Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

⦿ Yes
◯ No

Q2. Background Information

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	American Sign Language ⌄
Division	Language Arts ⌄
Organizational Unit	Academic Services ⌄

Q4. If you selected "Not Listed" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Arturo Lopez Yanez, Paul Pinza

Q6. Which PAR Template (word template) did you fill out?

*Please check this <u>list</u> to make sure that you filled out the correct template.

- ◉ Academic Programs
- ○ Student/Admin Services/Office of the President

Q7. Campus-Wide Issues

Q38. **Reflections on Annual Priority Progress in Academic Year 2022-23**

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> Expand Chabot's connection to the external community Concurrent enrollment process Two Sign Language classes were just added in the Spring '24 semester for local high school students. These classes will be taught on the high school campuses by Chabot faculty. This has added to the growth of Sign Language enrollment overall – over 50% growth from Fall 2022 to Fall 2023. Improve student interfaces Marketing for SL program In October 2023, we are working with the LA Dean to host a meet and greet event for current language majors. We are specifically offering Sign Language interpretation at this event for two purposes: 1) To ensure that deaf students can access the information about our division's majors, and 2) To introduce them to Sign Language as an important language worthy of continued study.

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> The college should provide more opportunities for students to see and interact with Deaf people in the community. One of the main factors for success in an ASL class is being able to converse with the Deaf community. Practice makes perfect, and since ASL is a visual language, the students need more opportunitites to converse with Deaf people in natural environments. The American Sign Language department wants to eventually add a lab for students to work on their sign language skills and to prepare for the quizzes and tests. We also want to create a Field Work class for students to have a chance to work with Deaf people and increase their language skills. The American Sign Language department is in the process of creating an American Sign Language Certificate program. Students would have the opportunity to receive a certificate in ASL. We hope this would eventually expand, with the college's support, to degrees or certificates in Deaf Education, Intrepreting, or other areas related to working with Deaf people. Our goal is to offer a degree for students to transfer to a university. Students will be able to complete the program in 4 full time semesters and leave our program fluent in

Q8. **Context:** For 2023-24, PRAC put forward <u>seven recommendations</u> for consideration based on their analysis of the <u>Fall 2022 Program and Area Synthesis Statement</u> and the <u>Mission Critical Priorities</u> in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Improve student access from application to registration	**1**
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	**2**

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**3**
Scale successful practices from grants, categorical endeavors, and learning communities	**4**
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**5**
Improve fluency with business and HR processes	**6**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**7**

Q9. **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).

> 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 events 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.

Q10. **Reflections on Goals Established in Fall 2021 PAR**

Q11. **Context:** In Fall 2021 PAR (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

○ All goals are still relevant and nothing needs to be changed or added.

○ All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)

⦿ Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

```
1) Not relevant because ASL 66 is
combined with ASL 67, which works
well.

2) Still relevant to create 4 units
for class.

3) Modified but relevant: objective
is changed to creating a Certificate,
not yet an AA.

4) Still relevant to hire, but need
to increase enrollment/change load
for class.

5) Conference attendance still
relevant – faculty still need
professional development.
```

○ None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)

Q12. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

Question: What are the statuses of your program's/area's goals right now?

○ All goals are achieved.

○ Some goals are achieved and some are in progress.

● All goals are in progress.

○ Some goals are in progress and some are not started.

○ No goals are started because... (please explain in text box below).

Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved. The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 22, 2023. ORPIE will process

requests in the order received. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

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

Enrollments have increased every semester starting with Summer 2022, with current enrollment (Fall 2023) over 50% larger than Fall 2022 across all levels of Sign Language. Enrollment is set to grow again in Spring 2024 with the addition of two dual-enrollment sections to complement our offerings at Chabot. We've also seen Fall success rates increase by over 15 percentage points in the past two years. Historically, Latinx students have not fared well in Sign Language, succeeding at below 50% in Fall and Spring semesters following the initial campus closures for COVID. However, this trend has started to reverse, with success rates at 55% and above for the past three Fall and Spring semesters.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on 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 lab 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 pursue an American Sign Language Certificate program. This would not only help students find a tangible objective in completing SL 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, 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 begin 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 am still 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 do's and don'ts while the interpreter is present. I wish to create a workshop that I could present every semester at 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.

Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

Q41. **Context:** Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in CurricUNET/META. Please take a look at the SLO Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

◉ Yes

◯ Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

[text area   ]

○ No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

[text area   ]

Q16. **Question:** Has your program completed a PLO assessment in the last five years?

○ Yes

● No. Please explain why and include when you will complete the updated PLO assessment.

[We do not yet have a certificate
     program for American Sign Language.   ]

Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
 • Go to the SLO Completion Report and the PLO Completion Report.
 • Look up your program by division, subject, and program name. There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
 • Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).

If you have any questions about how to find your prior assessments, please email the curriculum specialist Meray Aghyarian (maghyarian@chabotcollege.edu).

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

○ Great! We have made significant progress in implementing our plans to improve student learning and our program.

○ Good. We have started some actions, but we still have work to do.

○ Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

Q18. **Service Area Outcomes (SAOs)**

This question was not displayed to the respondent.

Q19. **Context:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

Question: Please check the statement that best describes your program's/area's SAO assessments.

This question was not displayed to the respondent.

Q20. From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests

Q21. **Context:** The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
**Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.

Professional development for ASL faculty will need resources.

Q22. **Optional: Campus-wide Reflection on Current Issues**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

Q24. Thank you for completing the annual update questions for the Fall 2023 PAR! **But WAIT!! You might not be quite done yet...**

Resource Requests: Have you completed all your resource requests? If not, go to the Resource Requests Form to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Location Data

Location: (37.6403, -122.0667)

Source: GeoIP Estimation