

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

Division

Organizational Unit

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:

Tom deWit, Shoshanna Tenn, Orellana Johnson, Dean Pinza and many others in the English dept.

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

*Please check this [list](#) 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?

Priority 1: English is part of the Social Sciences, Humanities and Education pathway which just launched their student success team this Fall. Javier Espinosa, Alice Hale and Reena Jas are the faculty co-leads. Homeira is participating as a member of the success team. The GP champions have discussed the need to pull in a lead from Language Arts, since the pathway is so large and English and World Languages comprise a good portion of the Humanities. Priority 2: Several of our English colleagues, including Tom deWit, Eric Heltzel and Sean McFarland have worked in collaboration with CCAW and our Climate Action Coordinator to create internship and job opportunities related to sustainability and climate justice goals of the college. In 22-23, we had 18 interns--were working with outside employers. All of the interns were working in areas--renewable energy, food sovereignty, zero waste, and reusable containers--that closely align with their passions and their major/career goals. Many of our students come into the college with a passion and a deep concern about what is happening to the environment. English has an opportunity to build this focus into our curriculum, and many members of our department have a passion for climate justice. This is an opportunity for our department to continue to explore. Tom and Eric also worked with the Bay Area Community College Consortium, local labor leaders, the City of Hayward, and Hayward Area Recreation Department (HARD) to create green apprenticeships, focused in the area of Urban Forestry and Renewable Energy. These apprenticeships continue to be worked on with the goal of having them in place by the end of 2024. 10 of our interns worked with the City of Hayward and over 20 other partners to help assess Best Practices for Food Security in Hayward--the findings of this work are being compiled by City staff and will positively and directly impact our students and their families. English major club hosts outside speakers to present to students regarding career pathways for English majors. Priority 3: English puts a lot of positive energy into our department website, keeping it current and relevant. Also, our English department faculty are consistent about keeping up with new applications that can be used for virtual learning, including especially apps that interface with Canvas. We also interface with students in our English major club.

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?

We would ask the college decision makers to help bring employers to the table. We would also ask to make the process for accessing LAEP monies much more simplified for both faculty and students, which should include a campaign at the college to let everyone know about these monies and how to utilize them. We would also ask for some ideas on where we hope to end up in terms of the Guided Pathways initiative. After so many years and hours of good, hard work being put into it, where is it heading and how will it change the college?

Q8. **Context:** For 2023-24, PRAC put forward [seven recommendations](#) for consideration based on their analysis of the [Fall 2022 Program and Area Synthesis Statement](#) and the [Mission Critical Priorities](#) 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
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	2
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	3
Scale successful practices from grants, categorical endeavors, and learning communities	4
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	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).

We should rethink the academic calendar and the simultaneous Fall due dates for big items: program review, discipline plan and scheduling classes, course outline revision and new course outlines. It's very hard to complete all of these important items, at the same time, and expect that they are done with collaboration and careful consideration, along with managing full teaching loads. Can the college consider staggering items by putting some in the Spring semester? We should improve college-wide literacy for all faculty, counselors and staff in terms of what is going on in our separate silos. All of us, for example, should go through the process of attempting to register and enroll, so we can learn what that is actually like for students. Going through these processes could be part of our Flex Day activities. Pedagogical quality is an important issue to address to carry out Chabot's mission. 2021 goal #1: Student Ready English 1 courses: Implement Best Student-Ready Practices & Support Students to Succeed a. Build the capacity of full and part time staff to reach, support and empower African American, Latinx, Pacific Islander, and Native American students as well as students over 25 in transfer English. b. Build the capacity of full and part time staff to meet students where they are given the pandemic's impact: recognize the learning that did take place, the assets students gained and build from there. c. Design curriculum units together that includes ample representation of marginalized voices, flexible policies and practices to draw out and amplify student assets, and connects students to multiple ways of extending their learning so that students' natural love for learning is ignited and so that students who need one-on-one/small group skill development have resources. d. Diversify staffing: hire more Filipinx, Asian American, Pacific Islander & Latinx part & full-time faculty. e. Use core group structure to invite PT faculty to design and implement units as a way to improve cohesion f. Continue to explore how to use non-credit and 215 options in ways that connect the right students to non-credit & 215 options.

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.)

- 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

questions 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.

Our primary goal was to increase success in English 1, especially across disproportionately impacted groups. We have partially met that goal. In spring 21, we had an overall success rate in English 1 of 50%. It went up to 53% in Spring 22, and stayed at 53% in spring 23. In Fall 21, we had a 53% success rate, and that went up to 58% for Fall 22. Regarding DI groups, Latinx students' success rates in English 1 climbed 5% from spring of 2021 to spring 2022 and climbed 4% from fall 21 to fall 22. The success rate also increased in spring 2023, and peaked in summer 22. While we are making progress in some areas, as noted above, we still have work to do to move all of our student groups up to the highest level of achievement, as opposed to just the average level. Some factors we attribute to our success include our learning communities, culturally responsive teaching and equity workshops and training within the English department, increased support classes (noncredit English 215 sections) and the opportunity to return to on-campus classes for students who learn best in that modality. We hope that the Guided Pathways work begins to replicate the intentionality and high touch strategy of the learning communities and in turn this positively impacts students across the whole college, especially first year students.

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.

While we have seen increased success rates overall in English 1 and among Latinx students over the last three years, when we look at other DI groups, the picture gets more confusing. Black students experienced variable success over this time. In spring 21, Black students had a 42% success rate in English 1, and that jumped to 54% in spring 22. They also jumped from a 44% success rate in fall 21 to 59% success in fall 22. However in Spring 23, that success rate fell back down to 39% (the same spring that Latinx success in Eng 1 rose to 50%). Black students also had very low success in English 1 in the summer of 2022 (31%) when Latinx student success peaked (62%). However, when looking at real numbers, only 29 Black students attempted English 1 that summer, so the low numbers might skew our understanding. Pacific Islander success rates were highly variable from spring 21 - spring 23 with a high of 76% success in fall 21 and a 5% higher success rate in spring 22 than spring 21, but a huge (35%) dip from fall 21 to fall 22, and a new low of only 30% success in English 1 in spring 2023. Again, though, we are looking at very low numbers. The biggest cohort of students was only 31, and the low success rates in Fall 22 and spring 23 only reflected a total of 19 students and 20 students, respectively, who attempted English 1. We look forward to seeing more success with the impact of Movement, our new Learning Community focused on Asian-American students. We don't have a clear understanding for these patterns, but one interesting note is that success for Full-time students who take English 1 was MUCH higher than it was for part-time students in every fall and winter semester from fall 20 through spring 23 (average of 20% higher success). Our assumption is that since full-time students spend more time on campus, they are more likely to see instructors in office hours, visit the WRAC Center, and create beneficial relationships with other students. Our learning communities also require students to be enrolled full-time, and students in our learning communities experience more success. One of our challenges in meeting our goals for student success is the high percentage of our classes taught by part-time instructors, who are less connected to college resources, have fewer office hours, and have fewer opportunities for staff development, especially in areas like culturally-responsive teaching and creating classroom community. Other factors of course include the pandemic, the economy, and external factors like rising crime in our community, which disproportionately affects students of color due to historic housing discrimination. Our college and discipline have done a good job institutionalizing the Movement program, aimed at serving Pacific Islander students. That program is growing with a very high level of commitment from the students and the faculty involved. Outside of our learning communities we find the lack of improvement in success rates, particularly for Black and PI students unacceptable. We still have a lot of work to do on the whole. One last curious note: While from fall 20 - spring 22, females experienced more success than males in our English 1 classes, this difference in gender success reduced, and now is reversing. In summer of 22, males had much higher success than females 67% v. 53%), males had slightly higher success rates than females in fall 22, and males had an 8% higher success rate than females in spring 23. This is something to keep our eye on.

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.)

- 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.)

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.

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.**

In order to increase retention and success in English 1, especially with DI students, and grow our whole College population (leading to more degrees and certificates as well), we need additional resources. Our resource requests are all connected to creating a richer student experience, more direct writing support for students, and maintaining highly-trained and effective faculty. Specifically, we are seeking a new FT hire in English, a FT Instructional Assistant to keep our Writing Center (The WRAC) staffed, computers to support tutoring and keep our computer labs fully functional, supplies for teachers, funding to bring guest speakers to motivate our students, and professional development funding.

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?)

Our collective responses to this question center on smoother processes for students, marketing, and also on improving students' experiences on our campus. To make the process smoother, we would suggest making CCC apply as easy as possible and create a different application (more streamlined) for students who are just applying for the noncredit program. For marketing, we should expand outreach to our community, especially local High Schools. Billboards and bus advertising were brought up, since these are visible in other cities, promoting the message that "first year is free at community college" and also highlighting our specialized programs: fire-tech, nursing, welding, autotech, etc. For a better student experience, we need to work on our culture of care to bring people (including faculty and classified professionals) back to campus as well as continue to offer hybrid and online courses. We should prioritize providing places for students to hang out on campus, making being here appealing and welcoming instead of just where they go to take classes. We should also encourage faculty to engage students in conversations about their next semesters, even perhaps bringing in counselors in Oct. to help students figure out how to register for the next semester. Faculty should share best practices for reaching out and encouraging students who drop or don't pass our classes. Finally, we need to alleviate bottlenecks and allow for expanded FTEF where there is need. If students can take English 1 their first year for example, they are more likely to succeed in their classes after.

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?

In English, we see a need for more sections and instructors, and a need for college infrastructure to support first year English students. SCFF puts pressure on English to pass more students, but in order to do this, we need more sections and more faculty who are willing to teach in-person sections, since this semester the waitlists were long and we were unable to add more sections. We also need to make sure that our college has the infrastructure (WRAC Center space, computer labs, laptops for all students who need them) to support students' success in first year classes. Also, we can increase student success through tangible moves such as staffing an instructional assistant for the WRAC Center so that we have all the support possible for students of wide ranges of writing/reading backgrounds in transfer level courses. We are working so hard and with such care to support students to succeed in English 1, and trying all kinds of new strategies and curriculum. We hope to see this labor, dedication and innovation reflected in college-wide messaging, to know we are all working together.

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

