Q1.
Dear Deans/VPs,

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

Please reach out to the PAR Tri-Chairs if you have any questions:
Brian Goo bgoo@chabotcollege.edu, Na Liu nliu@chabotcollege.edu, and Simon Abramowitsch sabramowitsch@chabotcollege.edu.

Q2.
Name of Your Area/Division:

Language Arts

Q3. Your Name:

Paul Pinza

Q4.

Campus-Wide Issues

Q32. Programs in your division/area were asked to rank the seven recommendations PRAC put forward. Please review your Division/Area Summary Data Report (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 campus-wide issues that deserve immediate attention?

Issue # 1	Programs were unanimous in their top-ranked priority: Improve student access from application to registration. ESL has invested heavily in hands-on support for new students with CCC-Apply and through the assessment, placement, and class enrollment processes. Other programs concur that more support is needed to help students navigate these bureaucratic systems, either through direct, person-to-person guidance and/or through improved interfaces.
Issue # 2	The next two priorities address how our college invests in self-improvement. We would like to see an emphasis on scaling successful practices from grants, categorical endeavors, and learning communities. There are many effective strategies and structures that are in place right now that are working on a small scale. Rather than seeking another innovation, we believe the college would do well to support expansion of these proven practices.
Issue # 3	Similarly, when individual programs submit requests for additional resources in order to improve, the college needs a clearer, more transparent process for addressing those requests. It is unclear what roles the various shared governance committees play in weighing the requests, and the original requestors are not informed of the status of these requests in a timely or consistent manner. As a result, programs that earnestly want to enhance their program feel stymied in those efforts.

Issue # 4 (optional)	Finally, while the college has made strides in addressing students' basic needs (particularly via the Food Pantry and OER), hundreds more student laptops are needed to adequately support students, especially as Internet sources are increasingly used to reduce student textbook cost, online courses remain a popular modality for students, and Canvas becomes a near-universal content management system for all instruction.
Issue # 5 (optional)	

Q33.

Service Area Outcomes

Q5. 1. Are there any programs/services/areas with service area outcomes in your division/area?

Yes No
◉ ○

Q6.
Please refer to your Division/Area Summary Data Report from Qualtrics. Service areas were asked the status of their SAO assessments. Have all service areas within your division/area assessed two SAOs in the past five years, *in which assessments included plans for continuous improvement*?

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

Yes No N/A
◉ ○ ○

Q7.
If not, by when do you believe you can support the service areas in your division/area with filling out the SAO 2023 Assessment Updates Survey in Qualtrics?

Q8.

Learning Outcomes Assessment Results

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

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

Yes No
◉ ◯

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

Yes No N/A
◯ ◉ ◯

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

> We will be up to date with SLOs by the end of this semester. A total of 3 courses will need SLO updates. Several courses that were identified for SLO assessment are no longer active courses, and we have worked with the Curriculum Committee to deactivate them.

Q27. Please refer to your [Division/Area Summary Data Report](#) from Qualtrics and the [PLO Assessment Completion Report](#) to see how many Certificate and Degree Programs in your division assessed PLOs in the 5-year cycle. Programs who did not submit a complete PLO assessment are highlighted in pink.

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

Yes No N/A
◉ ◯ ◯

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

> Our newest programs are in non-credit ESL. I'm not sure if PLOs are required for non-credit Certificates of Proficiency/Completion.

Q11.

Reflections on Goals & Future Planning

Context: In their Fall 2021 PARs, programs in your division/area established goals to support continuous

improvement in SLOs, PLOs, SAOs, meeting the college mission, or mission critical priorities in the Educational Master Plan. Please review the [Division/Area Summary Data Report](#) to see how programs in your division/area responded to the question: what is going well and what are some challenges regarding completing your programs/area's goals?

Q31. What trends in their accomplishments stand out regarding completing your division'/area's goals?

> Enrollments have increased in World Languages (15%), Sign Language (50%), and ESL (60%) in the last year, and through the implementation of AB 705, far more students are being placed directly into English 1 in their first year. We have also seen small gains in success rates over the last year and a half. World Languages has also successfully implemented ZTC across their entire Spanish degree program, and French is quickly following suit.

Q13.
What trends regarding challenges stand out regarding completing your division'/area's goals?

> Multiple programs cite concerns around staffing adequacy, and also consistency among faculty instruction. English faculty strive to build a stronger community and more consistent pedagogy across full-time and part-time adjunct faculty, while ESL's faculty struggles to keep pace with the rapid increases in their enrollment. Of the other languages in our program, Sign Language is the only one taught by both full-time and adjunct faculty, yet it is also the only language (outside of ESL) without an AA degree or Certificate of Achievement program. Our division also seeks to expand its support system for students, with the WRAC tutoring center, World Languages, and the library all requesting additional technology to meet the growing needs of our learners.

Q17.

Program Maps

Q18. 1. Have all program maps been updated in your division/area?

Yes No N/A
◉ ○ ○

Q20. 2. If not, by when do you believe you can support the programs in your division/area in completing their maps? Please share the [Review Your Program Map](#) document and [Program Map Review Feedback form](#) with faculty in your area to provide updates for maps. If faculty members need support to update program maps, they can reach out to Heather Oshiro hoshiro@chabotcollege.edu.

Q21.

Summary Analysis

Q34.
Please provide a summary of your division's/area's **key contributions/ major achievements** since the Fall 2022 Update Year PAR. (300 words)

Non-credit courses have enabled more students to enroll at Chabot to learn English. ESL's non-credit sequence has tripled in enrollment in less than two years, and English 215 has successfully launched as a targeted, concurrent support for more students placing directly into English 1. Our division has also been a consistent campus leader in OER/ZTC, with our library playing a crucial role in providing ebooks and other no-cost resources for faculty and students in all areas of the campus. Our Spanish AA degree recently achieved full ZTC status for the entire sequence of courses. Our language courses have also made important inroads into our feeder districts, with dual enrollment classes added in Sign Language and an ESL class hosted at the Hayward Unified "Hub" that currently has entire families enrolled and an ever-growing waitlist. Finally, English faculty led the college's first year-long professional development cohort in anti-racist teaching, with a dozen instructors across various subjects completing the Practical Anti-Racist Teaching Institute (PARTI). The work has continued with a new cohort this year.

Q22. Please provide a summary of your division's/area's **greatest challenges** since the last Fall 2022 Update Year PAR. (300 words)

This is the third or fourth consecutive Fall with a new Dean in this division – a pattern I hope to break next year. ☻ It is also the first time in three years that we've seen students on campus in significant numbers. The inconsistent leadership and the lack of students on campus created a wealth of challenges over the past few years. Now that these challenges are resolving, we are identifying populations that remain disconnected from the supports we have, even if they are learning on-campus. Evening and part-time students, in particular, struggle to connect with academic and basic-needs resources at Chabot. As a division that touches every new student, we feel a keen responsibility to make sure every Gladiator can take advantage of the expanding network of support that our college continues to build. Our pedagogy needs to be just as supportive of all learners, across all of their diverse backgrounds, circumstances, and learning styles. This cannot be a lottery that students may win or lose depending on who the instructor happens to be; however, aligning practices across both full-time and part-time instructors is a great challenge. While many full-time faculty are involved with a variety of established learning communities, we hope to partner several more instructors – full-time and part-time – with a similar cohort of Math and Counseling partners with supported professional development and collaboration time to learn and leverage best practices and build an effective pipeline of support (academic and otherwise) to our first-year students who struggle when they experience college-level study for the first time.

Q23.

Goals and Resource Requests for Your Dean's/VP's Office

Context: Your office also established goals, please look at this sheet to see the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Q35. So far, what is going well regarding completing your office's goals? Please include reflections on achievement of outputs or outcomes.

In AY 2021-22, 763 first-year students completed English 1, 380 attempted but did not complete the course, and 592 students never enrolled. (Completion rate = 44%) We await the update from Institutional Research with unduplicated counts of students completing English 1 in AY 2022-23; however, it's noteworthy that the course's Fall success rate improved to 58% -- five points higher than the previous Fall. Moreover, the achievement gaps in English 1 success shrank noticeably: Black students performed just seven percentage points below Whites and nine points below Asians in Fall '22. A year earlier, those gaps were 23 and 26 points, respectively. Similarly, Latinx students performed thirteen points below Whites and fifteen below Asians last Fall, an improvement from the respective gaps of 18 and 21 points a year earlier. Based on these statistics, we expect that the unduplicated count of students completing English 1 in the first year did increase, and that the completion rate will be closer to 50%. The Class of 2021 completed 26 AA degrees in English and another 30 AA degrees and state-approved certificates in French, Japanese, and Spanish combined. 10 AA degrees were also awarded under Liberal Arts –Language and Communication emphasis. While the totals across all these programs decreased for the Class of 2022 and we await the final totals for 2023, we are actively engaging with students while they complete their degrees, holding "major meet-and-greet" events to help our 224 current, declared majors stay informed and on-track. We also plan to publicly celebrate students who successfully complete a level in our ESL program at the end of the Fall semester. We anticipate submitting a Sign Language Certificate of Achievement program by the end of AY 2023-24.

Q24. What are some challenges regarding completing your office's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Although English and ESL are seeing growing numbers of students continuing to the second level of courses, all other languages struggle to keep forty percent of their students in a persisting cohort. We hope that, with a wider understanding of the Guided Pathway initiative, our faculty can engage in more Student Success Teams that can help more students continue their language studies. Similarly, the division would benefit from dedicated personnel and a regular strategy for consistent touchpoints with students to guide and encourage them toward declaring a major in the language arts and persisting in the completion of their certificate, degree, and/or transfer. An Outreach Coordinator and/or student assistants can greatly enhance the way we reach out to new students considering their major and reach in to currently declared students to provide timely guidance and support. (Again, with counselors dedicated to each Guided Pathway, this may be a resource we can learn to leverage more effectively.)

Q39. *Note: if you need to amend one of your office's PAR goals, please email the adapted goals to Na Liu nliu@chabotcollege.edu

Context: You will need to enter resource requests for your own division's/VP's offices into Fall 2023 Resource Request Submissions.

Q36. How do these requests support the goals in your division/area?

An Outreach Specialist for Language Arts would deliver a targeted, coordinated campaign that would align messaging across our division and help more students learn about our degree and certificate programs (as well as our elective courses) and persist in achieving them. A dedicated Instructional Assistant in the WRAC Center can also provide crucial intervention to students who are struggling, particularly in English 1 or early ESL, and pro-actively connect them to the tutoring and support they need in a timely manner. Moreover, this IA can form connections and relationships with students and faculty to support a learning community atmosphere across all courses and programs. The library needs more laptops available for student check-out because they are a basic need for academic success. As OER/ZTC becomes more prevalent, many instructors and students will rely on online texts, which then presumes that students have the technology to regularly access those texts. Therefore, a laptop is quickly becoming a basic need for every student. We must dramatically expand our students' access to this fundamental tool for learning.

Location Data

Location: (37.6313, -122.0975)

Source: GeoIP Estimation