

Division: Language Arts

Name of Program/Area and Contributors

6 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template did you fill out?
American Sign Language	Arturo Lopez Yanez, Paul Pinza	Academic Services
English	Alisa Yungerman, Theresa Puckett, Samantha Rajaram	Academic Services
English as a Second Language	Erika Lachenmeier, Amanda Price, Chrisanthy Penate, Linette Escobar	Academic Services
Learning Skills	Joshua Telles, Paul Pinza, Nathaniel Rice	Academic Services
Library	Eugenia Chan, Heather Hernandez, Dr. Kim morrison	Student Services/Administrative Services/Office of the President
World Languages	Caren Barnezet Parrish, Cristina Moon	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2024-25

6 Responses

Name of Program/Area	Consider equity first.	Support and prioritize getting off “hold harmless” for the short- and long-term financial health of the college.	Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs.	Develop college ‘materials’ to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various “new” technologies.	IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district.	Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support.
American Sign Language	Substantial Progress	Substantial Progress	Substantial Progress	Substantial Progress	Some Progress	Substantial Progress
English	Minimal Progress	Minimal Progress	I don’t know/ Too early to tell	Some Progress	I don’t know/ Too early to tell	Minimal Progress
English as a Second Language	I don’t know/ Too early to tell	Substantial Progress	I don’t know/ Too early to tell	Some Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell
Learning Skills	Full Implementation	Substantial Progress	I don’t know/ Too early to tell	Some Progress	Some Progress	Some Progress

Library	Substantial Progress	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Some Progress
World Languages	Substantial Progress	Substantial Progress	Some Progress	Some Progress	Minimal Progress	Minimal Progress

6 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
American Sign Language	N/A

For Priority 1 above: We note continued progress in terms of equity: CCEPG continuing to train instructors on culturally responsive anti-racist teaching practices, through PARTI; success data analysis in coordination with ORPIE at after-PARTI; development of DEIACT-based teaching standards; progress with Zero-Cost Textbook initiatives; and the many student support offerings of at the HUB. From the college-wide perspective we are concerned about lack of funding for student tutors, and the decision not to fund the Pride Center.

Additionally, many departments don't offer in-person classes any more. This lack of options harms students, many of whom don't succeed online - thus touching in equity. We are also one of the few colleges lacking a PRIDE center for our LGBTQ+ students. We cannot meet our equity goals without providing such a space to the students who desire it.

Also with respect to Priority 1, due to tighter budgets and less funding generally, we need additional funds for research and workshops to address challenges facing our Middle Eastern/North African/Southwest Asian (MENASWA) students.. Finally, funding cuts that impact students' access to WRAC touches on issues of equity. Without funding for our student tutors, many students will not get the assistance and support they need to make up for instructional time they didn't have during the COVID lockdowns. Ample research indicates that lower income students, who often had to work and provide child care due to working parents during COVID, have lost substantial educational and literacy gains.

English

For Priority 2 above, one of the things stipulated for getting off "hold harmless" is increasing completion rates in English 1 in students' first year. One of the things that most helps with this is WRAC Center tutoring. Yet time and again, the college makes WRAC the lowest of priorities. It was not given adequate space in the new library, and on their own WRAC coordinator/English department members had to create a space for WRAC in an existing classroom. WRAC attendance/student use of tutoring skyrocketed in 2024-25 based on the English department and WRAC coordinator's dedication and innovations with the 215 support class and creatively utilizing the only space we could get. Now, Fall 2025, we've been notified that the class for training WRAC tutors has been cut, and funding for WRAC tutors has also been cut, so students can now tutor a maximum of 5 hours a week. Any tutor should receive training that mirrors the department's pedagogy methods. If the Learning Connection continues to cut tutor training, the English department advocates bringing back our English 15 Tutor Training course. Tutors need training. We have a successful center and plenty of research showing the difference it makes in student success which directly impacts the SCFF. Why is this being cut, and all this hard work and the value of WRAC tutoring being ignored?

For Priority 4, the lack of a clear budget for tutoring has been very frustrating. Instructors were asked to request embedded tutors for the fall semester back in April, but those instructors - and the students they had requested as tutors - were not informed as to whether the tutors would actually be hired until the first week of classes. The students are then rearranging their schedule months in advance around work hours they may not get, and in some cases not taking another job because they are waiting to hear if they will have the work or not. Tutors, including embedded tutors, can make a huge difference in students' learning and success. The Learning Connection needs a sustained budget to hire student tutors, and a better timeline, so students and faculty are not left hanging.

English as a Second
Language

N/A

Learning Skills

N/A

Library

N/A

World Languages

N/A

6 Responses

Name of
Program/Area

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? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.

American Sign
Language

N/A

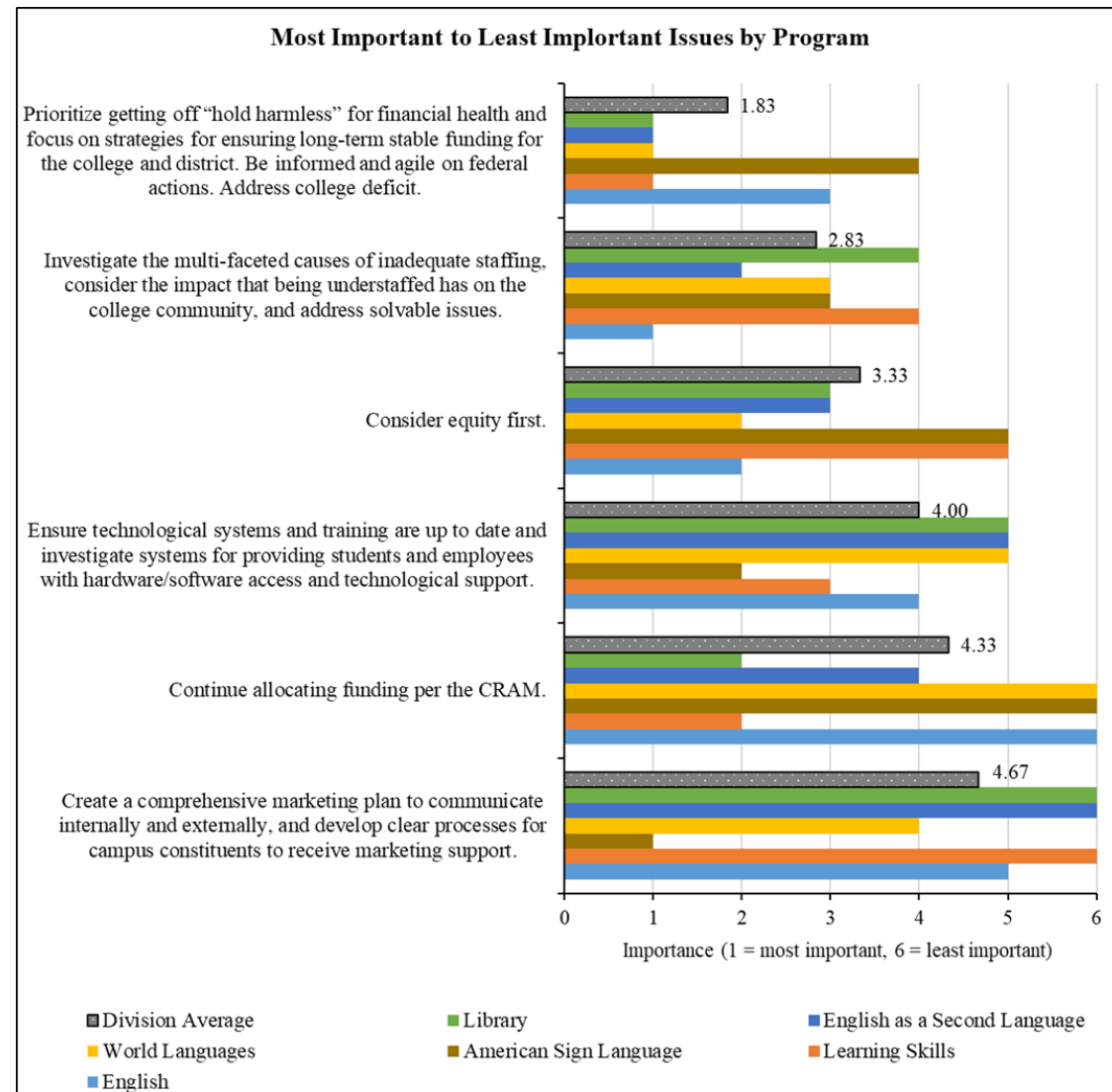
English

For priorities 1, 3, 4: The College needs to remember its core purpose, which is to provide ongoing learning opportunities for an increasingly diverse and multi-faceted community. Many of the changes we're seeing feel more like business decisions rather than driven by pedagogy, equity, and any number of the goals and visions of the College.

For Priority #2: We're being asked to do more for less but are penalized based on student completion rates. This again ties back to WRAC Center. The cuts to tutoring hours, instructional assistants, eliminating tutor training, and increasing time for the WRAC coordinator without increasing pay, all inhibit our ability to meet completion rates. 1

English as a Second Language	Equity first: In public speaking, college messaging and actionable policy, demonstrate support for immigrant/refugee rights and for undocumented students. They seem noticeably absent from a lot of equity discussions and are especially vulnerable in the current political climate.
Learning Skills	N/A
Library	N/A
World Languages	N/A

Rank the Annual Priorities for the 2025–26 Academic Year



6 Responses

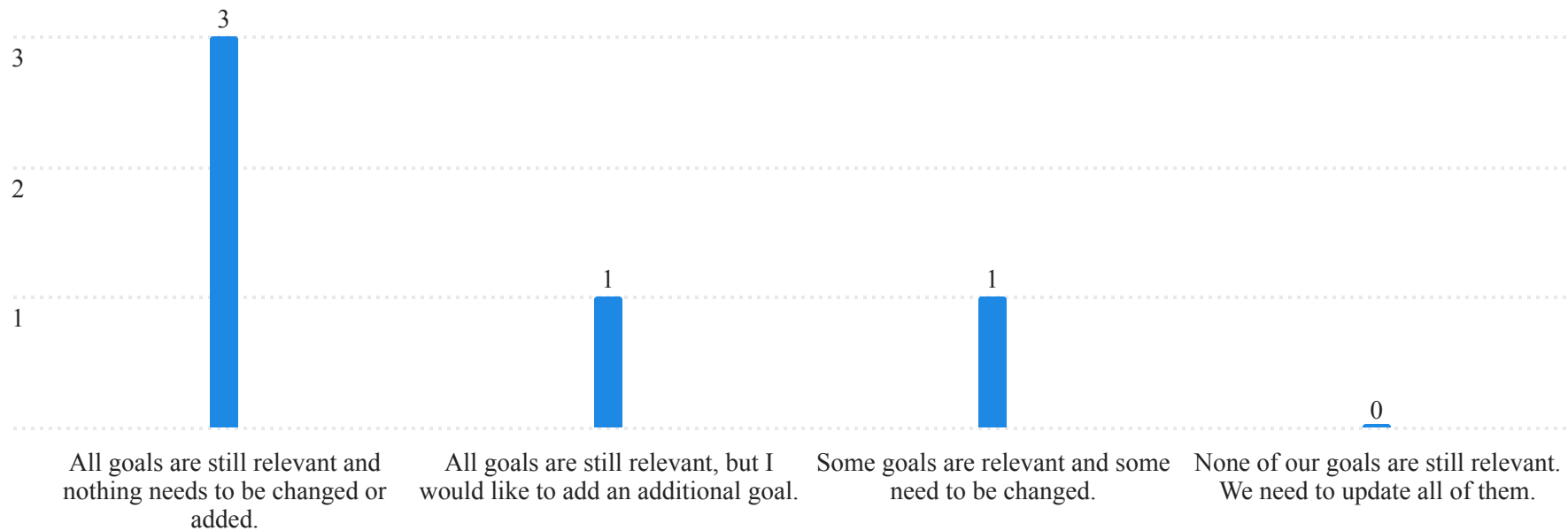
Name of Program/Area	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
American Sign Language	The issue of DEI is very important, especially to be more inclusive of Deaf folks and Deaf culture. Although an ASL-English interpreter should be present at all times in meetings when a Deaf person is attending, there also needs to be more attention to inclusion in discussions: presentations and film need proper captions (live automated captions in places like Zoom do not work well for true accessibility. Also, when meetings and other event are scheduled quickly and last minute, there is not enough time to secure ASL-English interpreters for the meeting, which causes people who need accommodations to miss or not participate in meetings. I have seen progress in this area, and I hope we continue to make progress.
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	N/A
World Languages	Streamlining documents such as dual enrollment and prerequisite challenges by creating accessible online forms in Informed K12.

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that you have two years left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

5 Responses



6 Responses

Name of Program/Area	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
Library	N/A
English as a Second Language	N/A
World Languages	New goal: Now that we have more ZTC WL courses, we are working on ZTC degrees and certificates for all the languages
American Sign Language	N/A
Learning Skills	N/A
English	N/A

6 Responses

Name of Program/Area	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	N/A
English	N/A

English as a
Second
Language

N/A

Learning Skills

N/A

Library

Several members of the library staff meet with the Public Arts Committee during spring 2025, yet we have yet to move forward on any proposals. It is unclear if there will be funding for artwork and what form the committee will take moving forward under the potential new shared governance structure.

World
Languages

N/A

What is the current status of the goals your program/area established in Fall 2024?

6 Responses



Reflections on Achievement and Challenges:

6 Responses

Name of Program/Area	Question: 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	1. I do believe having a certificate available for ASL students will promote their motivation to take more ASL courses starting in Fall 2025.
English	For our goal of improving student success rates and enrollment, we've seen a steady increase in enrollment since 2022. As for success rate, we've stayed mostly constant, though we've noted that the courses offering a English 215 tutorial class have seen greater success rates than those without. To increase student success rate further, we believe more funding to the WRAC Center to develop more support with further increase our student success rates. Additionally, offering more English 215 sessions could be helpful for student success rates also, as well as more opportunities for faculty without an attached 215 class tutorial or lacking an embedded tutor, to offer WRAC support including tutoring to their classes.

	Goal 1: Connect Students to Services A. Develop an orientation module for the first 6 weeks of classes. The fulltime teachers have continued to develop orientation materials and practices for our own classes, including info about the Hub, tutoring, how to use Zonemail, how to register on My Portal and Canvas basics. We have shared several of these materials with the part timers in the department. We still need to develop more materials and organize them into our department Canvas. We have collaborated with part time folks to bring students to the HUB and encouraged visits to the Library and Tutoring. We need to formalize what classes are responsible for coverage of which services and institutionalize the practice. B. Bring IA or student assistants to classes to support technology lessons and help with campus tours. We didn't get an IA. We have one student assistant who has assisted in a few of our technology sessions in the computer lab in 110A, 110B, 220 and 230. We would like to expand this practice but need an IA or funds to train and pay the assistants. This summer we lost our funding through the ANAPISI grant and previously lost TRIO funding, both of which previously allowed us to make more use of student assistants. C. Modify course outlines to include objectives around awareness of campus services and use of campus technology. This summer we modified the ESL 210, 220, 230 outlines (our first level classes) to divide up the responsibility for coverage of campus services and technology. We need to continue this process with the other levels. D. Through advocacy, achieve access to services for evening students, including class presentations by at least 2 campus services and increased evening hours at the HUB, El Centro and the Assessment Center. We have not made progress on this so far. Goal 2: Increase Program Completion + Throughput A. Data Collection We have not yet made progress on data collection. We anticipated doing that during the 24-25 school year, but much of our time was devoted to hiring a full time faculty and mentoring our numerous newly hired employees. We will tackle this output during this 25-26 academic year. B. Follow up with students who drop out, reassess their level placement, and loop them back
English as a Second Language	into classes if possible. (Contingent on IA hire) We did not get an IA and do not have capacity to enact this without one. C. Collaborate with Counseling on ESL Counselor, Ed Plans and ESL FAFSA workshops. We have met twice with Dean Sadie and are in the process of developing a job description for an ESL Counselor. We are collaborating on a first semester planning session day for ESL students at the B level. We plan to present at a counseling meeting this semester to bring better awareness to the ESL testing and enrollment process and address concerns from ESL instructors and counselors. We have not yet started planning ESL specific FAFSA workshops, but we hope to get there this year or next. D. Develop CTE pathways for English Learners We have had several meetings with Robin to discuss promising areas of CTE collaboration. We are currently assessing the feasibility of 2 curriculum projects: a noncredit Intro to Medical Terminology Class for English Language Learners and a course in Discovering Chabot's Career Pathways for English Language Learners. We hope to submit one of these courses by the Spring curriculum deadline. E. Remove Barriers for our most vulnerable student groups (undocumented students/working parents) Last year we submitted curriculum proposals to expand our noncredit mirrors to our level 4 classes ESL 110C and ESL 111B. We can start to offer them in Fall 2026. We are very excited about this opportunity, especially for undocumented students to have more options while they are acquiring AB540 hours or learning English for career advancement. We also have a noncredit version of ESL Skills Lab class becoming active in Fall 2026. This will help students to address specific gaps in their skills including literacy, spelling and grammar. We made the decision to convert our Hybrid ESL 110B class at night to a F2F class after surveying students and assessing their throughput and persistence data. We are assessing the best way to bridge students from ESL to English C1000. We are planning to pilot an ESL cohort of English C1000 students next year while surveying students and researching the benefits of creating an ESL equivalent course. This initiative is being led by our new hire Chrisanthy Penate. It is incredibly helpful that she has a degree in English and ESL. She is starting the clearance process to teach in English so that she can pilot the English C1000 course next year.
Learning Skills	The learning skills team continues to increase culturally responsive methods to reach diverse students and foster success. The learning skills team is settling into the 100 and 800 buildings as the new home base now with DSPS also being located in 100. I know we are making progress because students are recommending Chabot and the Learning Skills resources to their friends and classmates.

Goal 1: Developing/partnering with others to provide programming/events in B600

Workshops: Focus on teaching students technology needs and flex/maker space activities. Keep a focus on AI – combatting, prevalence in student assignments.

- Film Screenings in Room 103/Women King/LGBTQIA+ Day of Silence Film/Elemental
- Voter Registration event on October 21, 2024
- SEP Day support
- OER/ZTC Fair days

Library

- ECD story time with lab school students and children

Guest Speakers: Engage with the college community to host events on the social stairs in new meeting spaces such as the Cultural Literacy classroom.

- Hosted Annual Poetry at the Library Event in celebration of National Poetry Month on April 24, 2025, in partnership with the English/Language Arts Department.
- Partnered with STEM Speaker Series – Michael Stroud on B600 Design and Build

Goal 2: Canvas integrations for LibGuides – students can access subject specific library research resources through Canvas, which is where they would login to access their course content. This integration will connect them directly to library resources with easier navigation. Over 50% of our subjects have been updated and we hope to achieve 100% completion by the end of Spring 2026.

World Languages

The progress with Zero-Textbook-Cost is promising: currently finishing with second-year French courses, continuing with Chinese first-year and starting on Conversation courses in French and Spanish.

We are reaching out to the Japanese program to inquire about OER options for their courses to make Japanese a ZTC pathway.

6 Responses

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

English	One of our first concerns is the unique challenges of teaching online courses, particularly when students lack access to tutoring support and counseling. With the advent of AI, we have more challenges with teaching online classes. Faculty need more training to navigate these technologies. Cuts to tutoring at the WRAC Center and the elimination of tutor training will further exacerbate these challenges and hinder our ability to meet our department goals. The reduction of federal funding to learning communities such as MOVEMENT will also hinder our ability to meet equity goals and success rates.
English as a Second Language	The hiring process for our new fulltime teacher was a blessing and also a large time drain. We put a lot of energy into reviewing applications and interviewed an unusually large number of candidates. We are so happy with the result and for the expertise our newest teacher brings to our advanced ESL program. As a full team of 4, all with unique skills and strengths, we will be able to divide and conquer our goals more efficiently. Loss of funding for student assistants and embedded tutors has also been a substantial challenge. We need an IA and/or to look into new funding sources to support the goals that require student assistants. We are also concerned about the future of ESL assessment. Meetings with Sadie have made it clear that she is short staffed, and ESL assessment may be impacted as she shifts employees around to cover her needs. It also appears that our assessment center space has caught the eye of folks who need to move during renovations. Assessment is a top priority for us, and disruptions to our process would substantially set back progress on our goals and the time we have to focus on them. We redesigned our assessment process a few years ago to put equity front and center, and this is a large part of our program's growth and success. We are team players and can cooperate for the good of the college within reason, but we also need to have access to our assessment center and to have it adequately staffed.
Learning Skills	Some challenges to increase support for students to receive learning skills support may be influenced by learning communities keeping some populations of students in a particular silo.

Library	Goal 3: Develop proposals for public art to be placed in B600. - Several members of the library staff meet with the Public Arts Committee during spring 2025, yet we have yet to move forward on any proposals. It is unclear if there will be funding for artwork and what form the committee will take moving forward under the potential new shared governance structure.
World Languages	We are still working on goal # 3 (2024) reduce WL class size to align with the Bay 10 CCs. We will be discussing this issue with the union for the next contract. 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.

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)

SLO (Student Learning Outcome):

6 Responses

Name of Program/Area	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
American Sign Language	N/A
English	N/A
English as a Second Language	Our one standing SLO assessment, ESL 120, was recently completed so we should be fully up to date.
Learning Skills	The SLOs had been done, but due to a technical error they may not have been saved and many courses are in review through meta currently.
Library	N/A
World Languages	By the end of fall 2025, all WL courses will be up-to-date with SLO assessments.

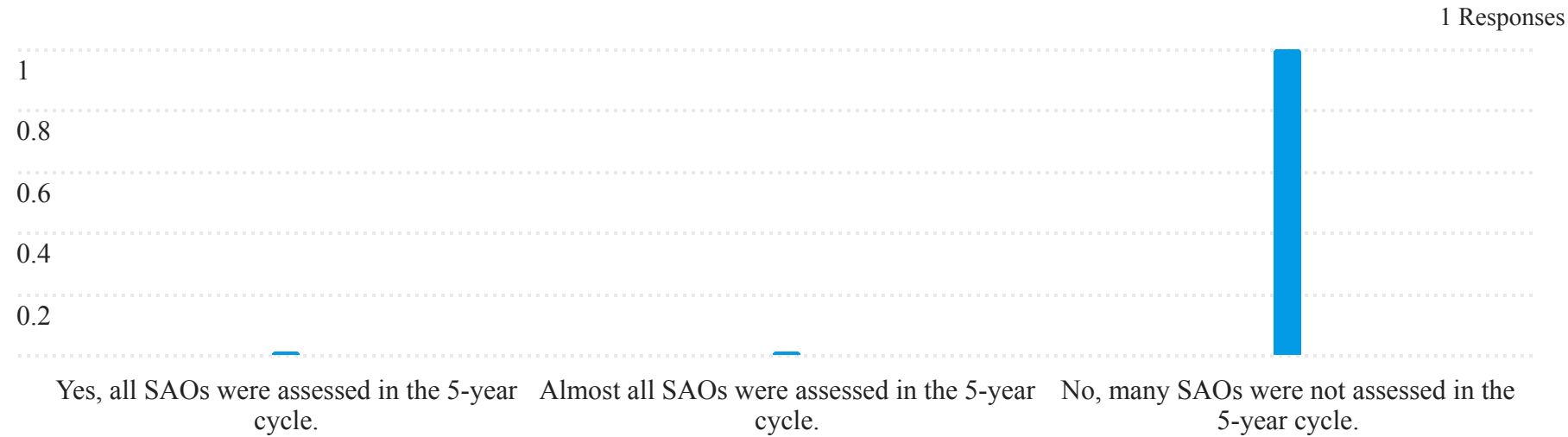
PLO (Program Learning Outcome):

6 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
American Sign Language	N/A
English	N/A
English as a Second Language	Our oldest program came online Fall of 22, so none are due for assessment.
Learning Skills	N/A
Library	N/A
World Languages	By the end of fall 2025, all WL courses will be up-to-date with PLO assessments.

Services Area Outcome (SAOs)

Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?



6 Responses

Name of Program/Area	If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
American Sign Language	N/A
English	N/A

English as a Second Language	N/A
Learning Skills	N/A
Library	The move from B100 to B600 was the focus of all library employees for the past few years. We can now assess our SAO's (based on survey data that was collected in 2023) and the results will be entered into Meta this fall.
World Languages	N/A

Rationales for Resource Requests

6 Responses

Name of Program/Area	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
American Sign Language	Professional development for SL faculty will need resources.

English	To address both the PAR goals of increasing student success and equity, we've made the following requests for additional funding for the following programs: --WRAC Center: FT instructional assistant, increased hours for the WRAC Center coordinator, Flex tutoring hours --One FT English instructor --We've requested funding for conferences to address technological issues related to AI and other developments --We've requested additional computers for the WRAC Center as well as laptops to meet students' needs for technological access --We've requested funding for the author readings --funding for additional books for students --funding for our annual Language Arts Awards ceremony --funding for office supplies
English as a Second Language	50 seats of Grammar Flip (\$100/year) to complete tech tools needed for ESL Skills Lab. An IA for technology support, embedded tutoring, and following up on students who don't complete.
Learning Skills	A new assessment test has been developed and will need to be purchased soon. Learning Skills will also need a facilities plan in the future. We have lost our suite of rooms to have classes, assessments and offices space when the server room took over the first floor of 300. We are now spread out in building 100 and 800, but 100 will be torn down eventually and we will need another new home. Perhaps we could be designed into the new Student Center space along with DSPS/ACE.
Library	There are resources that we continue to need, though all of our current requests reflect items and personnel that we have requested in previous reviews. The new building amplified needs we had already identified, rather than presenting new needs we hadn't anticipated.

1. Registration Barriers for Concurrent students.

At this time, the process for concurrent enrollment is not clearly presented on Chabot website: resource #1 concurrent enrollment versus resource #2 dual enrollment. The steps with the submission of the required documents (Prerequisite Challenge for WL upper courses) are not presented in the correct sequence, thus resulting in a not approved concurrent application. As a result, the process requires families to resubmit another concurrent application with once more signatures from their high school. This delays the process indefinitely and communication is lacking.

2. Dual Enrollment Outreach

Chabot needs to continue promoting Concurrent Enrollment to Bay Area school districts to formalize agreements that facilitate dual enrollments and streamline registration to Chabot as it is done for example with Hayward United School District.

3. Need for professional WL website

World Languages

At this time, the WL website offers very limited information (only provides Course Description & Outlines). This is a non-attractive and not user-friendly website. We need a website professionally designed that can help promote our language programs for students and users in general. In light of Chabot College rebranding efforts and social media outreach, Chabot website and the various program websites should be updated and redesigned to entice users to explore the diverse options (courses, professional careers, resources, pathways, etc.).

4. Stalled status for CVC-OEI and district status

Chabot College is still awaiting the crucial step to finally establish Chabot as a Teaching College (like Las Positas), which will prioritize Chabot courses in students' search for online courses. (<https://cvc.edu/exchange-implementation-board/>).

All French and Spanish courses are certified POCR courses and will have greater exposure on the CVC_OEI once Chabot College is labeled as a Teaching College.

5. Limited Campus Resources for Online Students

To support online students, online tutoring outside the Learning Connection opening hours should be offered, especially at night and during the weekend.



Optional: Campus-Wide Reflection on Current Issues

6 Responses

Name of Program/Area	Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?
American Sign Language	Inclusion is very important. In-person classes make a better learning environment for SL classes. Thinking about how students might use online class to become interested in a class and then take in-person class is one idea—thinking about how students move between kinds of classes. For meetings: Zoom makes scheduling easier, but in person meetings are not always truly accessible when accommodations like translators are needed. We should be thinking carefully about how we meet and collaborate. Convenience and speed not always the best.
	As for benefits, we believe the 18 weeks is exhausting for both students and faculty. Compressing the schedule will minimize the lull at the end of the semester.
English	The challenges are poor communication about the process for implementation of the compressed calendar. We've had conflicting information about scheduling classes, meeting requirements (for committee and division/department meetings). Meeting our contractual obligations for teaching load might be challenge given the constraints of scheduling classes within set blocks, especially given that our courses offer varying credit amounts. We have a number of FT faculty with young families and the meeting times often conflict with school pick up times. More timely and specific and consistent communication about the roll out of the compressed calendar would greatly facilitate this transition. Both student needs and faculty contractual obligations need to be considered.

English as a Second Language	Concerns for working parents who have their children in Hayward schools currently on a year-long calendar (2 week spring breaks, 2 weeks off in fall between thanksgiving and fall break). This concern grows as we look at the block calendar. It is very challenging for parents to fit in 2 classes a semester during the hours their children are in school when classes start at 9:40. Parents are a huge component of our student body.
Learning Skills	I anticipate staff and students being asked to do more in less time. If additional B600 open hours are needed to support a longer instructional day Monday-Friday, or if Saturday hours are needed to support instruction, the library will need additional funding for staff (classified, librarian, and student assistants). Building 600 is much larger than building 100 was and an increase in staff will be needed if additional operating hours are needed.
Library	B600 statistics for the first academic year 2024-2025: - Study room reservations (library floors only) 12,234 room bookings. 2,294 unique users. - 102 library orientations and tours (14.6% increase) - Visitors – entire building 331,450 - Laptop and hotspot loans 535 - Unfulfilled laptop and hotspot loan requests due to lack of inventory 260 - Material loans/usage 3,661 (132% increase) B100 statistics for academic year 2023-2024 (for comparison): - Study room reservations – (maker space was used as a study room) 460 - 89 library orientations - Visitors – library only 84,008 - Laptop and hotspot loans 610 (higher number of loans because of shorter loan period from 30 days to semester long in spring 2024) - Unfulfilled laptop and hotspot loan requests due to lack of inventory 64 (spring 24 only; no data for fall 23) - Material loans/usage 1,578
World Languages	N/A