

Fall 2023 Language Arts Division Summary Report on PARs Submitted by 11/3/23

6 Responses

Name of Program, Discipline, Area or Service	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, Paul Pinza	Academic Programs
English	Tom deWit, Shoshanna Tenn, Orellana Johnson, Dean Pinza and many others in the English dept.	Academic Programs
English as a Second Language	Erika Lachenmeier and 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
Learning Skills	Heather Clements, Joshua Telles, Lisa Carlsen	Academic Programs

Reflections on Annual Priority Progress in Academic Year 2022-23

6 Responses

Name of Program,
Discipline, Area
or Service

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.

American Sign
Language

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.

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.

English

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.

English as a Second
Language

- 1) In ESL, we don't have much connection to Pathways, thus it is not something we follow very closely.
- 2) We have seen Chabot connect more with the outside community in the form of street fair participation, continuing collaboration with the Hayward Promise Neighborhoods Program. In ESL we have seen the most benefit for our students in the Chabot Fresh Pantry, which has stepped up its efforts on behalf of food insecure students, and the Fresh Success program offers key financial support for low income ESL students in the form of books, transportation vouchers and more.
- 3) The single sign in system with My Portal has simplified the student interfaces with Chabot's online systems and the overall readability for Class-Web has improved. Pronto has opened up the possibilities for teacher-student communication and student-student collaboration. The Barnes and Noble platform for both teachers and students has not been the best example of interface simplification, but I know the team has been working hard to help ease the transition and improve the user experience. In ESL, we had a full web redesign that has improved functionality for lower levels of English proficiency.

Library

- 1) Develop support networks to link students to Pathway Success Team members and services:
 - Development of Open Educational Resources (OER) to reduce the cost of textbooks and supplies for students
 - Increased institutional support to encourage faculty to use and/or produce Open Educational Resources (OER)
 - Further development of the College's Guided Pathways
- 2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers:
 - Hiring a new Director of Student Equity and Success
 - Expanded the Food Pantry's days and hours of operation
 - Supported the creation of a Student Hub in the absence of the College bookstore
 - Provided free student printing in all computer labs across campus (funded by Basic Needs/Student Equity funds)
- 3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services):
 - Library Website Redesign
 - Hiring a Director of Marketing and Communications
 - Increased Canvas support and professional development opportunities during the COVID19 pandemic

1) Pathway Success Team

The World Language program is under the Social Sciences, Humanities, and Education Pathways. We have worked on our program maps for Chinese, French, Japanese, and Spanish degrees and certificates.

2) Expand Chabot's connection to the external community

a) Prerequisite challenge: The World Language program has streamlined the approval process by collaborating with the Dean of Language Arts to help expedite the timeline students go through from applying, being approved, and being able to register for the prerequisite courses on ClassWeb.

b) Concurrent enrollment process:

* As we get more high school students wanting to take language courses at Chabot, we need to streamline the process for prerequisites, registration, and enrollment of courses.

* We have been working with Heather Oshiro (Chabot Counselor) on maintaining a document with rules and procedures for high school students interested in Chabot language courses. This document is used by local high school counselors.

* Non-credit courses: We are looking into language conversation courses as non-credit to expand to the community.

3) Improve student interfaces

Marketing video for WL program: In spring 2023, we had discussions with students working with the LA Dean to help create marketing videos for our WL program. We will continue to work on this.

World Languages

The gains and advances we have noted in the past several years are a positive increase in student support services. Some of the services that have become more accessible to students are the Fresh Food Pantry, the Guardian Scholar Program, and the Learning Communities (RISE, UMOJA, CIN, etc.). Students are being referred and using the services and they are making positive impacts on the campus community.

Learning Skills

The DSPS programs have also increased accessibility by switching accommodation forms to an online format making it easier for students and instructors. Also, Learning Skills has introduced a new class, Service Learning, specifically for students with neuro-diverse frameworks.

Name of Program,
Discipline, Area
or Service

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?

American Sign
Language

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 opportunities 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, Interpreting, 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 ASL.

English

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?

English as a Second
Language

N/A

Library

- Develop ownership, leadership, and accountability for college-wide projects
- Focus on one to two projects vs a number that are not likely to be achievable in one year
- Coordinate laptop lending across the college - evaluate having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment

World Languages

It is critical that we work on a clear process for concurrent students to expedite registration. As more and more high schools eliminate language programs, we are a clear alternative for those students looking to take college level courses.

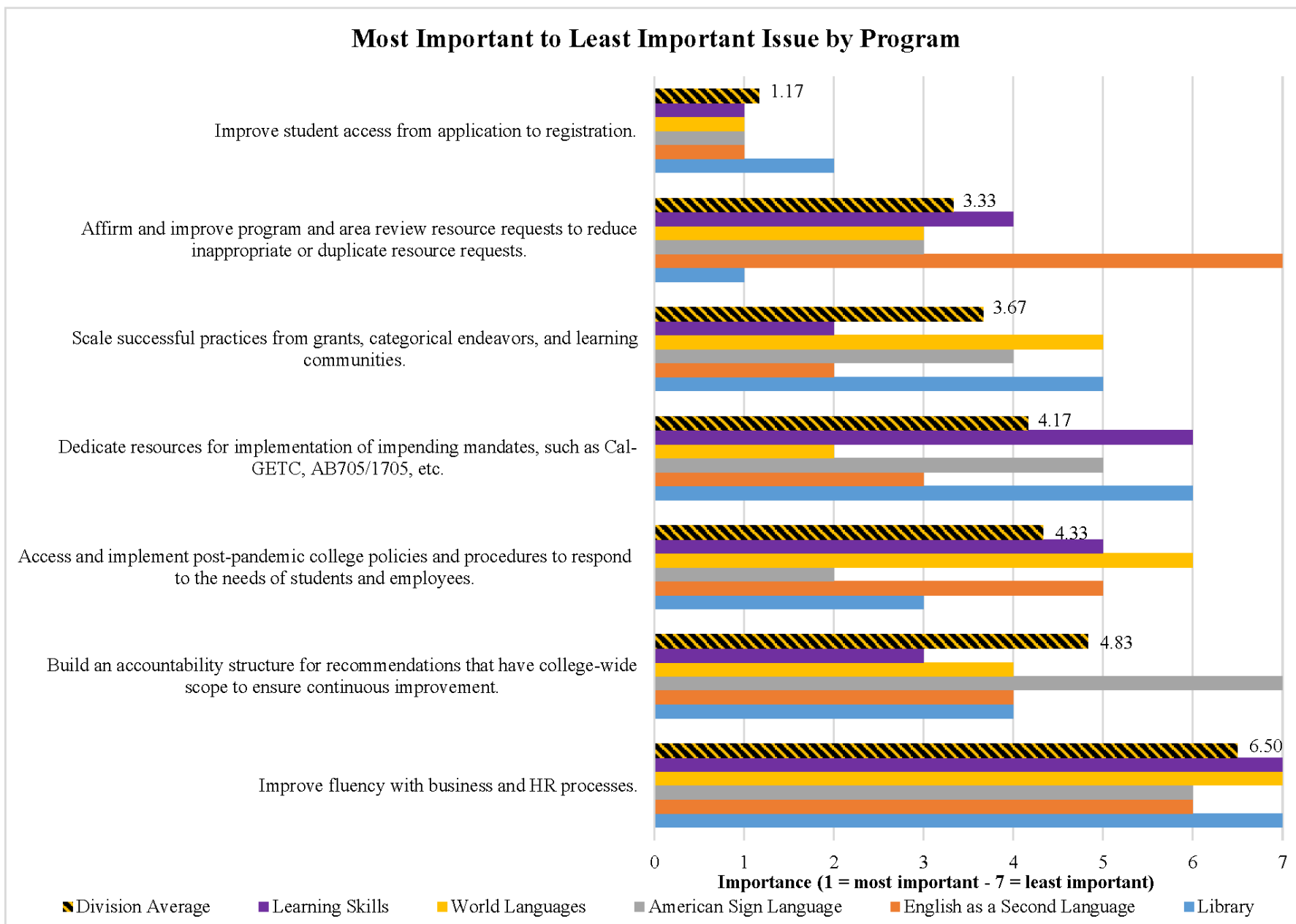
Students who arrive after the start of the semester struggle to access resources and support. Need to consolidate the process for applying for programs (e.g. complete one application total vs one for each program).

Students report reaching out to several contacts on campus and never hearing back. Services can vary depending on the staff member.

Learning Skills

The resource for financial help continues to feel confusing. There are too many access points for students who simply need things like book money assistance, Clipper cards, and money for the cafeteria lunch. Financial Aid also continues to be a stumbling block for students. Students are not sure how to proceed in certain situations (they are not living at home, they do not file taxes, they are on their parents' taxes but don't live with them). Financial Aid advisors are difficult to get in contact with. The entire process is multi step and confusing.

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



Name of Program,
Discipline, Area
or Service

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 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.

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.

English

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.

English as a Second
Language

N/A

Library

Evaluate and prioritize students' technological needs post-pandemic; specifically, the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment (see above).

World Languages

Provide students with enough instructional materials including loaner laptops and hot spots for the duration of the entire session.

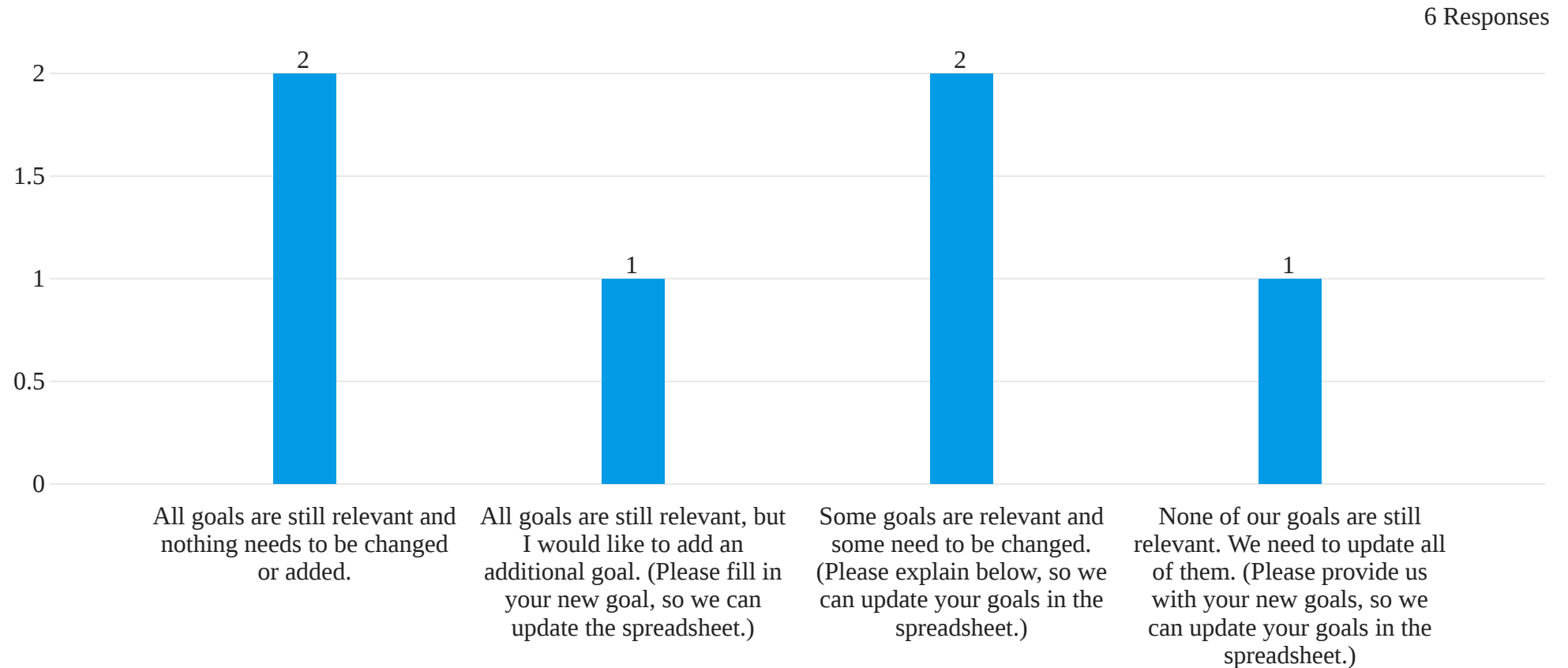
Learning Skills

Either the idea of equity should be called out in these bullet points, or create a separate bullet point to call on the college to support equity efforts.

The college has lost a vital connection to the community in terms of offering recreational classes and/or more opportunities to repeat classes, even after a passing grade, for students who simply want to keep growing in a specific subject (such as judo or computer skills) at Chabot.

Reflections on Goals

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:



6 Responses

Name of Program, Discipline, Area or Service	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.) - Text
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Library	N/A
World Languages	<p>With insight, Goal #5 is changing into seeking to provide all WL courses with Zero-Textbook-Cost options instead of reduced textbook cost from publishers.</p> <p>New goal # 6: ZTC pathways for French and Spanish for degrees and certificates.</p>
Learning Skills	N/A

6 Responses

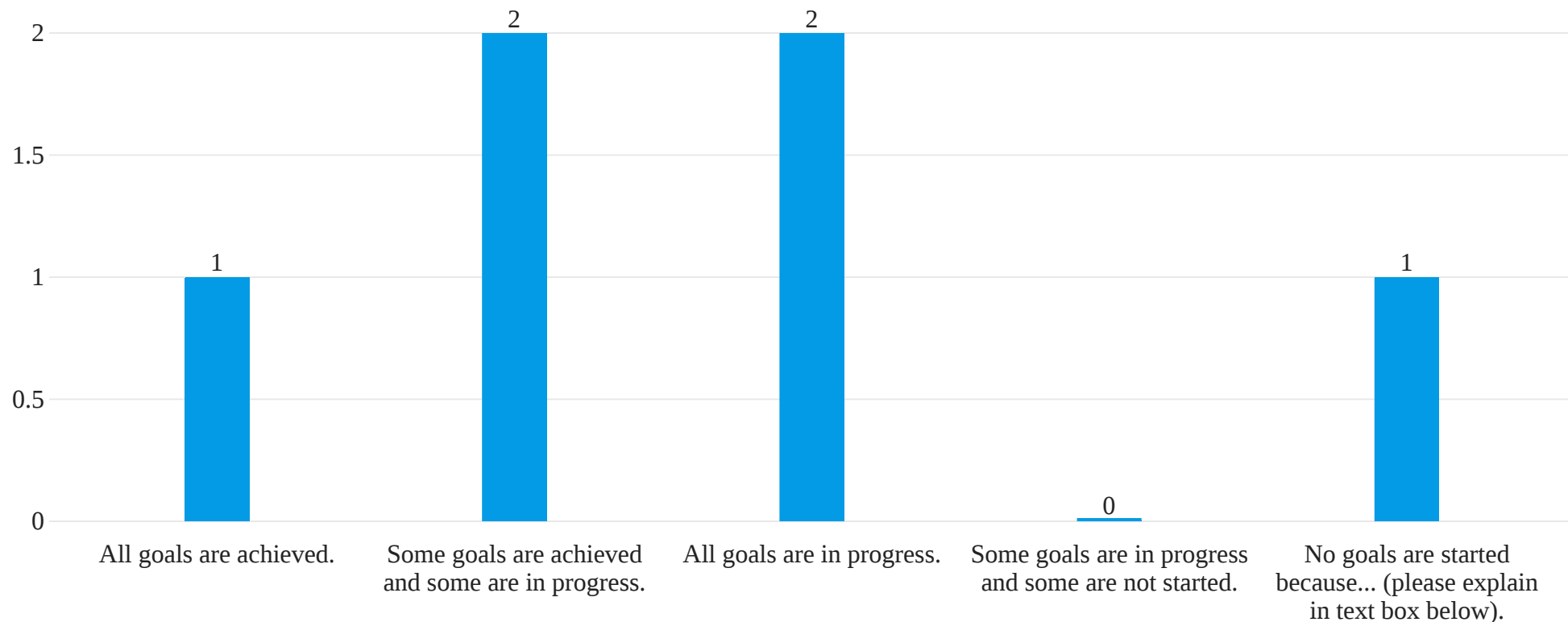
Name of Program, Discipline, Area or Service	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text
American Sign Language	<p>1) Not relevant because ASL 66 is combined with ASL 67, which works well.</p> <p>2) Still relevant to create 4 units for class.</p> <p>3) Modified but relevant: objective is changed to creating a Certificate, not yet an AA.</p> <p>4) Still relevant to hire, but need to increase enrollment/change load for class.</p> <p>5) Conference attendance still relevant – faculty still need professional development.</p>
English	N/A
English as a Second Language	<p>As we explained in the 2022 PAR, we have shifted our priorities based on our booming enrollment in noncredit, and therefore postponed work on goal 1 pending another full-time faculty.</p> <p>Some words seems to have been chopped off of goal 2. It should read: "Include ESL students in college recruitment campaigns and remove barriers to entry for new ELL students."</p>
Library	N/A
World Languages	N/A
Learning Skills	N/A

6 Responses

Name of Program, Discipline, Area or Service	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.) - Text
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Library	N/A
World Languages	N/A
Learning Skills	This is our first PAR review, so we are establishing initial goals and benchmarks

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

6 Responses



6 Responses

Name of Program,
Discipline, Area
or Service

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

American Sign
Language

N/A

English

N/A

English as a Second Language	N/A
Library	N/A
World Languages	N/A
Learning Skills	We are writing goals for the first time in this review cycle.

Name of Program,
Discipline, Area
or Service

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

American Sign Language

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.

English

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.

Goal #1: Library will have a more accessible and responsive online presence than it has before, including an effective redesign that has considerable effective and informative user experience measurements

In the Spring 2023 semester, the Library conducted a usability study with 18 users (15 students, 1 staff, and 2 faculty) on the updated website. The website redesign was launched for the start of Fall 2023 semester, after testing was conducted and making updates provided by user feedback. The new website is responsive to various screen sizes and utilizes more graphical, nonlinguistic representation for information processing.

Goal #2: Library will coordinate with OER/ZTC efforts on campus to market/showcase materials

The Library has worked closely with the College's OER/ZTC efforts to establish and expand support structures and resources for OER development and access. Specifically, the Library's Collection Development Librarian serves as a Co-Lead of Chabot's OER/ZTC initiative, which has resulted in more free books, ebooks, and journals for students to access.

Library

Specifically:

- a. 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.
- b. 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.

World Languages

For new goal # 6: As of fall 2023, all Spanish courses and first-year French courses are now zero-textbook-cost. This puts us on track to achieving the various ZTC pathways in both languages.

Learning Skills

Students who matriculate through the Learning Skills classes are advancing into college level or transfer level classes. Students who began in the Learning Skills classes are completing a degree or certificate at Chabot. Students are building academic identity within students and self-belief that they can persist and succeed in college – building academic habits and taking school seriously.

English as a Second Language	<p>Outputs and Outcomes for Goal 2: "Include ESL students in college recruitment campaigns and remove barriers to entry for new ELL students."</p> <p>Over the last year, we created a number of tangible products to spread the word about ESL, noncredit and our department offerings. Every semester, we make our own easy English ESL class schedule, which we circulate to new and returning students, post on our website, and hand out to El Centro and community partners. Over the summer, we drastically improved our ESL website with updated program information, simple and clear language and a visually pleasing design. We were also part of the noncredit brochure planning process where ESL is featured. Lastly, we created an easy English "How to Enroll" video, which we send new students via email and show in classes with continuing students.</p> <p>The end of the vaccine mandate was a huge benefit to ESL, since the cumbersome vaccine card submission process had become a large focus of our recruitment and enrollment support efforts. We were able to redirect much of that energy into collaboration and outreach efforts. Last year we coordinated extensively with adult schools and high schools to facilitate a smooth transition for their ESL students to come to college. During Spring semester, Amanda was our representative at monthly meetings with the Mid-Alameda County Consortium, a group that includes all adult schools in the area. She visited multiple adult school ESL classrooms to introduce our program and the enrollment process. She was also instrumental in the planning of an adult school visitation event at Chabot. It featured speakers, a campus tour, and snazzy swag bags, all with key support from Dean Patton.</p> <p>Erika presented about our ESL program to the annual convening of high school counselors at Chabot. Through connections made with San Lorenzo's counseling team, she coordinated and conducted an onsite ESL placement test for ESL students at the school. We also coordinated with Robin Galas and her contacts at Tennyson High School's newcomer program, World House, to offer a special ESL placement session for 50 students as a part of their campus tour and welcome event. Robin has been an invaluable ally to the ESL program through her work with TRIO.</p> <p>The past 2 years of relentless effort in recruitment, improving our intake and placement process and tearing down barriers for nonnative speakers has finally paid off. One year ago, we set the goal of offering 250 placement tests annually, and we have blown past that goal. We placed 141 students for Spring of 2023 and 294 students for Summer and Fall 23, for a total of 435 annual placements! We have seen a corresponding explosion in enrollment. In the fall of 2021, ESL enrollment was at a low of 240 students. In Fall of 22, enrollment rebounded to 419, and now in Fall of 23, we have ESL 626 students.</p> <p>We have expanded so rapidly that we have had to take our foot off the gas this summer and fall. We did not host our annual ESL Welcome day event or participate in Discover Chabot because our courses were already over full, and we did not have any capacity to add more sections due to a lack of staff. Even with our 5 new part-time hires, we have not been able to keep up with demand. We plan to resume these activities when we are able to resolve our staffing issues.</p> <p>Outputs and Outcomes for Goal 3: effective rollout of our noncredit program</p> <p>In Spring of 22, we launched our noncredit ESL program with 3 sections. We added classes and sections to the program each semester and we now have 12 fully noncredit sections and 6 mirrored sections. These noncredit courses make up the first 3 levels of our 6 level program, and they account for much of our exponential growth. ESL has the largest noncredit program in the college by far! In Spring 23, noncredit made up 65% of our enrollments. For comparison, noncredit makes up just 2% of enrollments collegewide.</p>
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<p>English as a Second Language continued</p>	<p>Students have earned more than 50 noncredit certificates since its launch in Spring 22. Our noncredit classes are filling past capacity with wait lists. We are clearly providing a service that was badly needed, and the word is spreading rapidly in the community.</p> <p>It is somewhat hard to parse outcomes for Goal 2 and 3, since they are closely intertwined. Noncredit classes and our outreach to students outside of the usual high school age band are bringing in a greater diversity of learners. We can see significant demographic shifts since our outreach and noncredit efforts began. In Spring 2021, our program was 65% Asian, 25% Latinx, 5% “white,” which for us means Middle Eastern and Northern African. (I have never met a European ESL student at Chabot). In comparison in the Spring 2023, our program was 52% Asian, 34% Latinx, 11% Middle Eastern and Northern African. These percentages represent a notable increase in Latinx and Middle Eastern and North African students over this time period, and I suspect this semester data would extend the trend even further. The growth in these student groups brings our student body in much closer alignment with the immigrant population in surrounding areas, and we consider this a huge success.</p> <p>We can also see that our outreach and noncredit programs have brought in a greater number of nontraditional students from higher age brackets. Before these initiatives, Chabot ESL already had a much larger percentage of older students than the college in general, with 13-14% being 40-49 year-olds and 6-8% 50 and up. However we saw these numbers increase last year to 19-20% and 12-15%, respectively. For comparison, the general college population of 40-49 year-olds is just 6%, and for 50 and up it is 4%.</p> <p>Overall, we are extremely proud of the gains in enrollment and diversity that we have managed to achieve over the past year, and we know the latest data will only further these trends. The gains have been hard won, and reflect sustained collaborative efforts across the college and community. This work is at the heart of our mission in ESL, and we will continue the push hard to support more students to reach their educational and career goals through English language learning.</p>
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6 Responses

Name of Program,
Discipline, Area
or Service

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.

American Sign Language

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.

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.

English

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.

While we have met and exceeded our goals for this cycle, we are still facing one stubborn challenge to continued growth: staffing. In fact, we are even struggling to keep up our current level of productivity. It has been very difficult to find quality candidates to join our ESL adjunct pool. We managed to hire 5 adjuncts last year, but our need still outpaces supply. Many part-time teachers are working at several schools to make enough money to survive, so they have schedule conflicts or will turn town our classes with lower load values in favor of larger classes at other colleges. We only see this problem increasing since almost all of our adjuncts are in range of retirement, and most of our adjunct teachers have workloads near the maximum of 10 units. If we have more than one part-time teacher leave at the same time, it will be catastrophic for us.

English as a Second
Language

For the Fall 23 schedule, we had to drop 2 course sections last minute due to low staffing, and many more were excluded earlier in the planning process for the same reason. One canceled class was a noncredit ESL 230, and the other was our Writing Workshop class, which provides important supports students in their writing-based coursework. We would also love to have expanded or noncredit mirror program at the 110A and 110B level, but we have been constrained by our staffing issues.

Besides these course cuts, we are also lacking staff in key support roles for ESL students in the Learning Connection and the TRIO program. We were not able to staff anyone in those roles this semester and are facing the same deficit for Spring 24. The only solution we see is to hire a full-time teacher who can teach more courses and manage these important projects in a consistent way.

As stated in last year's Library Program Review, the COVID-19 pandemic made evident deep digital inequities among Chabot College students, from the need for semester-long laptop to the call for more access to zero-cost e-books and textbooks. 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 at Chabot College and that go beyond the Library's PAR Goals. Thus, the need for a comprehensive evaluation of the College's technological services and resources, coupled with students' assessment of their tech-related needs resulting in the augmentation of resources and services to better support learning and teaching at Chabot, especially with more online classes being offered post-pandemic.

Library

Also, in terms of long-term strategic planning, particularly as we near the opening of the new Library and Learning Connection building, the need for consistency and stability at the dean position. This speaks to the recurring request to have the library return to the Academic Pathways & Student Success Division, especially since come fall 2024 we will be sharing space and to some extent resources (e.g., equipment, study rooms, staff areas, etc.). In addition, the Library seeks consistent leadership to begin planning and budgeting for the total cost of ownership and operation of the new building.

World Languages

Goal # 1 (full-time WL position to teach Spanish and a second language) is still a critical need to work on expansion of the program. The WL department has unique challenges. It is technically a multi-language department with distinctive language programs with unique needs, but the administrative responsibilities (scheduling, hiring, curriculum, program review, etc.) are with the full-time faculty. Even for languages that the FT do not teach, the responsibilities of maintaining the smaller language programs are still with the FT.

Goal #3 (reduced WL class size) is still a critical need to promote student success and aligns with the Bay 10 community colleges. We will be discussing this issue with the union for the next contract.

Learning Skills

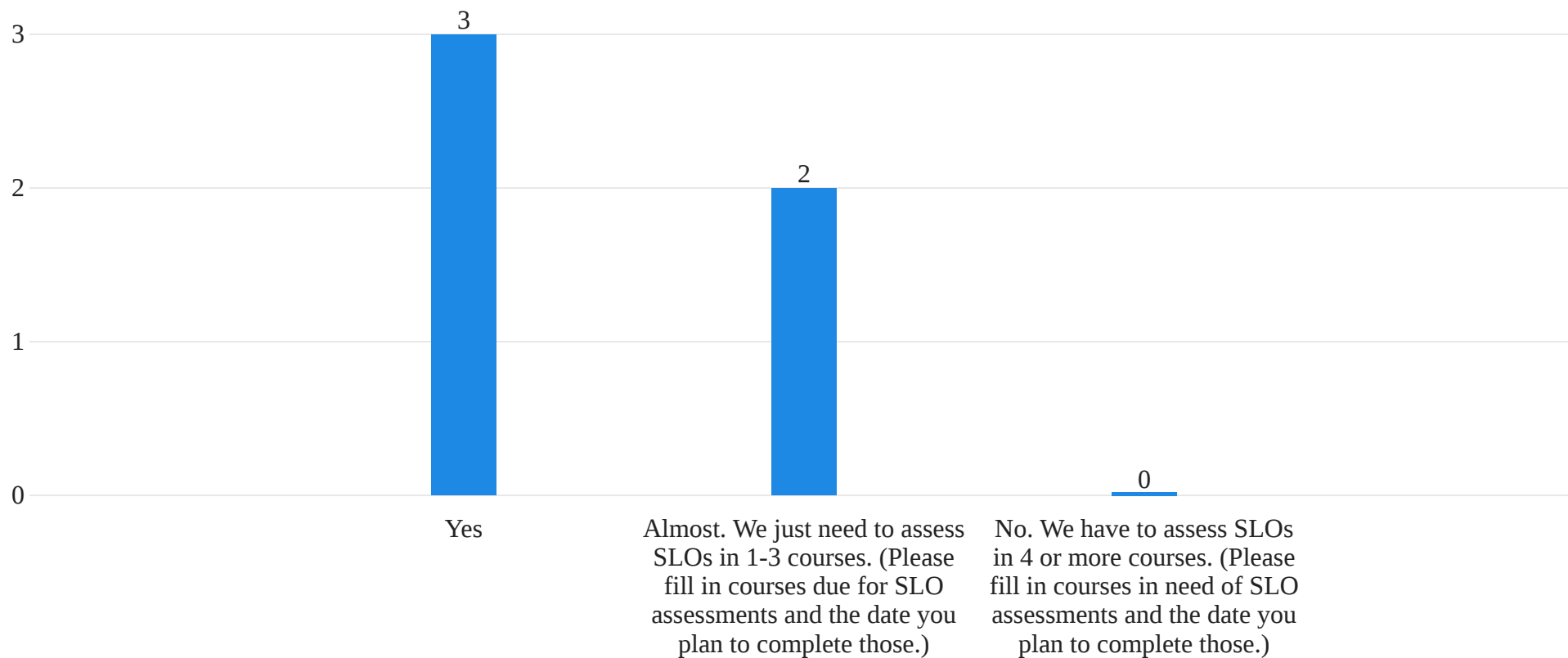
The Learning Skills program struggles with collecting data because students with LD or cognitive deficits are not disclosed in the data. Those students are lumped together with DSPP students in general. The data will have to be collected based on classes students previously took and where they ended up (not sure if this type of data collection is possible). Tutors aren't properly trained to address the precise skills and needs that students have.

The new funding model SCFF, is in direct opposition to what the Learning Skills program is all about. The students who take LNSK classes are taking their college experience slowly, on purpose.

Learning Outcomes Assessment Results (SLOs & PLOs)

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

5 Responses



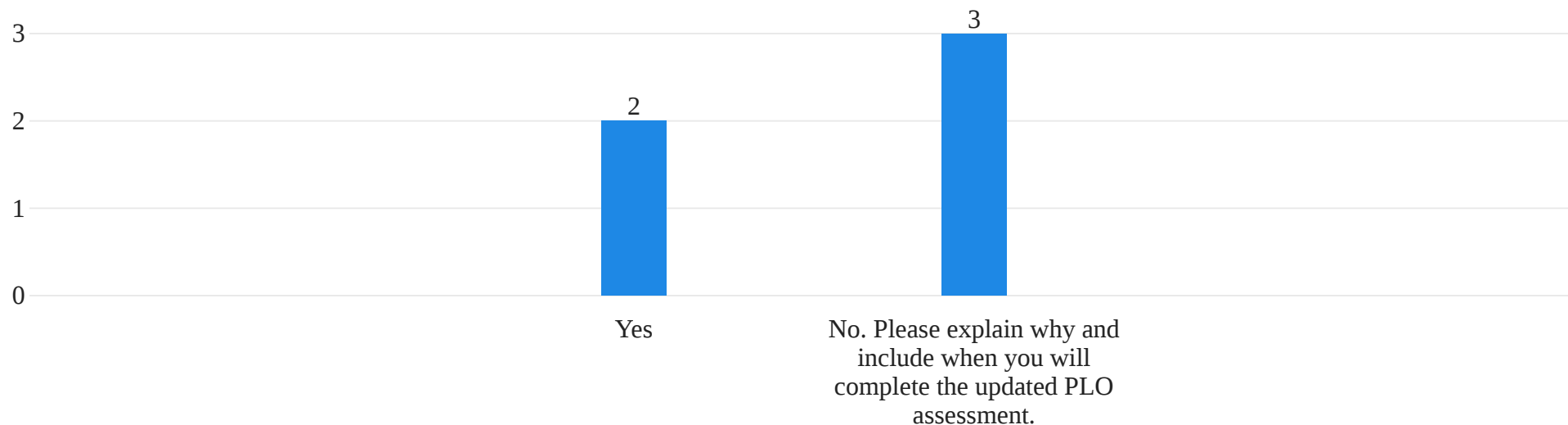
Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

6 Responses

Name of Program, Discipline, Area or Service	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
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Library	N/A
World Languages	This semester (fall 2023), Japanese 1A (2 sections) will assess SLOs based on the master campus assessment schedule.
Learning Skills	SERV 85

Is assessment for all PLOs in your program up to date?

5 Responses

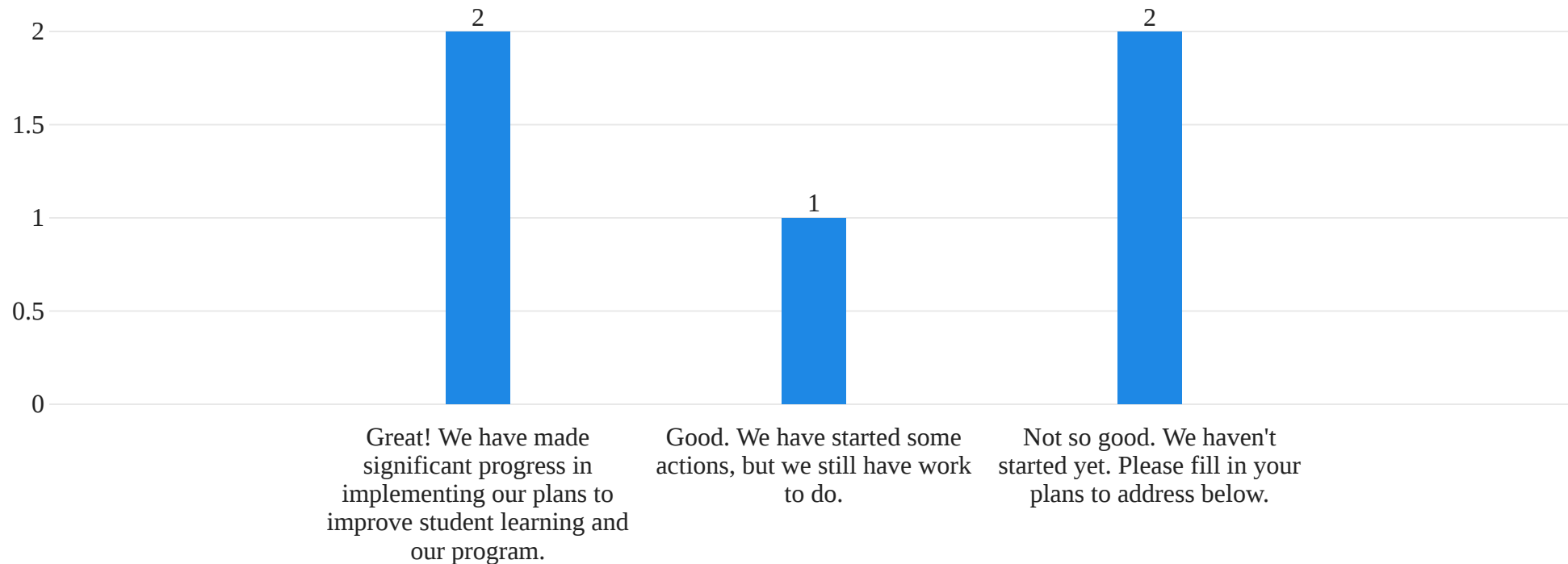


6 Responses

Name of Program, Discipline, Area or Service	No. Please explain why and include when you will complete the updated PLO assessment. - Text
American Sign Language	We do not yet have a certificate program for American Sign Language.
English	N/A
English as a Second Language	We have never had PLO's before. Our first program was introduced in Spring 22.
Library	N/A
World Languages	N/A
Learning Skills	There are no certificate or degree programs in our area.

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.

5 Responses



Name of
Program,
Discipline,
Area or
Service

If you selected 'Not so good. We haven't started yet' above, please fill in your plans to address below.

American
Sign
Language

N/A

English

N/A

English as a
Second
Language

Courses that have been assessed in the last three years largely had little to no recommendations. One consistent recommendation across upper levels was to reduce the course material required - the course outlines ask for depth, but instructors found they needed more time to teach thoroughly instead of broadly. No department-wide changes were made here, but post-pandemic many instructors were forced to reduce content covered in order to accommodate the needs of our learners. As post-Covid learning norms clarify, we will continue to monitor this issue and plan for next moves. Other recommendations had to do with modality after emergency teaching online: in general, we found that our students learn best in-person or with a live synchronous element, and we have reduced online course offerings significantly. Otherwise, learning outcomes across all of our courses are consistently met and exceeded by students.

Library

N/A

World
Languages

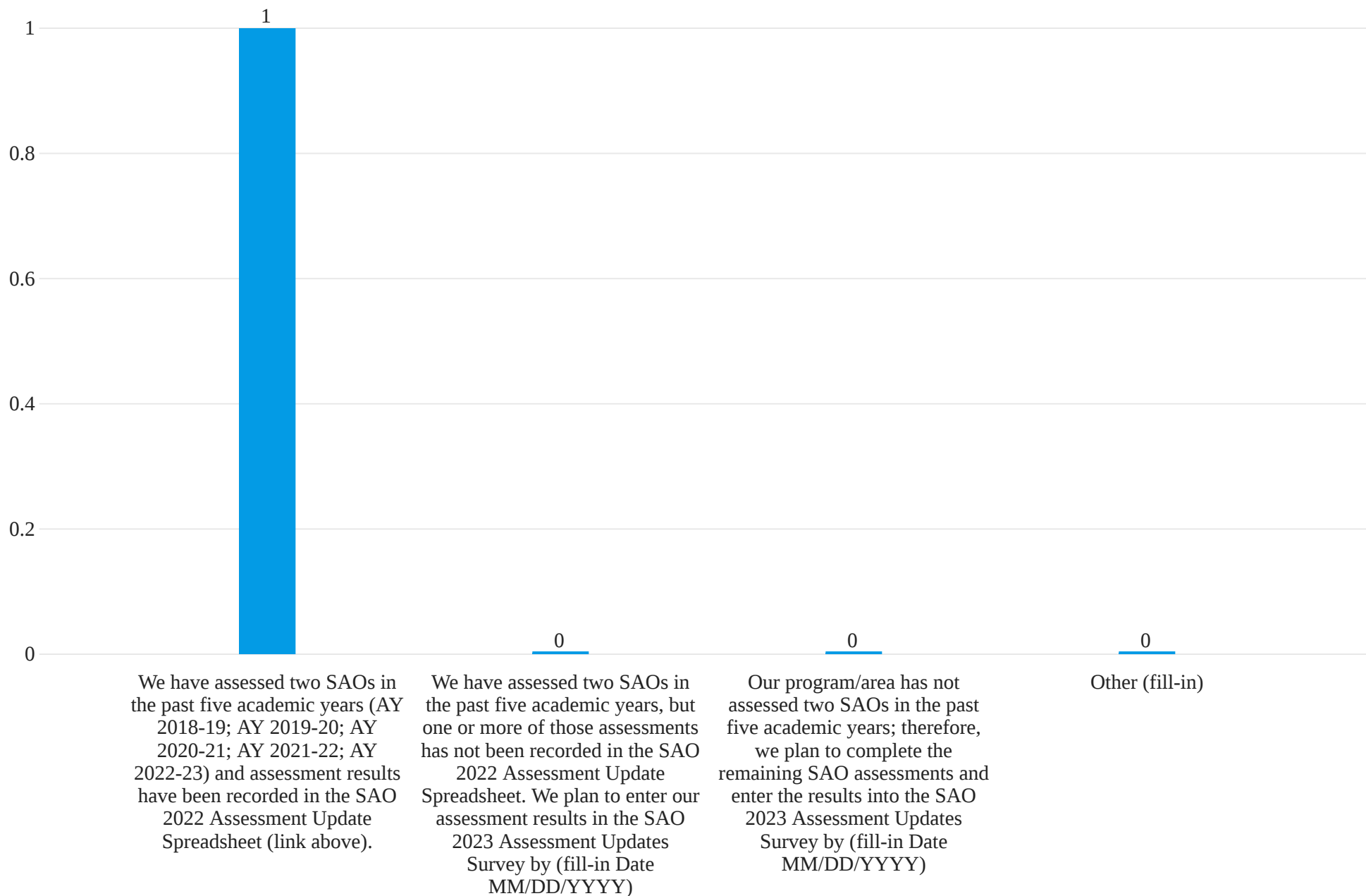
N/A

Learning
Skills

We have made some great progress on the SLO assessments. Some ideas for improving the outcomes for SLOs are: integrating more socio-emotional and motivational elements into the classes. There is an overall low work completion (or just not attempting assignments at all) in the LNSK classes. The transition from High School to College is a factor, as students may not have been in the habit of completing assignments outside of the classroom (or independently). However, we are in the beginning stages of creating some instructional materials to address these areas for the Learning Skills Program now. Therefore, we do not have any measurements or data yet to comment on.

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

1 Responses



Rationales for Resource Requests

6 Responses

Name of
Program,
Discipline,
Area or Service

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 ASL faculty will need resources.

English

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.

English as a Second
Language

We need augmented or new resources to expand and evolve the aforementioned, highly successful initiatives in recruitment (Goal 2) and non-credit courses (Goal 3). For Goal 2, we anticipate needing a dedicated counselor and increased hours for ESL instructors to act as placement guides in the assessment center. For Goal 3, we are also asking for funding for professional development around trauma-informed practices. We are seeing more students with traumatic experiences and we want to improve our ability to address their learning needs. For all goals, we will need additional full-time faculty, reassign time, and class sets of books for noncredit classes.

One SAO in particular (SAO #2: Students who borrow laptops from Chabot College library have adequate access to the technology necessary to participate and persist in their courses at Chabot College) merits close attention and increased funding support to better support and improve student learning. In short, the Library does not have an adequate number of laptops to check out and meet student demand created during the COVID19 pandemic. It is worth noting that in spring 2022 the Library conducted a Laptop Survey, as a result of the increased demand. When asked, “Which of the following checkout periods do you prefer?” the students responded as follows:

- 4-hour checkout (0.00%)
- 3-day checkout (14.29%)
- 30-day checkout (28.57%)
- Full-semester checkout (57.14%)

Additionally, when asked, “Checking out a Laptop from the Library helps me participate in and complete my coursework at Chabot College” the student responded as follows:

- Strongly Agree (71.43%)
- Agree (28.57%)
- Neither Agree or Disagree (0.00%)
- Disagree (0.00%)
- Strongly Disagree (0.00%)

Library

Lastly, when asked, “To complete Chabot class assignments I use:” students responded as follows:

- Cell phone (Always: 0.00% Sometimes: 50% Never: 50%)
- Home computer (Always: 50% Sometimes: 16.67% Never: 33.33%)
- Library Laptop (Always: 71.43% Sometimes: 28.57% Never: 0.00%)
- Tablet (Always: 0.00% Sometimes: 16.67% Never: 83.33%)
- Chabot Computer Labs (Always: 14.29% Sometimes: 71.43% Never: 14.29%)
- Friends’/Relatives’ computer (Always: 0.00% Sometimes: 33.33% Never: 66.67%)

In sum, the data collected calls for additional resources to fully reach the intended outcomes of SAO#2; specifically, the need for increased funding to expand the Library’s Lending Program. While at the same time, and as mentioned previously, as a College, systematically evaluate and prioritize students’ technological needs post-pandemic, in particular the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment.

World Languages

To support the increase in demand for online courses and the use of World Languages OER/ZTC materials, there is an urgent need to respond to the crisis in online tutoring. To recruit, support, and train Chabot students working as tutors with OER course content, the framework for employment must take into consideration extensive hours beyond traditional workdays and allow for remote work to serve distance learning students.

Learning Skills

We will be looking to do more professional development to infuse more socio-emotional learning into our curricula. We are asking for a new LNSK suite to properly assess and serve our students and further support students toward their transfer into college level courses.

Response to Enrollment (Optional Question)

6 Responses

Name of Program,
Discipline, Area
or Service

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?)

American Sign
Language

N/A

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.

English

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.

If we use the enrollment recovery in ESL as a blueprint, the keys to recovery are:

1. A high-touch, supportive intake process for new students

-Don't assume students can figure out college systems on their own

-Never underestimate how intimidating college can be

2. A warm hand off from high school to college

-Bring student groups to campus in school-wide or area cohorts

-Provide tours, food, meet and greets to build trust and a friendly environment

3. Low cost pathways for students

-Noncredit worked for us, but beefing up FYE, low cost books and other initiatives may be the key collegewide.

4. Responsiveness to student needs

-Departments and the college should be checking in with students regularly in formal and informal ways about what is working or not working

5. Buy-in from staff at every level to be part of solution, no "not my job-ism"

-There are so many resources available to students that they don't know about. Sometimes teachers think it is not their job to inform, but it is. Hungry students don't learn, housing insecurity is a huge stressor that reduces student success. It is everyone's job at a community college to get students the help they need.

English as a Second
Language

Library

- Update all areas of technology and add more employee positions that support this work
- Implement recommendations made from the Equity Driven Student Enrollment Assessment Project
- Focus on institutional effectiveness

Concurrent enrollment

We need to increase the outreach to middle school and high school students in our area and make the concurrent enrollment process more accessible to parents (timely, straightforward, and transparent). Chabot counseling should accompany parents throughout the application process.

Textbook cost

We need to work on professional development opportunities for faculty to engage in the larger discussions on textbook cost and equity. Students are disproportionately being affected by the high rise of textbook costs.

World Languages

Fake student accounts

The current issue of fake student accounts must be detected early on so that these accounts are removed before the start of courses to provide open seats for our community students.

CVC OEI and district status

We need to prioritize this crucial step to finally have Chabot as a Teaching College which will prioritize Chabot courses in students' search for online courses. (<https://cvc.edu/exchange-implementation-board/>)

Learning Skills

One of the driving forces, in my experience, that causes students to drop (classes or just drop going to school) is students in difficult classes taught by adjunct teachers. Not all adjuncts, of course, but I have noticed when students are in English classes taught by adjuncts who are not invested in the college goals, the students fail or drop. The adjunct teachers are not given the same messages as full-time teachers. Those messages of doing everything we can to retain students and support them are not translated into the adjunct classrooms.

One Thing To Tell President Cooks (Optional Question)

6 Responses

Name of Program, Discipline, Area or Service	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?
American Sign Language	N/A
English	<p>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.</p>
English as a Second Language	<p>In ESL, we necessarily do much of our own recruiting, enrollment support, placement, and counseling. It can be hard for our students to communicate and get their needs met through other avenues at the college, just because of the language and cultural barriers that we are uniquely positioned to break through. As a result, it is not possible for us to exist on 1 CAH reassign time. We are already doing the work, now we need our reassign allotment to honestly reflect our efforts.</p>
Library	<ul style="list-style-type: none"> • Rejoining the Academic Pathways & Student Success Division prior to the opening of the new Building 600 (fall 2024) • Early planning and augmentation of funding needed for furniture, technology, public art, and services for the new building • Putting back more clearly on Shared Governance Committee, certain committees that should have representation from the Library • Professional development funding for librarians and library staff

World Languages

The OER/ZTC Initiative has reached a critical point with close to 100 instructors that have been involved in the last 3 years. This college program should be institutionalized to ensure the continuation and expansion of the OER/ZTC goals. In addition, the new ZTC Dashboard in Tableau that Alex Karan has been working on should also be integrated into the Program Review process to track accurate data on ZTC course offerings and available pathways.

Learning Skills

The students in the Learning Skills classes are not going to fit into the new funding model. A few students may be able to complete English and Math within a year, but majority will take longer. If a student is motivated to complete their general education requirements quickly, we try to support them as best we can. However, many of our students are not concerned about completing college quickly.

Students in the Learning Skills program are looking for more in-person classes, especially in Math. The basic level Math classes should be mostly in person for those who need a more hands-on approach.