached 215.

CHALLENGES:

(a,c,d)

Our biggest challenge in meeting goal one is time. As instructors our time is often being pulled to complete administrative work that subtracts from the vital work of teaching and learning together. Many of our faculty teach in learning communities, lead and develop projects and are involved in leadership positions across the campus.

We have not had a Dean of Language Arts for quite some time now. This affects our ability to move forward because we do not have anyone who can advocate for our department.

Although we worked hard to select an excellent candidate, we ended in a failed search. This is because of the equivalency requirement. It is not made clear to applicants when they need to submit their equivalency and

Goal 2: ESL student in recruitment campaigns and remove barriers to entry for new ELL students.

ESL recruitment has been very successful, especially for noncredit and lower levels of the program. In Fall 2021 we gave 113 placement tests and in Fall of 2022 we tested 194. That doesn't count the many more students (approximately 50) who entered directly into the new noncredit program without a placement test. We are well on our way to the goal of 250 placement tests per academic year. Our newly designed "high-touch" placement procedure was implemented leading up to Spring 2022, and we believe this has also led to gains in enrollment and persistence from filling out the application to entering the first day of class. Students used to take a placement test and leave without much interaction. We just hoped they would return for a counseling session or figure out how to log on to Class-Web and register. Now they meet a teacher at the placement session, learn about the program directly from us, discuss their level placement and modality preferences, get help choosing classes, get assistance with Cleared4 and learn how to log into Class-Web all in the same placement test appointment. It is way more work but it is definitely paying off.

ESL has been a part of several recruitment events over the last year. Leading up to the Fall 22 semester, we conceived of and co-organized the Noncredit Information Fair with Dean Patton and Erin Kelly. In the Fall and Spring of 22 we organized ESL Student Welcome Days. We have received wonderful support from Dr. Kritscher, Dean Patton, the noncredit committee, student services and assessment for all of these events. We did several outreach presentations at Castro Valley Adult school at the end of Spring 22 and hope to expand to other Adult schools this year. A challenge was the evaporation of the MACC work group over the 2021-2022 school year, which had previously helped us build connections with the adult schools. That group is starting up again soon, and we hope to leverage those relationships to reach more students who are interested in continuing their education beyond adult school. We have had less opportunity and energy to connect with highschools, since very few of our students come through this pathway, but we do participate in the highschool counselor's informational sessions every Fall to provide info and updates about the ESL program to the high schools.

We started a program to hire and train bilingual student assistants, called ESL Ambassadors, and they assist us in the assessment test appointments, registration events and in the noncredit classes. Their main job is to support students with the steps in getting registered. We currently have 7 Ambassadors who represent our major first language groups: Spanish, Mandarin, Vietnamese, and Afghan Farsi.

Recruiting, hiring and managing the ambassadors is time consuming but has been a great help. Another challenge so far has been securing student services at evening events and getting access to services for night students. Evening classes and events are very popular with our sizable population of working students.

Recruitment events and activities take time and energy to plan and execute. A challenge to ESL recruitment in general is the lack of manpower for the high level of touch required to support our students, especially noncredit students, with the steps of registration. We are providing more hands-on support in the placement test appointments, but many students struggle with the previous steps of completing an application or finding their W number. Many other students bypass our placement test to go directly into noncredit classes. Students who go to the 700 building often come back to us for help because they didn't understand the instructions or there was conflicting information. We are providing a great deal of ESL student services ourselves. This will be discussed more in depth under goal #3 below.

Goal 3: Next year we will expand from 1 to 2 sections of our new noncredit pre-academic courses. We are adding 2 noncredit listening-speaking classes and noncredit mirrors at two levels: ESL 110A and 110B. We will monitor the program's success and look at ways noncredit can continue to enhance the mission of the ESL program to serve low income students.

Overall, the noncredit expansion of ESL has been a massive success. Our enrollment has been so high in the pre-academic levels that we had to add last-minute second sections of our noncredit sequence during the summer from first-week demand, and we've added a Saturday section in addition to our 2 sections of each pre-academic course for Fall 22. Mirroring ESL 110A brought enrollments in that level so high that we had to turn away students and will add a third section of the course for Spring to meet demand. We anticipate similar numbers when we introduce the noncredit mirror of ESL 110B as well.

The noncredit expansion has been a major point of success for our department, but it has brought substantial challenges. English language learners who enter classes at the pre-academic levels tend not to have experience with American academic cultural conventions (applying to a college, waiting for an ID number, registering using an add code, etc) in addition to struggling with both digital literacy and the English language barrier itself. The need for individualized support for these students to enter the college system cannot be overstated. Without this support at the college level, we resorted to telling students just to come to class the first day and we will help them with all the steps of registration. Otherwise we were not sure we would get students in seats in these classes. We hire, train and supervise ESL Ambassadors to attend the first several classes of EACH of the noncredit 9 week sections to support enrollment. Managing the Ambassador program is time consuming in an of itself, but had been the key to our survival the last 2 semesters.

An enormous amount of our energy goes into dealing with registration issues that pretty unique to our student population, like foreign vaccination cards not being recognized in Cleared4, students getting locked out of their accounts because they misspelled the answer to their security question, and confusion about immigration status questions on the application. At this point, noncredit recruitment and enrollment support is easily 50% of my weekly work if not more. We are a barebones operation at two full time faculty who still don't even have tenure. We need institutional support in the form of a dedicated noncredit enrollment specialist, weekly ESL drop in hours for enrollment support, an additional full-time faculty member, and more reassign time for coordination. While the noncredit program is an overwhelming success, what we are doing are not sustainable.

COVID-19 was a mixed blessing. On one hand, we were not able to see people as much physically. On the other hand, it was much easier to have multiple meetings on Zoom. This made collaborating on a number of OER projects easier.

COVID-19 also revealed students' learning preferences, specifically as it relates to online learning modalities and services. Students now have more choices when it comes to online instruction (e.g., synchronous, asynchronous, highflex, hybrid, etc.), which call for more dynamic and robust online support services, including library services and resources via the Library's webpage. In reference to our 2021 PAR goals, this requires additional support in the form of professional development as well as resources (e.g., library server, streaming services, user-experience applications) to maintain and expand an online presence through the Library's homepage, and in turn, better support students, faculty and staff.

2021 PAR Library Goals;

1. The Library will have a more accessible and responsive online presence than it has before, including an effective website redesign that has considerable effective and informative user experience digital assets and measurements.

- a. Goal is still relevant and in progress.
- b. The library webpage migrated to the Libguides platform.
- c. Redesign is more accessible and user-friendly.
- d. Evaluation of redesign is forthcoming (i.e., usability study)

Library

2. Website redesign, effective usability testing and other approaches to enhance an effective and vibrant user experience. Website will be more accessible and responsive and will address as many learning styles as possible. Surveys for before and after and effective pre and post-tests in addition to actual testing should hopefully provide desired results.

- a. Goal is still relevant and in progress.
- b. The library webpage migrated to the Libguides platform.
- c. Redesign is more accessible and user-friendly.
- d. Evaluation of redesign is forthcoming (i.e., usability study)

3. The Library will coordinate with OER/ZTC efforts on campus to market/showcase materials.

- a. Goal is still relevant and in progress.
- b. Currently, 30% of classes are designated as zero textbook cost (ZTC). This is due in big part, to the fact that the Library plays a central role in the OER/ZTC movement on campus. Presently, a Librarian serves as co-coordinator of the OER movement at Chabot College.
- c. Accomplishments to date:
 - i. The most checked out Library print and eBook items are almost all assigned reading for class.
 - ii. Almost all English and ESL courses have eBook and print copies of assigned text. Some are even audiobooks potentially serving students with learning disabilities.
 - iii. OER monies spent to effectively buy multiple copies of English and ESL books allowing the class to receive the ZTC designation. Other courses include multiple sections of POSC 1, ES 42 and 43.
 - iv. OER funds were also used to start a pilot project using physical class sets of Geography 1 and Psychology 4 text available in reserves.
 - v. OER outreach was key in changing faculty perception about how the Library can help support their classroom pedagogy.

Goal # 2: achieved. Certificates of Achievement.

We have successfully created two tracks of Certificates of Achievement. These COAs will be instrumental in helping students complete our language course sequences and provide them with documented evidence of proficiency to future employers.

Goal # 1: still in progress. Critical need for a full-time World Language position to teach online Spanish courses. Fall 22: The Spanish program is still in need of a full-time position to respond to the student demand for Spanish online sections.

World
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Goal # 3: still in progress. Reduced WL class size. To align with the Bay 10 community colleges, the World Language department is seeking to reduce the class size of the first-year WL courses to 30 students across the district from previously being at 35 students for pedagogical purposes.

4.Goal # 4 still in progress. Re-assign time for World Languages Coordinator. Requesting 3.75 CAH/semester: For 21-22, we received 1 CAH/semester for WL coordinator which is not enough for a department that has 4 separate language programs.

Goal # 5 still in progress. Reduce textbook cost. The cost of course materials is still one of the challenges preventing students from reaching their learning goals. From working with Chabot bookstore and our publishers to lower the cost of materials by creating bundles, the WL department is now working on developing OER course content to use in most (if not all) WL courses. While an ambitious goal, this is a priority for our department for couple of years.

English

GOAL 1. Student Ready English 1 courses: Implement Best Student-Ready Practices & Support Students to Succeed

GOING WELL:

(a,c,d)

We are working hard as a department to meet our goals. Overall, our success rates in English, particularly with our Black and Latino students continue to struggle. We are taking steps to address the situation.

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Many members of the English Department, including the interim Dean of Language Arts participated in the Building a Diverse Community of Educators sessions.

(b,e)

Core Groups have provided structure for PT faculty to connect with the work of the department and ongoing discussions about pedagogy. Anecdotally, PT and FT staff found these Core Group meetings a great opportunity to connect and share ideas about online instruction for 2020-2022. GOING WELL: Retreats: We've had good attendance of PT English as well as FT at retreats working on creating coherence in instruction in our new English 1 curriculum post AB705 (Spring 2019, in person), on creating community, to the best of our ability, in online asynchronous and synchronous classes. The things that make strong PT attendance possible are: payment for their hours (maybe we should put that into our resources requests this year), and hybrid options for attendance (zoom as well as in-person attendees).

There has been CCPEG participation of part-timers alongside full-timers in such groups as the Allies with White Privilege group, and other equity-focused groups. This shared collaboration can only help with this goal/outcome. Additionally, this year, there is an ongoing Community of Practice group of English and ESL full-time and part-time instructors coordinating on preparing our students to succeed in English 1, and on online instruction. This is a promising group for improving our online instruction modalities in English 1 and helping marginalized groups coming from ESL thrive in English 1.

(f)

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We are continuing to collect data for our 215 courses. Informally, we have found that 215 that meet face to face tend to be successful. Based on self-reported data from instructors we are seeing that the retention rate and grades of students are higher in classes with an attached 215.

CHALLENGES:

(a,c,d)

Our biggest challenge in meeting goal one is time. As instructors our time is often being pulled to complete administrative work that subtracts from the vital work of teaching and learning together. Many of our faculty teach in learning communities, lead and develop projects and are involved in leadership positions across the campus.

We have not had a Dean of Language Arts for quite some time now. This affects our ability to move forward because we do not have anyone who can advocate for our department.

Although we worked hard to select an excellent candidate, we ended in a failed search. This is because of the equivalency requirement. It is not made clear to applicants when they need to submit their equivalency and why they may need an equivalency. The minimum qualifications regarding the necessary degree are unclear. Also the timing of the job posting has not met with the flow of when people are looking for jobs, and often English faculty have not been notified in order to encourage strong applicants to apply.

(b,e)

Core Groups: During the pandemic it was harder to track which Core Groups were meeting regularly, and whether PT faculty were being supported in this way.: PT coordinator and English Dept will work to revitalize Core Groups over the coming years, or some version thereof. Perhaps attempt shared topics on the above goal. Find ways to incentivize and report back for more universal participation of both FT and PT in the groups.

PT & 215 Noncredit developments in concurrent support for English 1: English 215 is now in its second semester and expanding. Students do better with one on one support built in to their English 1 class. We could continue expanding this, and have more 215 sections; but problem with

PT load and 215 is that it creates a situation where they can't teach 2 core English classes AND have a 215 attached to their English 1, without going over 67%. This is a real problem in terms of equitable success rates. We need to work on this/figure out alternatives as a department. New negotiations/changes to load law will help.

Increase number of FT English we have been down for several years. PT will never have all the structural connection that FT do. More students need to be taught by FT. With these challenges, we do see a few opportunities: We are awaiting state guidelines around DEIA standards and evaluation practices for faculty. The tentative FA contract includes reference to these upcoming changes. Meeting these statewide goals, and understanding the DEIA teaching standards that will be added to the CLPCCD FA contract could be a topic for an upcoming English retreat for FT and PT, hopefully with funding for PT attendance. Our department sees this as an opportunity for clarification, training, and reflection for both part-time and full-time faculty in this area. We've been sharing ideas from our summer reading list, and could keep doing a kind of reading list/book club departmental thing.

With more instructors retuning to face-to-face instruction, the department will update the REC room and celebrating great PT teaching for English 1, online and/or in person, and sharing resources.

Ask IR for actual data on comparative success rates for English 1 between our FT and PT FACULTY over the past few years. Can they break that down for us? Once we have accessed this data, we can tailor professional development and support specifically around equipping Faculty, both part-time and full-time, to address success rate data.

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Communication is key. Communicating with Chabot counselors, high school counselors, and sharing information about 215 with prospective students is important so that students can avail themselves of the free resource.

We have been happy to see more students in our Eng 1/215 courses with IEP's, with special accommodations. By deepening our communication with Learning Skills faculty we can help direct these students to the service. However, Learning Skills has seen a dramatic drop in their enrollment numbers since the start of AB705 and they attribute that to the direct entry into Eng. 1. Most currently, IR is finding that when

students take and don't pass Eng 1, they are not reenrolling, as expected. There's an overall concern that we are losing students who get frustrated by non-success in a college-level course.

This would suggest that we should be offering more robust programming for students outside of special programs, to also have that option in taking English 1. However, not enough faculty have signed up to teach the class, despite adding additional sections of 215 on the schedule.

The college needs to continue to fund the 215 class and the infrastructure required for it. Currently, 215 is being paid for by SCFF funds, but I believe the course may move to the Academic Pathways Division. We have not been given any specific FTEF allocation and, so far, it's been an open pool of funds. This is helpful in starting a program, but we would need some longer term guarantees for planning. Also, as we expand, we have infrastructure needs, specifically computer lab space, that needs to be reserved for these classes. This is something that our WRAC Coordinator has been facilitating, but it could get trickier as other programs move back on campus.

In regards to 201A, because it is only a 9-week course, the structure of the course sequence allows new students to enroll in 201B halfway through the semester. The instructor reports only having three students join mid-semester in the Fall 2021 semester, and one student join in the spring 2022 semester. Currently one student in English 201A who started the semester in an English 1 course, and one other student is planning to join English 201B when it starts in two weeks. It will take additional promotion to get students who have dropped English 1 to take advantage of this opportunity for continued practice and support with writing.

Many students report experience with ESL courses in the past, even being referred to these courses by their ESL instructors. Several students each semester work with the DSPS. It would be good to collaborate more proactively with Learning Skills instructors and ESL instructors in terms of serving the 201A/B students.

GOAL 2: Tutoring & Support Services for English

GOING WELL:

- Now that the WRAC Center is open on-campus and online, we are seeing an increase in usage and the number of tutoring sessions.
- More faculty are referring students to the WRAC Center. Instructors have brought their classes in for tours and shared information about the WRAC Center. Faculty are also integrating WRAC Center tutoring into their classes through requiring tutoring in some capacity or offering incentives to those who use the WRAC Center services.
- The English 215 program has been utilizing one of the WRAC Center computer labs, which offers a dedicated space for the program. Students are meeting with their instructors regularly in the labs for additional support on their English coursework. 215 classes are scheduled in the computer lab throughout the week as part of their regular writing instruction.
- The WRAC Center has been changing and growing over the past few years. The return to campus has sparked a period of great changes and revisions for the center as a whole and the services it provides. All of the changes made so far and those under consideration are a direct response to the changing needs of students. The greatest change has been to add online tutoring to the regular services of the WRAC Center. While adding online tutoring has doubled the amount of work for everyone involved in the WRAC Center, it has been a welcome addition and highly used by the students we serve.
- There has been an increase in the use of WRAC Center services by students from other disciplines (outside of English and Language Arts). While we have always offered support for Writing and Reading Across the Curriculum, the campus shift to using an online course management system, Canvas, has made students turn to the WRAC Center for support in all classes. WRAC Center tutors are not only working with students in English classes, but also students of other classes needing assistance with online Discussion posts, written assignments, and “decoding” an instructor’s online assignment prompt. The shift to online has meant that more classes use written assignments and the expectation for written communication has increased as has the demand for support with reading and writing.

CHALLENGES:

- The greatest challenge to meeting our goal for tutoring and support services for English/the WRAC Center has been staffing. The lack of a dedicated Instructional Assistant to handle the day to day needs of the WRAC Center and support various related WRAC Center services has meant that many aspects cannot be achieved. Support services cannot happen to the level needed without support staffing.

-Another area that has proven more difficult is to form a task group of former/current WRAC Center Coordinators. While faculty are willing to have more informal conversations about support services for English, so many are unable to make a commitment to be a part of a dedicated task group. We have been fortunate to be able to have such conversations as needed, but it would be beneficial to make this a regular occurrence.

-The progression of success rates in English 1 is difficult to determine as Fall 2022 is the first semester where we have been able to offer both online and in-person services. The lack of staffing due to the need for a Classified Professional position as well as additional student workers has impacted the services we can provide in both modalities.

- The WRAC Center physical spaces have been a constant challenge. As the WRAC Center has been moved to smaller spaces away from the computer labs that are deemed "WRAC Center Computer Labs" it has been difficult have adequate space for all support services. However, without staffing to support physical spaces, we have so far been unable to make any progress in making a better space for English support services.

- We have so many ideas to better meet the needs of our students, but so much is reliant upon staffing. One area that we have yet to be able to explore is bringing back class time in the WRAC Center. While it would be challenging due to the physical space limitations, bringing classes into the WRAC Center can help increase student usage of services, as well as further integrate the support services into the classroom. This was a regular practice when the WRAC Center was a large, thriving Writing Center in building 800 and many students found having class time with tutors to be very helpful. We aim to get back to this kind of support service that more directly helped students to succeed in their English classes.

GOAL 3: Electives - Work on strategies to increase enrollment in our literature classes, with special focus on African American and Asian American students.

GOING WELL:

Currently we have 117 English majors here at Chabot. We are very proud of that number, while at the same time being excited about increasing it. To this end, we have had contact with Dr. Nakamoto and SCFF Outreach about increasing our English majors numbers at Chabot. We are setting up discussions with other faculty from across the disciplines with the hope of creating and implementing outreach events in the Spring 2023.

We have had informal discussions with our colleagues who teach Ethnic Studies about setting up cross promotion outreach to our students. We plan to meet with Social Sciences teachers more formally and talk about how to align schedules in order to maximize the numbers of students who sign up for these types of classes, as well as exploring how we might pool our time and resources to “advertise” our classes.

We have removed “English 1 strong recommended” from all but 2 of our electives. Anecdotally, we think this has helped to increase enrollment in our electives. We will be talking to IR over the next few semesters to gain a more granular view of what impact this change may be having on increasing enrollments.

We have a good relationship with our Chabot counselors. We hope to deepen it by continuing to create dialog with them in order to gain support for increasing visibility about our electives offerings. To prepare for our further meetings, English faculty will be creating new English Electives marketing materials. We hope to share these materials with high schools, at Gladiator Days, and at other outreach events.

CHALLENGES:

The long shadow of Covid continues to impact our decision making around whether to add more online courses or whether to return to more terrestrial course offerings. We have noticed that some of our evening elective offerings have not had the numbers of students signing up that

we would hope for. That said, we are recognizing that Chabot serves 2 groups of students: those who prefer meeting in person, and those who benefit from the convenience of online and hybrid instruction. With this in mind, we plan to offer 2 online electives courses in Spring 2023, as well as one hybrid offering.

English faculty have met with many colleagues across campus to discuss changing the enrollment cap from 44 to 30. Faculty have done copious research into this issue, and we note that many organizations and professional groups advocate for this change. We understand that this is a heavy lift politically, but at the same time lowering the cap is the right thing to do pedagogically. To that end, we plan to continue our efforts, including talking with adjunct professor Eric Heltzel about making a student testimonial video about this issue.

Members of the English Division reached out to the last interim dean about possible funding sources. Progress was being made on this front before the interim dean left the position. Moving forward, we will seek out possible funding sources, including making requests in the appropriate PR funding category that the PR team has currently set up. We will also consult with Tom deWit to see if he has any ideas about funding sources from the college or district. The funding amount we have in mind is around 3k. This seems very doable.

Rationales for Resource Requests

6 Responses

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
American Sign Language	Professional development for SL faculty will need resources.
Chabot Association of Teacher Education (CATE)	CATE will not be submitting resources requests for 2023-2024 because the program is not currently active. The program requires planning and strategy as well as new faculty leadership to move forward. Stronger connections with APSS, career counseling, CE, and so forth would support the development of the program.
English	All three goals have resource requests

As discussed in our updates on goal 2 and 3, ESL is growing rapidly and we have dire needs to continue even basic operations at this level. We need a third full time faculty member.

With just 2 full time people in ESL, we cannot support our entire program sufficiently. ESL has historically been a program of 4 instructors, and three is the minimum number for basic operations. This spring we offer 13 unique courses at 6 levels of English proficiency. Students and part time teachers at each level have different needs, and currently all of our energy and attention are being absorbed by the low level, noncredit program. It is not fair to the students and part time teachers in the other levels. We will offer 22 course sections in the Spring and only 5 of those will be taught by full- time faculty. We need a third faculty member to support quality teaching and learning.

We are expanding rapidly in the noncredit program, and foresee that expansion will continue up the levels. Right now we are barely managing to provide support to the students we have. With two full time faculty, we do not have room to continue this growth. We already need to do so many things to handle the current volume, including hire more part time teachers; recruit, train and manage more ESL ambassadors; scale up the new high-touch placement test process to handle more students, and train teachers on our new noncredit course expectations and requirements. We need a third full-time faculty member to continue growing.

Dedicated space and support for noncredit Enrollment

Perhaps our greatest need is the need for support, both in human resources and in a facility, for noncredit enrollment. Our program has more than doubled in two semesters, with seven sections of pre-academic English (no students are turned away at this level – we have several students who cannot communicate at all without translators), two noncredit sections that mirror our first level of credit ESL, and one standalone noncredit elective in Fall 2022. The noncredit program serves primarily hypermarginalized, first-time college students who do not have the digital literacy, language proficiency, or institutional knowledge to know how to apply for and register for college classes. In fact, community colleges don't exist at all in most of their countries. As a result, we're currently faced with an enormous amount of registration challenges specific to our emergent level English immigrant student population including lost passwords, misspelled answers to security questions, holds from fees students didn't know they had, not knowing how to complete the college application, and most specific to our student population: issues with the Cleared4 vaccination card approval process, which does not automatically accept documents that are not in English or from the United States. Our students come from extremely diverse linguistic backgrounds, and while student services like El Centro may offer more specialized support for Spanish-speakers, there is no equivalent support for Chinese, Vietnamese, Farsi, Dari, Pashto, Tigrinya, or Arabic speakers. We designed and have implemented a program to specifically serve these disproportionately impacted students, but there are no support services that are adequate to meet their enrollment needs to help actually get them into the classes. We've tried to take this on ourselves on top of our full teaching loads and other departmental responsibilities, but it's neither sustainable nor effective because we don't have the administrative clearance to do things like reset passwords or identify why students have holds. We need someone who has designated hours to support these students with the application process in a physical space where they can complete the process. Our students need one-on-one support in order to get through the application process and obtain access to the college and all of the wraparound services it can offer.

We have done our part as instructional faculty to design, implement, schedule, teach, and coordinate this program for our hypermarginalized students, but this specialized enrollment support cannot fall on instructional faculty. We need other resources from the college in order to serve these students, who per the college mission are a critical priority as "Black, Latino/a/x, and other disproportionately impacted students". In fact, this ask encompasses three of the five EMP priorities: "Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees", "Removing barriers, from application through enrollment, and expanding opportunities for a strong start", and "Providing holistic and integrated support and services to ensure students reach their educational and career goals". We anticipate that our program will continue to grow, but we cannot entertain an expansion without better integrated support for the students that we are currently serving. We need to be able to hire someone who can specialize in the issues we're seeing in our population and be an ongoing point of contact with reliable hours to support them.

Eon Café Gift Cards (\$500): provide gift cards for students who participate in usability testing of the Library website and other surveys the Library provides.

Spotlight Presentation Remote (\$130): to enhance library instruction in Rm. 119.

<https://www.logitech.com/en-us/products/presenters/spotlight-presentation-remote.html>

Computer and software: dedicated to wipe and reimage library laptops when they return to protect user data privacy.

NetSupport: augment NetSupport subscription to effectively manage computers in Library Classroom (Rm. 119). Currently, Netsupport is set up for 44 stations but the eventual goal is to service more computers in the new Bldg. (600).

SpringShare Suite: this is the fullest optimal systems experience of web maintenance, hours, chat reference, survey and tutorials software, staffing and customer outreach data, and the ability in one simple tool to perform sophisticated analytics of data. Full suite would include Libguides, LibAnswers, full Libcal, LibAnalytics, and more.

Library

Articulate Storyline: by Adobe is a more robust version of creating online tutorials. Necessary to replace our out of date brief online interactive tutorials from 2009. An annual subscription is \$1299.99 (with regular maintenance) and a static one-time license is \$1400. Likely there is an educational discount.

High-end Scanner for student use: to scan reserve textbooks, class notes, work requirements (IDs), etc.

Cost \$2000-5000. EMP Goal #1: Equity & Goal #4 Academic and career success -Students who have not received their financial aid or simply do not have the monies for textbooks need to be able scan the textbooks on library reserve. The current scanner we have now is very slow and cumbersome.

Syndetics Unbound: a robust book cover software so students have the ability to further recognize books and ebooks, see book reviews, and in some cases even preview a few pages (which for print books would be important). This is related to the Library Catalog and so ideally would come from ITS funding.

Swank Digital Campus: online platform for streaming feature films. Feature Films (i.e. "Hollywood") vendor to Libraries. While uncharacteristically expensive compared to other library streaming services, however, this is pretty much the only way to get feature films that are available to libraries via streaming. Note: Las Positas Library currently provides access to this service; thus, a subscription to Swank would bring equity in service across both campuses.

World Languages

Goal # 5 still in progress. Reduce textbook cost. The cost of course materials is still one of the challenges preventing students from reaching their learning goals. The WL department has shifted to creating and adapting OER resources for all language course levels to make our programs zero-textbook-cost. This takes time and resources to be provided to instructors making the transitions. To this end, the WL department is requesting DE instructional equipment critical for the asynchronous online programs (Japanese, French, Spanish) that provide weekly corrections on students' assignments on Canvas and support the creation of new OER online pedagogical content and resources.

Service and Instruction Mode of Delivery (Optional Question)

6 Responses

Program/Area Name

As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

American Sign Language

Inclusion is very important. Online offerings can help some students access classes, but in-person classes make a better learning environment for SL classes. Thinking about how students might use online class to become interested in a class and then take in-person class is one idea—thinking about how students move between kinds of classes. For meetings: Zoom makes scheduling easier, but in person meetings are not always truly accessible when accommodations like translators are needed. We should be thinking carefully about how we meet and collaborate. Convenience and speed not always the best.

Chabot Association of
Teacher Education (CATE)

N/A

First, the learning community questions seem to be rooted in some belief that a few people should take on supporting our most marginalized students. We need everyone to be dedicated to that, which is why professional development is key.

There is also a direct need for the campus to be flexible both in modality and in physical use of spaces. The campus needs more infrastructure to support the use of technology (such as outlets, moveable desks, furniture and spaces to facilitate collaboration and community building). There is also an immediate need to expand the student technology loan program campus-wide for students to have easy access to laptops and Wi-Fi hot spots.

English
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Another campus-wide issue that needs direct action is the option for student employees to work remotely. The CLPCCD District has implemented a rule that student employees must work physically on-campus, even for fully online work. This policy has impacted the number of students who applied for positions within the Learning Connection program (STEM Center, WRAC Center, Comm Lab, and individual subject tutoring), which has in turn limited the subjects that can offer academic support for students. Not allowing student employees to work remotely, when applicable to the position, has also been detrimental to the Embedded Tutor program. Within the current policy, Embedded Tutors working with fully online classes must still come to campus for all Embedded Tutor hours. This has resulted in classes and disciplines unable to offer Embedded Tutor support for their students. The current district policy for student employees has also made it difficult for the Learning Connection programs to continue to operate regular hours. With a constant need to fill hours left unstaffed due to tutor absence, tutoring services are now reliant upon tutors being on-campus even on days that they are not taking on-campus classes. As not all tutors take on-campus classes daily, disciplines are often unable to fill the vacant hours which results in the cancelation of tutoring services. This need has become more urgent as tutors test positive for COVID and are out sick for weeks at a time. We ask that the district policy requiring student employees to work from campus can be revised to prioritize the needs of academic support and student success.

As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

English
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Second
We believe it is important to keep in mind that emergency teaching experience is not the same as training in effective online teaching. We need to raise the bar for online teaching standards and qualifications. Now that we are not in emergency mode, teachers need training in interactive and equitable online teaching practices before they take online teaching assignments.

Langu
age
We also want to remind folks that, in ESL and noncredit classes, many of our students are still inexperienced with computers and online learning. Our students are mostly not coming from the high schools. They are largely working adults and parents who are returning to school for more skills and opportunities. We can't assume that all of our students achieved a higher level of computer literacy over the pandemic. We need to do better in how we support these newer online students. Online Services or the Learning Connections would be great places to offer drop in help hours at the beginning of the semester for students new to Canvas.

As discussed above, the COVID-19 pandemic made evident digital inequities among Chabot College students, from the need for semester-long laptop and hotspot loans to technical support. Most recently, students have also requested dedicated space to join online/zoom courses while on campus. Though we have converted the Library's Makerspace into a group study room/Zoom Room, the library and campus at large need to have a conversation around this technology need to identify others spaces with online/zoom capabilities while the new Library and Learning Connection Bldg. is completed. Similarly, the need for a conversation with Campus IT to revisit recurring tech challenges and needs; for example, see items below in no particular order:

Library

- Increase access to semester-long laptops and hotspots
- Campus-wide FREE printing
- IT Direct Student Support
- Robust WiFi (Library)
- Wireless Printing (across campus)
- Dedicated library server to manage services and resources locally (or via the cloud)
- Dedicated library software to wipe and reimage library laptops
- Ability for students to download faculty-approved software onto library laptops and/or Computer Lab terminals

Lastly, COVID-19 has also challenged traditional job duties and expectations for both Classified Professionals and Faculty. This calls for an analysis of staff members' working environment in relationship to their respective role and function within his/her unit. The evaluation of existing staffing plans, and/or in some cases, the creation of new staffing plans is needed to best serve our students and to best accommodate our most valuable asset on campus: staff.

World Languages

To be relevant to students' current demand, Chabot should continue to monitor enrollment trends in the various modes of instructions (on-camps, hybrid, asynchronous, synchronous HyFlex) as not to alienate students from Distance Education courses which they will seek in different colleges. This includes laptops and hotspots for students to borrow for an entire semester.