Division: Language Arts

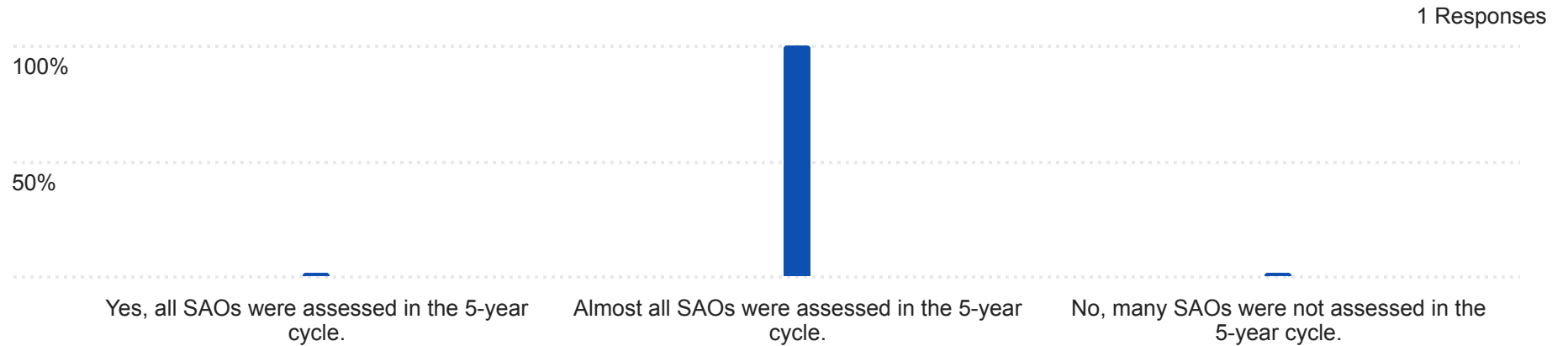## Name of Program/Area and Contributors

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	Mark Anderson, Andrew Henry, Simon Abramowitsch	Academic Services
English as a Second Language	Erika Lachenmeier, Linette Escobar, & Amanda Price	Academic Services
Learning Skills	Paul Pinza, Joshua Telles, Heather Clements, Justin Jackson	Academic Services
Library	Eugenia Chan, Heather Hernandez, Pedro Reynoso	Student Services/Administrative Services/Office of the President
World Languages	Caren Parrish, Cristina Moon	Academic Services

Responses on Service Area Outcomes for Programs in Your Division

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

1 Responses

| | Yes, all SAOs were assessed in the 5-year cycle. | Almost all SAOs were assessed in the 5-year cycle. | No, many SAOs were not assessed in the 5-year cycle. |

If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.

6 Responses

American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	The Library has five SAO's and they are assessed using the Student Satisfaction Survey results. The last survey was in 2023. We may not have logged our feedback on Library SAO's with the SAO committee. They show our last assessment in 2019.
World Languages	N/A

Responses on Student Learning Outcomes for Programs in Your Division

Explanations for programs who have not completed SLO assessments in the five-year assessment cycle:

6 Responses

Program/Area Name	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	Not Applicable. SLOs for all courses have been submitted.
English as a Second Language	The only incomplete SLO assessments are for courses that have not been taught in the last five years. All of our SLO assessments are up to date on the classes being actively offered.
Learning Skills	The SLOs are updated and current.
Library	N/A
World Languages	All WL courses are up-to-date.

Responses on Program Learning Outcomes for Programs in Your Division

Explanation for programs who have not completed PLO assessments in the five-year assessment cycle:

6 Responses

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

English	Not Applicable. PLOs for all courses have been submitted.
English as a Second Language	ESL launched its first certificate program in Spring 2022. We were exempt from assessment in this cycle.
Learning Skills	N/A
Library	N/A
World Languages	All WL courses are up-to-date.

Responses on Institutional Supports and Barriers

Regarding Your Program or Area

What institutional-level **supports or practices** were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

6 Responses

Program/Area Name	What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
American Sign Language	Dual enrollment classes for high schools and middle schools
English	Adding ENGL 215 provides 1-1 support to ENGL 1 students; DSPS and LNSK supports students in ENGL 1; WRAC Center supports students in core composition classes; ZTC-e-book access through the library; embedded tutoring; training supported by CCEPG (including PARTI); Instructional Tech/Online Learning, COOL, and Language Arts faculty with online teaching expertise as supports.

English as a Second Language	Several institutional supports were essential to our PAR goal successes. As we were rolling out our noncredit program, the college instituted a noncredit work group, headed up by Erin Kelly. Participants included representatives from A&R, English, Math, ESL, and PR. Together we navigated the regulations associated with noncredit course outlines and ironed out kinks in registration procedures. We also collaborated on a noncredit fair, noncredit website, and a brochure. Our noncredit fair was marketed by our PR rep and was featured on Spanish-speaking radio and TV programs. Institutional practices similarly strengthened our outreach and enrollment efforts. We were able to connect with more students by tabling at campus-wide events like Gladiator Day, Family Day, and SOAR. El Centro, the Welcome Center and the Peer Guides have become invaluable in steering ESL students through the application and enrollment process. Their services have expanded greatly since Covid, and they have taken a substantial burden off the ESL department. The TRIO program's Robin Galas organized annual high school visits from the area's 2 main newcomer programs at Tennyson and San Lorenzo. We worked in collaboration with her to set up ESL assessment tests for those students during their visitation, yielding around 30 new ESL students each year. Additionally, Academic Pathways and Student Success funds an ESL faculty member to participate in the Alameda County Consortium and provides food and swag for our annual adult school visitation event. Dean Pinza, past Deans Cooks and Abramovich, and administrative assistant Sienna Dalton have gone above and beyond to support our enrollment and expansion efforts, including the planning and implementation of our outreach events and accommodating rapid expansion of the program through hiring support, opening last-minute sections and setting up funding for new teacher mentorships and team-building activities.
Learning Skills	- Technology: Zonemail, Student Printing and Copiers, Canvas, CLASS-Web / MyPortal - Services: Ability to Add, Drop or Withdraw Classes, Assessment / Testing, Class Schedule & Catalog, Registration Procedures, Tutoring by Subject, Immigration Legal Services, Laptop & Hotspot Lending, Mental Health, Support & Assistance, Counseling, DSPS (Disabled Students Resource Center), Financial Aid, Incident Referral Forms, Public Transportation - Community: RISE, Non-Credit, Library, Basic Needs Assistance, FRESH Pantry, Orientation, Scholarships, Undocumented Students and DREAMers, Veterans, Campus Life, Athletics, Cafeteria, Events Calendar, Student Clubs, Student Life Office, Student Senate, Theater Arts, Safety & Security, Sexual Harassment - Title IX, Student Conduct / Discipline, Student Grievances / Complaints
Library	Support of OER/ZTC work to put zero or low-cost course materials available for students.
World Languages	The French and Spanish programs have received the ZTC Acceleration grant to convert all the required courses to zero-textbook-cost. The Chinese program has also received the ZTC Acceleration grant for International Studies to convert their 4 level courses to ZTC. Our WL program is working towards meeting the 2024-2025 President's Goals # 1 and # 3.

What institutional-level **barriers or challenges** prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

Program /Area Name	What institutional-level barriers or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
American Sign Language	Chabot should add more marketing to bring more students into ASL classes.
English	Sometimes DSPS and LNSK services can feel siloed—LNSK enrollment is down, and students miss the opportunity to learn about and access services that could help and also don't have system for warm-handoff; lack of instructional aid in the WRAC center and reduced load for WRAC coordination negatively impacts services; continued need for professional development in online teaching; lack of physical bookstore for students to purchase/rent/borrow print copies of course texts; lack of non-instructional CAH for coordinating positions; the course capacity for ENGL 1 at 28 is too high—well above the national recommendations for FYC. Coordination with Counseling Department—Faculty report encountering students who have not yet taken ESL courses available that would greatly increase their success in English courses. We need a more proactive institutional response to the use of AI in classes—opportunities for student learning, as well as detection and deterrence for cases of cheating. The college's budgeting/planning practices. As one example, Puente wanted to purchase books for our students this fall, but the budget wasn't approved by the college (or district?) until VERY late, so our PO didn't get approved. We are still waiting for PO approval to order books, but it's now the end of Week 6, so we can only purchase one book for our students instead of two.

English as a Second Language	We continue to need more staff. Even with a new full-time hire, we are three people running a department that was originally four full-timers. With enrollment increasing so quickly, we are having difficulty finding staff for all our classes. This limits our enrollment and our opportunities for running courses off site in libraries, adult schools and high schools. We also believe the next natural step in serving large numbers of noncredit students at the college is to develop more CTE pathways with English Learners in mind. This can't happen without another faculty. Another institutional barrier we have faced with regards to the noncredit program is the process for awarding noncredit certificates. The college has started automatically awarding transcripted, credit certificates, but not for noncredit certificates, like those we offer in the ESL program. The certificate request process does not work for our student population. Students are earning ESL certificates in large numbers, but most students do not receive them. Since we launched the noncredit program in Spring 22, only forty-four students have successfully filled out the paperwork to receive their official certificates. During the 2023-24 school year alone, we estimate around 100 students qualified for ESL program certificates. We have done our part to increase those numbers. Teachers bring the degree request paperwork to class and work with students to make sure forms are correctly filled out. There are many reasons this process is a particular challenge for our population. The forms are not user friendly, even for native speakers, and even slight errors will cause a form to go unprocessed, such as putting a check mark instead of your initials in a series of boxes. Students are further deterred by having a submission deadline long before they know if they are passing a class. We need a streamlined, automated process that honors the work students have done. Our current workaround puts the burden on our Noncredit Faculty Lead to input student grades by hand into a spread sheet, and we present honorary certificates while student negotiate the official request process. It is very time-consuming and prone to errors. Students are extremely upset when they don't receive the recognition they deserve at our certificate celebration. It diminishes their pride in the work they have done and disincentivizes others from working towards a certificate they may never receive.
Learning Skills	The WRAC services
Library	N/A

1. Registration Barriers for Online Courses:
Restrictive opportunity for students to verify ID (only in-person during open hours 9am-4pm) prevent students registering for online courses to go through the registration process successfully. The typical student population signing up for online courses is not available during working hours and cannot come on campus. This process should be made available via online (i.e. Zoom) or email to facilitate registration for non-traditional-working students.

2. 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.

3. 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.

World Languages

4. Need for professional WL website
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.).

5. 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.

6. 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.

Regarding Students in Reaching their Educational Goals

From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep doing**?)

6 Responses

Program/Area Name	From your vantage point, what does Chabot do that is particularly helpful to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should keep doing?)
American Sign Language	Students are helped because of the environment of support and teamwork. In-person classes make a better learning environment for SL classes.
English	Outreach and programs to provide practical basic-needs, counseling, and academic support; groups and learning communities to serve students and make home on campus;
English as a Second Language	Our students benefit from specialized, high-touch support like drop in help at Online Services, El Centro, and the Welcome Center. The quality of service has continued to grow in all of these areas and our students are very appreciative. The folks in the Assessment Center, Katrin and Antonio, are invaluable partners in the ESL student assessment and placement process. They expertly manage student appointments and administer the first part of the placement process, the ACUPLACER online sentence completion test. Our students also benefit from having educational pathways that include both credit and noncredit classes. The college has been very supportive of our noncredit program and expansion, allowing us to offer more classes each semester as demand increased. Most significantly, our students benefit from the accessibility of basic needs services. Many of our students make use of the food pantry, the health center, dental cleanings, and direct student aid. The more we can support students with food insecurity and financial stressors, the more our students will thrive.
Learning Skills	Keep supporting all students' success at all levels of academic ability through continued supports through counseling, ability for students to add/drop classes throughout the withdraw deadline, and with the adoption of Canvas.
Library	Providing basic needs, learning communities, OER/ZTC, free student printing, textbook reserve loans in the library, building a new student-centered space – B600, where students can reserve study room space and utilize materials and tutoring services.

World Languages	During daytime, Chabot offers in-person/online tutoring via the Learning Connection, which proves to be a successful program to WL courses. However, 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.

From your vantage point, what does Chabot do or NOT do that is a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop doing or change** to better support our students?)

6 Responses

Program /Area Name	From your vantage point, what does Chabot do or NOT do that is a hindrance to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should stop doing or change to better support our students?)
American Sign Language	Online in canvas: Students struggle with the technology and find it difficult to attend office hours online.
English	Registration and enrollment process and platforms; financial aid communication and disbursement (students threatened with being dropped because aid not disbursement; lack physical bookstore; transportation to campus; accessing and utilizing resources adequately

First of all, the data collected and used by the college to identify low income and disproportionally impacted groups is centered from the perspective of native-born American citizens. Our current student population in the ESL program has a significant number of noncredit and undocumented students who cannot or do not need to fill out a FAFSA. However the college mainly identifies low-income students using FAFSA data, so the level of financial need of students in our department is not captured. Similarly, the college primarily gathers information on race to identify marginalized student groups. We would argue most first-generation immigrants, refugees and asylees face considerable barriers in this country, yet these groups are not named in any equity statements or projects at the college. On Chabot's basic needs application, there is the option for students to check a box for "international student," but nothing to indicate immigrant or refugee. International students have student visas and plan to return to their country after studying in the US; these are generally not students with financial need. The ESL department does not serve international students. We reached out several times to clarify if this was a terminology error on the special needs application and never received a reply. In addition, the categories for race used at Chabot force Middle Eastern and North African students, including Afghans, Egyptians, Syrians and Palestinians, to check White or Asian. Obviously, the needs of a white, American-born, English-speaking college student and those of an Afghan-born, Dari-speaking refugee are extremely different, but our data does not distinguish. We also see confusion from our Afro-Latin students when faced with boxes that say Latinx or African American but never Afro-Latin. By not collecting more appropriate data about our students' needs, backgrounds, or identities, their voices are made invisible.

English as a Second Language

The main area where we feel ESL student success is unsupported at the institutional level is in CAH for coordination. This impacts how much support we can provide to our vulnerable student populations. In many ways, the ESL department operates as a mini college within the college, running our own recruitment efforts, program orientation, assessment process, and certificate/graduation ceremony. We will elaborate on just one of these extra duties, the assessment process, which requires training and staffing faculty placement guides and student assistants, coordinating schedules with the assessment center staff, working with ORPIE to collect data for AB705 compliance, monitoring testing requirements from the Chancellor's office, and redesigning and testing the validity of our assessment process every time the state makes a change. It is an enormous task mandated by the state that is not factored into our general coordination hours.

We are also serving significantly more students and managing more part-time teachers each cycle because the demand for our program has skyrocketed so significantly. Since the launch of our noncredit program in Spring of 22, total ESL enrollments and part-time staff have doubled. The noncredit program has opened the doors to more marginalized groups to attend college. We have doubled the number of undocumented students and seen a sharp increase in our refugee and Latinx populations. These are students who need more hands-on support and follow-up care. While our program has doubled, the CAH/semester for general coordination has remained extremely low. This fall we have had a slight increase from 1 to 1.5. Both numbers are woefully inadequate. Luckily, we have been able to supplement it with funding from TRIO because otherwise we simply could not run this program. However, TRIO funding is unstable and may not continue to cover our needs. The college cannot expect us to keep growing without giving us the sustainable support system of dedicated reassign time. If the college really cares about ESL students and the faculty that supports them, we need real coordination time institutionalized at the administrative level.

Learning Skills	In the past the Learning Skills team made strong feelings known that changes to the established schedule can be a hindrance to students with disabilities. With the adoption of AB705 Chabot no longer does any assessments of students for placement and has thereby created a hindrance for students to be quickly identified as potentially being able to be eligible for accommodations based on a learning disability.
Library	Technology support/updated systems, difficult username/email addresses and hard for users to access. Evaluate and prioritize students' technological needs; invest in and coordinate laptop lending across the college. Assess having a laptop lending program versus providing students a lower cost laptop that they can keep and use during their time at the college. This will support student learning and potentially incentivize enrollment. Develop ownership, leadership, and accountability for college-wide projects.
World Languages	As indicated on past student satisfaction surveys and the last student experiences survey (spring 2022), the high-cost textbook impacts students' decision to enroll. Students surveyed indicate that "having zero or low cost textbooks in a course section would positively influence their decision to sign up for a course section" (74% of students strongly agree or somewhat agree). The cost of course materials has resulted in taking fewer classes (53%), dropping a class (28%), receiving a lower grade in the course (22%), not purchasing required course materials (53%), and not purchasing other essential personal items (36%). 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.

Responses on Academic Programs/Disciplines Data

FTES (Full-Time Equivalent Students) and Enrollment

Compared to the college, did your program:

3 Responses

Have a more negative trend than the college	0
Have the same trend as the college	3
Have a more positive trend than the college	0
Other	0

0   1   2   3

Please provide a brief explanation that would help the college understand these trends in your program (e.g., tangible reasons for the increase or decrease).

6 Responses

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in your program.
American Sign Language	SL enrollment when down in 2022, but has steadily increased since then. Dual enrollment has also helped to surpass our 2021 totals.
English	Follows overall changes in enrollment at college. ENGL 1, 4A, 7A are GEs and make up most of our enrollment.
English as a Second Language	The college FTES increase SP22-SP 24 is 16% compared to 23.5% in ESL. Many Bay Area schools serving English language learners have seen an increase in enrollment. However, the growth of the Chabot ESL program has been astronomical. We attribute the disproportionate enrollment gains to our 2021-2023 PAR goals: outreach, removing barriers to enrollment with our highly supportive assessment and placement process, and the rollout of our noncredit program.
Learning Skills	From Fall 21 - Spring 22 the LNSK population increased from about .45% to .45% of the Chabot College population while the population of the whole of Chabot decreased by about 10.9%. From Spring 22 - Fall 22 the LNSK population increased from about .475% to .55% of the Chabot College population while the population of the whole of Chabot increased by about 12.8%. From Fall 22 - Spring 23 -the LNSK population decreased from about .55% to .5% of the Chabot College population while the population of the whole of Chabot decreased by about 4.6%. From Spring 23 - Fall 23 the LNSK population increased from about .5% to .55% of the Chabot College population while the population of the whole of Chabot increased by about 19.5%. The special education population of students in learning skills classes stays between about .45% - .55% of the whole of Chabot's student population as that population increases and decreases.
Library	N/A
World Languages	Post-COVID, the WL department has diversified the class offerings by providing several late start courses, a night class for Spanish 1A, X-listing Japanese 2A/2B so that they can be offered consistently to help students complete the sequence.

As noted above, enrollments impact our funding. Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

6 Responses

Program/Area Name	Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
American Sign Language	SL 66/67 - the capstone courses. We hope more students will grow up in the future certificate of ASL.
English	The courses that do not fill to capacity are our Literature courses. The class capacity for these courses is 44, which is high compared nation-wide practice of course cap in the discipline. However, there are few of these sections compared to overall department offerings, and they are necessary for degree completion. Our overall productivity is high.
English as a Second Language	The only classes which have consistently not filled to capacity are our advanced credit classes (15A, 15B, 16A and 16B). These classes took a large hit due to AB705's mandate to steer high school grads directly to English 1, bypassing advanced ESL. We have not had the bandwidth to fully investigate and address the causes of low enrollment at the top of our program, but we have made some strides. This Fall we have the highest enrollment in 15A and 16B since the launch of these classes in 2020 and 2021. We believe it is connected to the close working relationship we have built with the high school newcomer programs at San Lorenzo and Tennyson and greatly enhanced through the efforts of Robin Galas. It is also likely because our enrollment has exploded in the lower levels of the program, and these students are just now making their way to the top levels. We are very interested in finding ways to support more retention through our program into advanced ESL and beyond. I also want to point out that the enrollment in our mirrored classes erroneously appears low because the classes (ESL 110A and 240A, 110B and 240B) are counted separately, when they are, in reality, one combined class with a total enrollment cap of 25.
Learning Skills	LNSK 116, 117 appear to struggle with enrollment the most. Perhaps due to the changing student population and removal of assessments to enter Chabot. LNSK 100, 101, and 102 are relatively new to the LNSK program. LNSK 118, 119, 120, and 121 have large swings in enrollment based on student need and schedule availability.
Library	N/A

World Languages	Although the in-person sections have not been filled, we still support the need to serve all students in diverse modes of instruction. The WL department is also starting to offer back conversation classes to serve the general population. These classes are taking some time to be known among our community.

Is there anything faculty in your program would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format (in-person, hybrid, online) of low fill-rate classes)

*productivity=(FTES or WSCH)/FTEF

6 Responses

Program/Area Name	Is there anything faculty in your program would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning?
American Sign Language	Certificate, ASL social, and ASL club will be help more students program would consider doing to improve.
English	Changing format for literature courses, offer more: hybrid/online courses, also increase offerings of days/times. Promoting and advertising courses.
English as a Second Language	We are very responsive to fill rates and make adjustments to modality and class day and time whenever necessary. For instance, we discovered our Wednesday afternoon classes were not filling due to the early release time in the elementary schools. Many of our students are parents, and they have to pick up their children around the noon hour. As a result, we switched our afternoon sections to Tues and Thurs to positive effect. We will continue to make these types of adjustments to best serve our local immigrant and refugee communities. Teachers in our program often accept additional students in their classes, but the freedom to make that choice is a contractional right of faculty.
Learning Skills	For all LNSK courses we never limited the enrollment and have always added students into the class throughout the course semester. The reflection of census data may not truly reflect a Learning Skills course enrollment as students often add into these courses after census when they realize they require additional supports or if they drop a general education class and then come to Learning Skills. Learning Skills faculty can reach out more to other faculty members to reach out for more students.

Library	N/A
World Languages	The WL department has continuously responded favorably to adding a few students when needed in first-semester courses. In addition, the WL is committed to provide ZTC courses that support students in completing their educational goals.

Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.

6 Responses

Program/Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
American Sign Language	ASL 64 and 65 - required general (category)
English	ENGL 1, ENGL 4A often have waiting lists. English 7A fills, with fewer waitlists English 11, 12, and 13 have high fill rates; these are our creative writing classes. English 22, 31, and 32 have high fill rates, out of our creative writing classes.
English as a Second Language	We have seen increasingly full rosters with waitlists for the noncredit classes and mirrors: ESL 110A/240A; ESL 110B/240B; ESL 210, 220 and 230; ESL 242A and B. We have tried to expand to meet the demand but are struggling to keep up due to lack of staffing.
Learning Skills	LNSK 116 has developed a waitlist, but perhaps since it is a late start class no one has been added from the waitlist. Perhaps the waitlist was impacted by bots/fake students.
Library	N/A
World Languages	The first-semester courses tend to generate the highest level of enrolled students and at times with waitlists.

Enrollment Disaggregation

The representation of traditionally underrepresented race/ethnicity/gender student groups in our **program/major** compared to our industry/field:
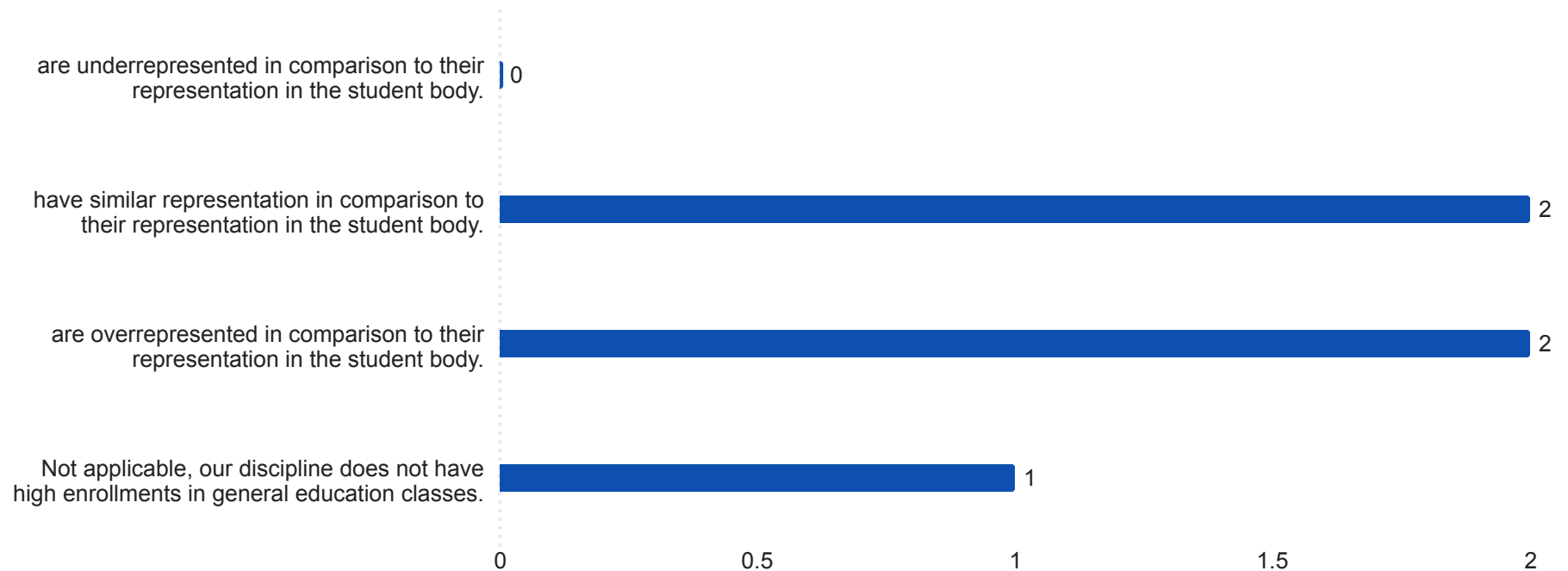
5 Responses

could be improved - our courses are less diverse than the industry/field. | 0

is reflective of the representation in the industry/field. | 3

is outstanding - our courses are increasing the diversity of the field. | 2

0   1   2   3

For programs/disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups in your general education classes to the overall student body population. Traditionally underrepresented student groups in our **general education** classes:

5 Responses

Response	Count
are underrepresented in comparison to their representation in the student body.	0
have similar representation in comparison to their representation in the student body.	2
are overrepresented in comparison to their representation in the student body.	2
Not applicable, our discipline does not have high enrollments in general education classes.	1

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of traditionally underrepresented student groups in your discipline/major and, if applicable, general education classes at Chabot).

6 Responses

| Program/Area Name	A brief explanation
American Sign Language	Latinx/Chicanx and more women than men
English	For English, we do not have numbers to assess whether enrollments match the numbers in industry/fields (as the industries are so varied). However, compared to college average a notable difference are the underrepresentation of Asian American students in English program courses (non-GE courses). Student enrollment of traditionally represented groups in GE classes (ENGL 1, 4A, 7A) is similar to college rates (one exception is that Latinx students enroll at about 5% higher rates than college average, while white students enroll at about 5% lower than the college average). This may be due to the way that students can test out of ENGL 1 through high school AP exams, dependent on access to those AP programs at various high schools.
English as a Second Language	N/A
Learning Skills	The learning skills program is open to all students, but has been designed by special education instructors for the benefit of students with disabilities. Students from underrepresented groups in society, such as racial and ethnic minorities, students from low-income backgrounds, and those with disabilities, often face systemic challenges that contribute to their overrepresentation in special education and thus learning skills courses as in comparison to their representation in the student body. There are several factors contributing to this trend: bias and misidentification, socioeconomic factors, cultural differences and language barriers, disproportionate discipline, and access to resources.
Library	N/A

World Languages — As a Hispanic Serving Institution, our WL courses (specifically French and Spanish) aligned with the college's student body population.
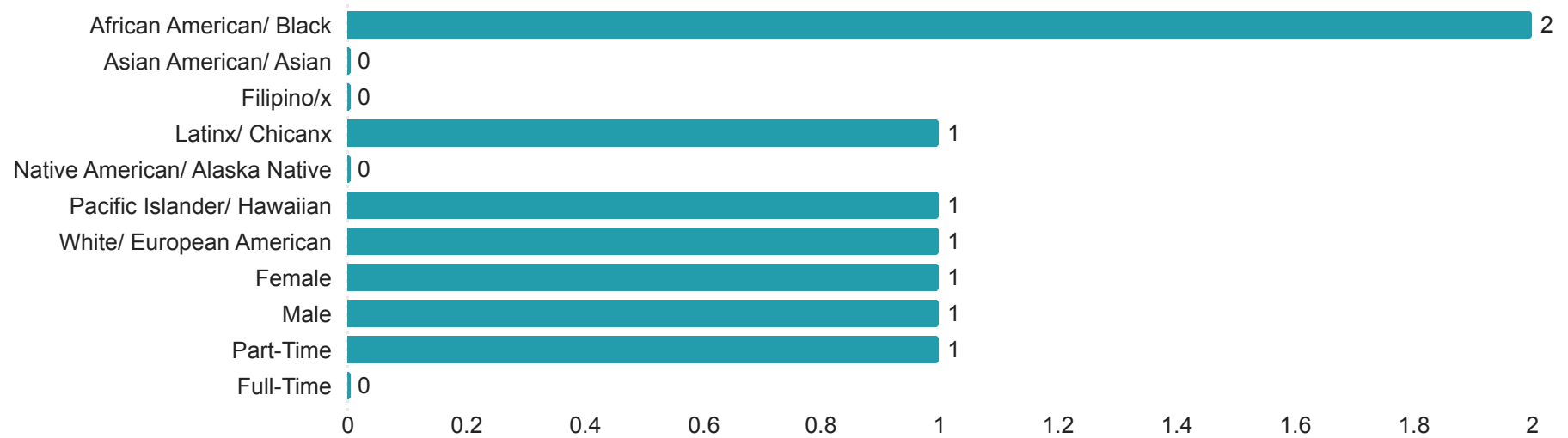
Course Success Rates

Over the past three years, how have course success rates in your discipline changed? Course success rates have:

5 Responses

	Decreased	Stayed roughly the same	Increased
Count	1	1	3
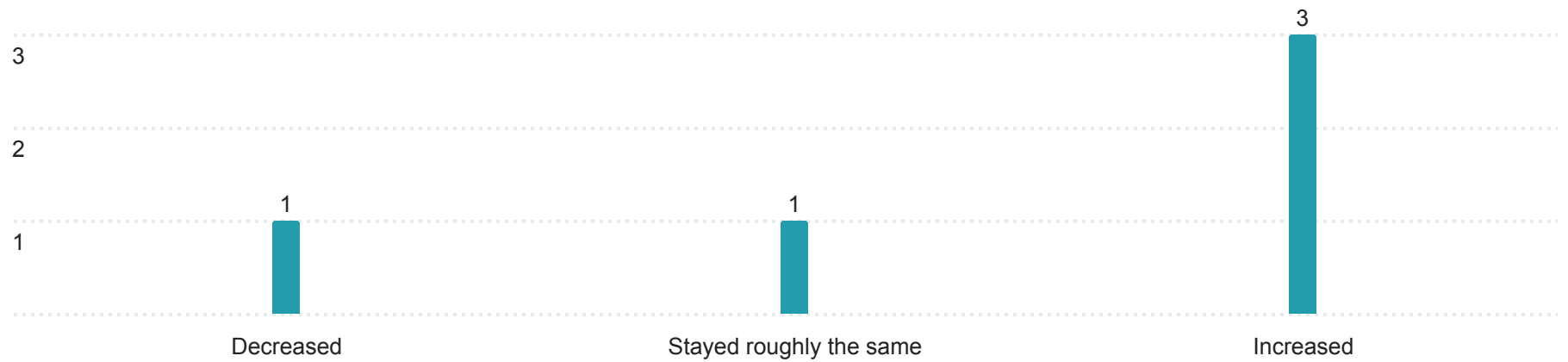
Check all groups that are succeeding at lower rates than students from other racial/ethnic, gender, full-time part-time groups, or the overall college average):

3 Responses

Group	Value
African American/ Black	2
Asian American/ Asian	0
Filipino/x	0
Latinx/ Chicanx	1
Native American/ Alaska Native	0
Pacific Islander/ Hawaiian	1
White/ European American	1
Female	1
Male	1
Part-Time	1
Full-Time	0

Please add any other groups that succeed at lower rates not included above. And provide a brief explanation that would help the college understand the trends in overall course success rates or any student groups that succeed at lower rates:
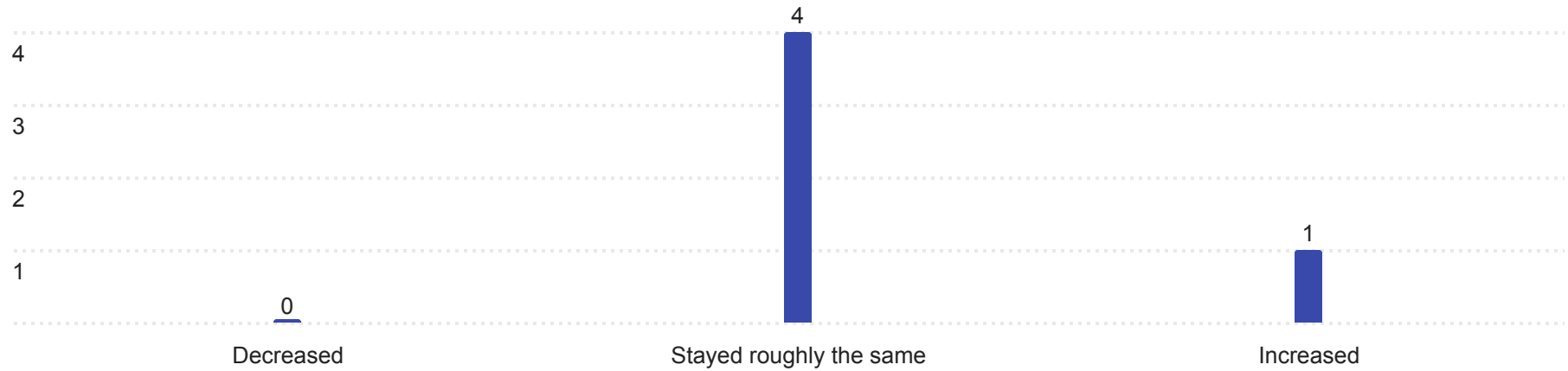
6 Responses

Program/Area Name	Comment/Explain
American Sign Language	N/A

English	Non-binary: succeeds at lower rates. Part-time students: Often more of a school/life balance and have less access to support/ resources. African American/Black, Pacific Islander/Hawaiian, and Latinx students: the disparities seem to mirror that of the disparities in our U.S. educational system. However, programs like Puente, Movement, and Umoja that promote community building and culturally responsive teaching are proof for the program that you can increase success rates of these students.
English as a Second Language	Our fully credit ESL success rates have remained very steady. Our noncredit and mirrored classes have fluctuated a lot with an overall down trend over the last year. I think this is due to how new this program is (launched in Spring 2022) and the calibrations we have made recently to align passing scores to the skills needed to be prepared for the next level. Disaggregation by race does not show any group succeeding at substantially lower rates. "White," in ESL context is largely Afghan, student success rates have fluctuated upward less than others. The Afghan population is a relatively new immigrant group in the area, and they are dealing with an overabundance of destabilizing factors: housing insecurity, trauma, frequent immigration appointments and lack of an established Afghan community to lend support. Male students in our program have substantially lower success rates than women. This is true in credit and noncredit ESL. The average age of our ESL program is notably higher than the college as a whole, and many of our students are working parents. Many come from countries with traditional gender roles, and we see that our male students have more pressure to prioritize taking care of their families financially. They often struggle to balance full-time jobs with school.
Learning Skills	The ethnic, age, and gender success rates do not appear to indicate a substantial gap one way or another, perhaps this is due to the small size of the population which allows for a single individual to change results from one semester to another. As a whole, the learning skills population exists as a group between numbering between as low as 120 in Spring 22 and as high as 181 individuals in Fall of 2023. Within a particular section of a course the success rates of an identified group as noted in the check boxes above will swing up or down based on one or two students from an identified population. With such a low sample size the learning skills department as a team agrees a statistical comparison based on these data may not be significant enough for planning.
Library	N/A
World Languages	Overall, the WL course success rates have increased in the last three years (fall 2021 with 54% to spring 2024 with 67%). While the overall college success rate is at 74% (spring 2024), it is normal for the WL rates to be lower as the first-semester courses are usually attempted by first-semester college students. The WL withdrawal has been trending lower each semester for the past 3 years and for spring 2024 was at 23% compared to fall 2023 at 31%. The non-success data indicates that the WL rate is lower (11%) than the college average (13%).

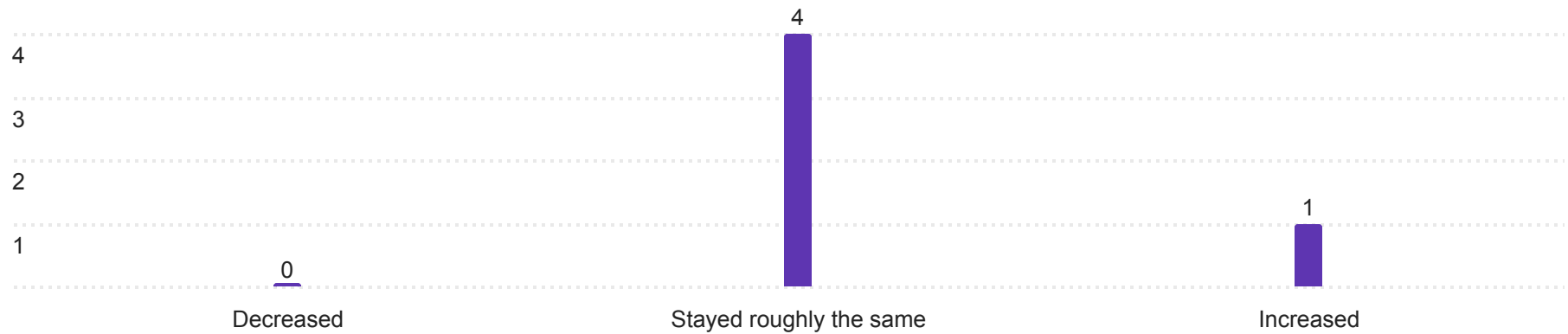_Program Completion (AD-Ts, AA/AS, Chancellor-approved Certificates_

Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

5 Responses

Over the past 3 years, what is the trend in **Chancellor-Approved** certificates (the ones that count for funding in the SCFF) awarded in your program(s)?

5 Responses

Please provide a brief explanation that would help the college understand these trends in degree and certificate completion in your program (e.g., tangible reasons for the increase or decrease).

6 Responses

Program/Area Name	A brief explanation
American Sign Language	The Certificate will begin in Fall 2025.
English	There is a clear 2020-2021 COVID-19 drop in degrees and certificates; the increase over the last 3 years is a return to pre-pandemic numbers.
English as a Second Language	We don't have degrees or Chancellor-Approved certificates.
Learning Skills	No degrees/programs.
Library	N/A
World Languages	The WL department currently has 1 transfer degree (Spanish AAT), 2 local degrees (French AA and Spanish AA), and 8 certificates of achievement (COA in Chinese, French, Japanese and Spanish; COA in International Entrepreneur in Chinese, French, Japanese, and Spanish). Since the launch of the new COAs in 2019, we have seen an increased number of COAs completed. In Chinese and Japanese, where there are no degrees, the COAs have been the only tangible way to track completion of the language sequence. The department is committed to serve students with degrees and certificates in all languages and cross-disciplines (Entrepreneurship). An effort to promote these degrees and certificates is taken each semester to reach out to second-year students to let them know about the deadlines for applying to degrees.

If your program does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)

6 Responses

Program/Area Name	A brief explanation/ Data
American Sign Language	N/A
English	N/A
English as a Second Language	We started new noncredit certificate programs in 2022 with the launch of our noncredit program. Since then, 46 students have received certificates in Preparation for Academic English, Low Intermediate ESL and Intermediate ESL. We believe hundreds more are eligible but have not applied.
Learning Skills	N/A
Library	N/A
World Languages	N/A

In your experience, what barriers to program completion may be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

6 Responses

Program/Area Name	Barriers to program completion that may be disproportionately experienced by students from a particular demographic group
American Sign Language	N/A
English	Course availability: times/semester and modality hinder degree completion.
English as a Second Language	We do not have credit certificates or degrees, so for us program completion literally means finishing the top levels of ESL (15A and 15B). We see students stalling out at the top of the noncredit program and we believe it is related to lack of funding for credit classes. A huge barrier to program completion is the high cost of classes for students with nonresident status. 22% of our students are undocumented and are classified as nonresidents indefinitely unless they can qualify for AB540. We also believe our students are not aware of the degree, certificate and internship opportunities available to them if they complete our program and move into other college programs.
Learning Skills	N/A
Library	N/A
World Languages	Overall, dissemination of the information to apply to degrees and certificates has the biggest impact on students obtaining or not these degrees/certificates. A system automatically awarding students with these degrees/certificates based on fulfilling requirements would eliminate barriers to program completion.

Responses on Equity in Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

6 Responses

Program/Area Name	What barriers, if any, make it difficult for students to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group.
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	Print copies of course reserves provided by instructors are only available for students on campus. Students taking online courses cannot access course reserves textbooks if they do not come to campus in person.
World Languages	N/A

Can students access your services: 1) during the day or 2) in the late afternoon/evening/ weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

6 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	The Library & Learning Connection is open M-TH 8:00AM-7:00PM and Friday 8:00AM-3:00PM. Our peak traffic hours are M-TH 9AM-3PM. We do not offer weekend hours at this time because of lack of staffing and low student use in the past. Students can access the library website to learn about our services, browse our collections, review and cite resources from our online databases and media, schedule study rooms, manage their library accounts, and have access to reference librarian chat services 24/7.
World Languages	N/A

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

6 Responses

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	Access to laptops and hotspots for semester long loans. The library has 85 laptops and 50 hotspots and a current waiting list of 62 individuals for hotspot and 89 for laptops as of October 2024. Each semester students' demand for laptops and hotspots exceeds our inventory. We also do not have a set equipment budget to replace or add to our inventory, we must request funds via program and area review. As of Spring 2023, 20% of our students who responded to the Student Satisfaction Survey have used our laptop/hotspot loaner program.
World Languages	N/A

Responses on Staffing Analysis

Trends in staffing:

Program/Area Name	Full-time Faculty	Part-time Faculty	Full-time Classified Professionals	Part-time Permanent or Hourly Classified Professionals	Student Employees	Independent Contractors/Professional Experts
American Sign Language	1	1	0	0	0	0
English	18	34	1	15	15	N/A
English as a Second Language	3	15	N/A	N/A	4	N/A
Learning Skills	2	1	2	0	0	0
Library	5	4	5	1 (one employee is 20 hours for the library and 20 hours for the learning connection)	5-7	N/A
World Languages	3	4	N/A	N/A	N/A	N/A

Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?

Program/Area Name	Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
American Sign Language	Hopefully hire part-time Spring 2025
English	Enrollment numbers in our courses are increasing by about 3% each year, while our Full-time Faculty numbers are flat. This means that as we open new sections of English 1 to accommodate increased enrollment, and decreasing proportion of sections are taught by Full-time Faculty.
English as a Second Language	Both FTES and staff has increased sharply over the last 3 years. However, most of the added staffing has been in adjunct positions. Our full-time instructors teach just 27% of the units in our discipline right now. Part time faculty are shouldering 73% of the load, leaving us in an unstable situation.
Learning Skills	The learning skills instructional staff has had 2 full time and 1 part instructors since I have been working at Chabot. One part time instructor has retired since I have been at Chabot and that position has been replaced with another part time instructor. Enrollment in the learning skills courses consistently stays within a tenth of a percentage point as compared to the Chabot population as a whole.
Library	N/A
World Languages	The WL department has increased its PT staffing to respond to the FTES/enrollment needs.

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

6 Responses

Program/ Area Name	Changes comparison
American Sign Language	N/A
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
Library	In person student visits have increased over the start of the past three summer/fall semesters (July-Sept) numbers: fall 2022 8,444, fall 2023 (B100) 10,573 (B100) and fall 2024 (B600) 38,866. Students visits increased once more in-person classes were offered coming out of the pandemic and the move to B600 really increased the number of students entering the Library and Learning Connection to access services. Staffing levels have slightly increased for the library as we were able to augment a Library Technician position from 26 hours per week, 10-months, to full-time about one year ago. As we adjust to providing new services and managing a larger building, we will be able to better identify additional staffing needs but can clearly see the need to request an additional full-time Library Technician (classified professional) to support the additional request for services and management of a larger building. We have one full-time faculty librarian that is retiring in July 2025 and replacing that position will be essential.
World Languages	N/A

Compare the representation of traditionally underrepresented populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?
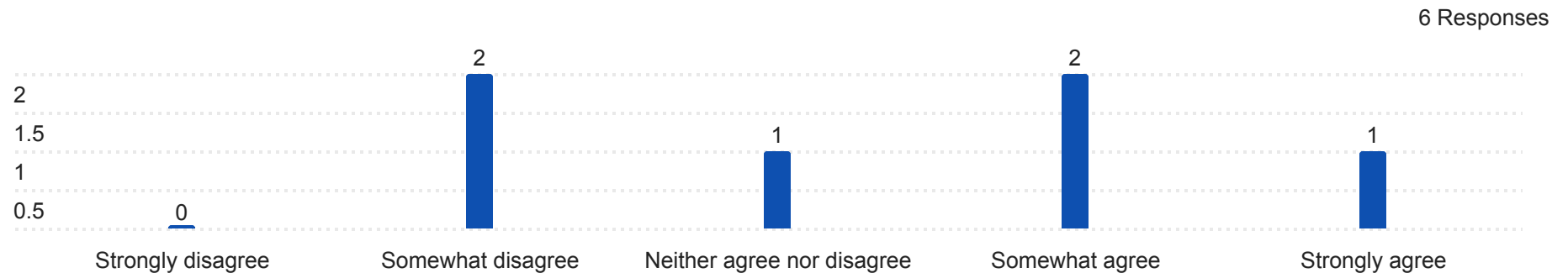
6 Responses

Program/Area Name	Comparison
American Sign Language	N/A
English	English faculty, staff, and the administrator (dean) do not reflect the student body. White faculty are significantly overrepresented; Black full-time faculty are overrepresented compared to student population; Asian American and Latinx faculty are underrepresented compared to students. Recent hiring in FT and PT have resulted in a small movement toward more representative Asian American and Latinx faculty.
English as a Second Language	Our faculty are 38% Asian, 7% Latinx and 60% white. Ideally, we would like to have more representation of Latinx and Black teachers. One of our fulltime faculty attended the workshop this semester on hiring practices and we have implemented some of the recommendations. We need to do a better job of recruiting diverse applicants and just more applicants overall. One thing I am proud of is that 50% of the teachers in our department are first generation immigrants and just under 50% speak a language other than English in their home. This diversity is unique in comparison to other ESL departments in the area and keeps our program in touch with the experiences of our students.
Learning Skills	N/A
Library	N/A
World Languages	The WL department faculty has always been very diverse and is representative of the student population we serve.

Responses on Department/Program/Area Needs

Technology

The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

6 Responses

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
0	2	1	2	1

If you strongly disagree or somewhat disagree, please explain.
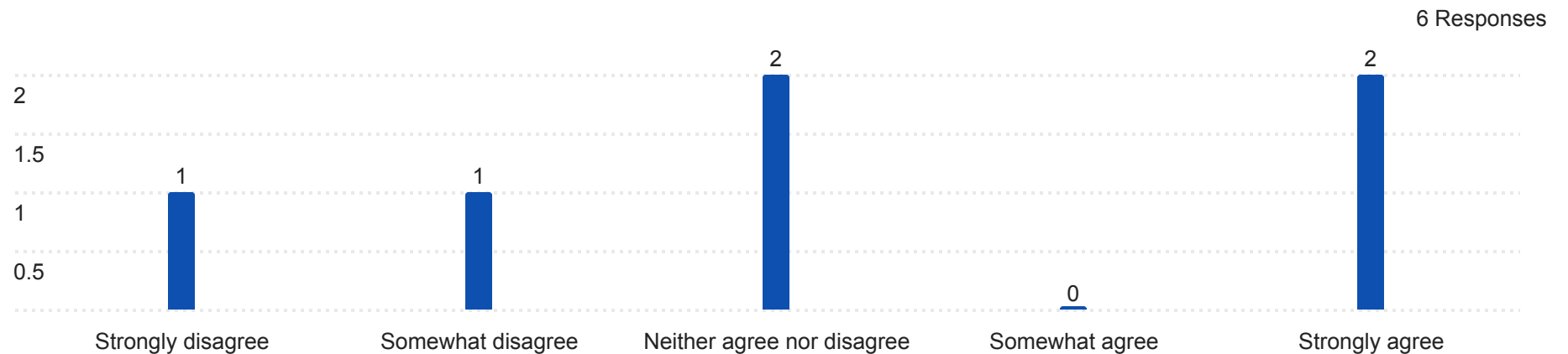
6 Responses

Program/Area Name	Explanation
American Sign Language	N/A
English	English would like more access to computers in classrooms and/or computer labs.
English as a Second Language	Our designated computer lab in C600 06-254 has 27 computers and some of our classes have 30 students. We need more stations to comfortably bring all our classes to the lab. We would like to add several technology-based objectives to our course outlines, and this would help us to do so.
Learning Skills	N/A

Library	N/A
World Languages	N/A

Facilities

The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

6 Responses

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	1	1	2	0	2

If you strongly disagree or somewhat disagree, please explain.

6 Responses

Program/Area Name	Explaination
American Sign Language	N/A
English	N/A

English as a Second Language	The ESL department is 73% part-time, and nearly half the staff has joined the department in the past 2 years. In the previous 4 semesters, our part-time faculty used 2 open office spaces on our 453 hallway. The result was an increase in full-time/part-time interaction, and we believe that has led to important gains in program continuity. It is also an important part of adjunct faculty satisfaction. Part-time faculty have frequently mentioned that having a designated space and the ability to communicate and collaborate more naturally with full-time faculty has made them feel more included and respected in the department. We have lost most of the open office spaces on our hallway, and now have just one space for 15 part-time faculty. We propose that the college relocate the lactation room 453C and allow ESL to use that space as a second ESL adjunct office space. Or we might share an infrequently used space with RISE or Business Adjuncts.
Learning Skills	Prior to the expansion of the Chabot server room in building 300 Learning Skills used those rooms as our main area of instruction as it had on suite annex rooms to conduct testing as well as house the student files. Now we are spread out across the campus and have to test students individually in building 100 while the class stays in building 800. This creates a geography problem and communication problem slowing down services and fulfillment.
Library	N/A
World Languages	N/A

Responses on Program Maps and Course Scheduling

Are your program maps accurate and up to date?

5 Responses

Does the way your required courses are scheduled generally meet the needs of the students working towards degrees or certificates in your area? In what way could your schedule better meet their needs, and what changes would be needed to ensure students access to the courses they need to complete their program?

6 Responses

Program/Area Name	Explanations
American Sign Language	We added an evening SL class this year.
English	Students who are fully online or evening would not be able to complete a degree or certificate in ENGL. While we do have some online options and one evening course, most core English program courses meet between 9am-3pm Mon-Thurs. If we were able to offer multiple sections per year of some courses, we would be able to offer both online and in-person options. We could consider rotating modalities, but that has been challenging to implement successfully in the past.
English as a Second Language	Our schedule meets the needs of the students; however, there is demand for more sections in all time slots.
Learning Skills	Learning Skills and DSPS are working to review course times and recommendations for smoother transitions and enrollments.
Library	N/A
World Languages	Because of WL certificates and degrees, all semester courses are essential for students to be offered each semester in order to complete their educational goals. Some of the elective courses that students need to complete their language degrees and certificates are not offered every semester which hinders their progress toward completion.