Division: Language Arts

4 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
English	Homeira Elder, Orellana Johnson, Carmen Johnston, and Mark Anderson	Academic Services
English as a Second Language	Erika Lachenmeier, Amanda Price, Linette Escobar, and Chrisanthy Penate	Academic Services
Learning Skills	Heather Clements	Academic Services
World Languages	Caren Parrish and Cristina Moon	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

4 Responses

Name of Program/Area	Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives in our academic and student services and support programs for disproportionately impacted groups.	Increase opportunities for student workforce development. Strengthen career readiness and internships.	Create, improve, and support initiatives and programs targeted at student success and retention.	Expand basic needs resources for all students.	Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value.	Maximize the Student-Centered Funding Formula (SCFF) metrics for college funding by increasing student enrollment, financial aid awards, and student degrees and certificates conferred by the college, while examining the enrollment process, time to completion, outreach and recruitment strategies.
English	Substantial Progress	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	Substantial Progress
English as a Second Language	Minimal Progress	Some Progress	Minimal Progress	Some Progress	Substantial Progress	Substantial Progress
Learning Skills	Substantial Progress	I don’t know/ Too early to tell	Substantial Progress	Full Implementation	I don’t know/ Too early to tell	I don’t know/ Too early to tell
World Languages	Substantial Progress	Minimal Progress	Some Progress	Some Progress	Some Progress	Substantial Progress

4 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.
English	The English Department would like to emphasize the importance of increasing funding for tutoring on campus (in the WRAC and in other tutoring spaces such as the Learning Connection the Comp Lab). Offering tutoring and providing places that welcome students in for tutoring aligns with the President's top priorities (1, 2, 4, 5 and 6) and yet in the Fall 2026 semester, the WRAC Center tutors and embedded tutors were cut to 4 hours/week each. In a recent article in the New York Times about the 30 ideas researchers have identified for helping schools, the top recommendation was quality tutoring. https://www.nytimes.com/2026/09/28/upshot/ideas-fixing-schools-ranked.html Funding cuts for tutoring not only hurts our students who come in for tutoring, and students in classes who benefit immensely from embedded tutor support, but it is not a sustainable job option for excellent student tutors who can't commit to doing this work for so few paid hours ($60 take-home each week?!).
	Why don't we have a clear plan and budget for tutoring? Faculty were instructed to request recommendations for tutors and requests for embedded tutors for fall classes last May. Students interviewed, submitted fingerprints and TB tests over the summer, but weren't actually told if they had employment or how many hours until College Day (2 days before the semester started), and then were offered only 4 hrs per week.
	Our college's commitment to academic excellence, equity, accessibility, fostering belonging, retaining students, and fiscal management must increase funding for learning to support our students.

	Regarding 1 and 3: Our point of view comes from teachers of ESL students. There are a significant number of ESL students at night. ESL students tend to come from disproportionately disadvantaged groups, yet there is very limited support at night across the campus including the library and services in 700 closing early or only open select nights. We have obtained cabinets to hold snacks from the HUB but haven't yet reached an agreement where these students can be supplied with food access when the HUB is closed. We understand this is a possibility as this is something that has been done in the past for student athletes. Additionally, our campus needs more mental health resources and specifically to build some capacity around referrals for non-native speakers. Most importantly, ESL assessment is a shining example of a DEIAB initiative for student success which brings 600 new students through the college doors every year, and it is not receiving fundamental college support. Post covid, we designed a high-touch system of assessment that includes an assessment of their English level, an orientation to the program and college in simple language and registration support. Most importantly, they connect with a teacher and student in the program on day one and immediately foster a sense of belonging. At the end of last year, our infrastructure collapsed. We lost our dedicated computer lab in 700 and our assessment specialist when Katrin Fields retired. We are now competing for space in a regular computer lab while depending on part-time support from a busy counselor assistant who will soon graduate and look for a full counselor job. We are using notoriously unstable grant funding to operate the process and to pay our ESL coordinator for managing the process. It is not a small job to handle room scheduling, staffing of teacher placement guides, hiring and training student assistants and quality oversight, yet was allocated minimal reassign CAH that only covers her basic departmental tasks. It is a dangerously precarious situation for a process that supports a vulnerable and hyper-marginalized student group and adds great value to the college.
English as a Second Language	
Learning Skills	N/A
World Languages	N/A

4 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 goals and college 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.

English	For college decision makers, the English program would like more specific feedback when resource requests are not supported. Yearly, we request support for an Instructional Aide, increased CAH for the WRAC coordinator (WRAC coordinator is allocated fewer CAH than English coordinator, but has a very heavy workload), and more flexibility with tutoring. We believe that these funding investments could be highly leveraged into academic success for our students, especially with AB17015 and the low success rates we see in first-year English. We are not sure how much decision makers are understanding the challenges our students face adapting to first-year English, and how their strong efforts could be leveraged into success with increase for these support positions. Perhaps talking to students who have not passed English C1000 or dropped the course, as well as speaking to those who benefit from tutoring support, would increase urgency for funding these positions. Also, we would advise decision makers to listen to and make changes in response to feedback on workplace culture surveys. Last year there was a Classified workplace survey, and we should be given regular updates on how the college is addressing concerns articulated in that survey and let us know what actions are being implemented. We think it's important to create a campus Workplace climate committee with initiatives that can be implemented. Finally, we advise creating a culture of appreciation that allows for more frequent/regular acknowledgement of work.
English as a Second Language	Regarding 1 and 3. Consider having the library open until nine one day a week for night students to be able to access services and teachers to be able to bring labs. Consider having one night a week where building 700 services are open until 8 and multilingual staff are available to assist students. Assessment services are a critical support for ESL students that affects their success and retention at the college. Please support with the staffing and coordination pay they need to remain a stable entry point for 200 students a year.
Learning Skills	N/A
World Languages	N/A

4 Responses

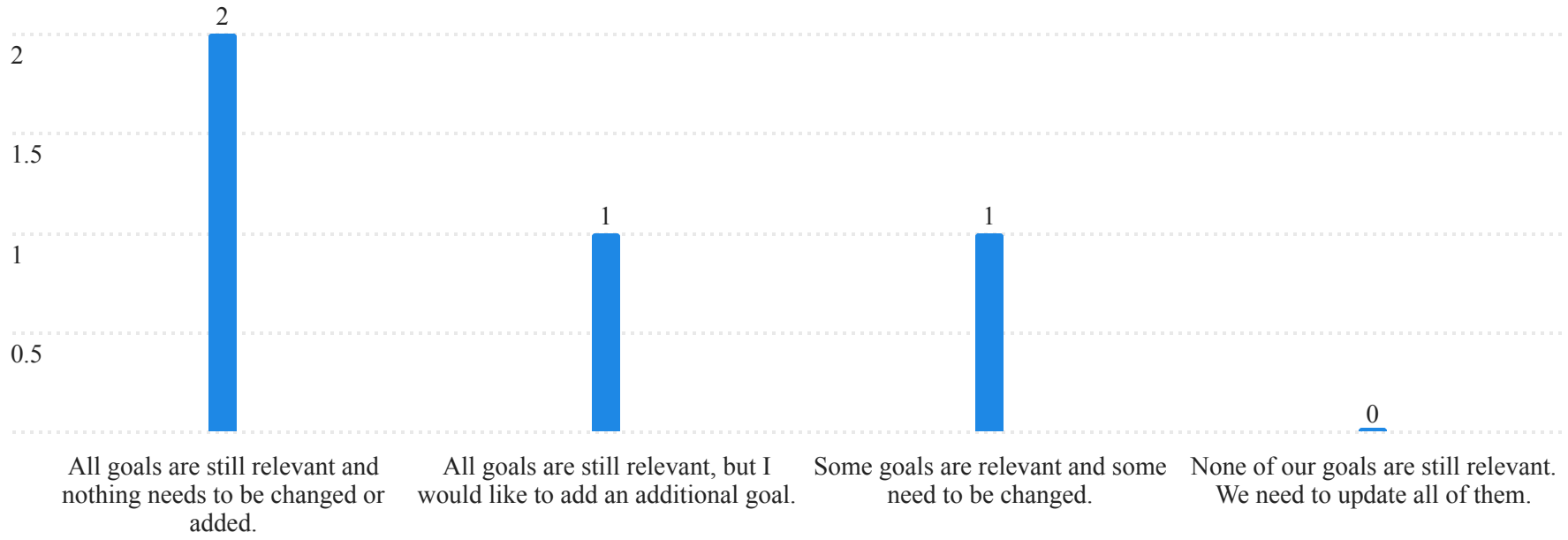
Name of Program/Area	Question: The previous question asked about progress on the 2025-26 President's Goals and College Planning Priorities. This question is about the goals and priorities that the President raised for 2026-27. If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President's Goals and College Planning Priorities, please describe below (optional).
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
World Languages	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that this is the final year of this 3-year PAR cycle to accomplish these goals, please take a look at your goals to determine:

4 Responses



4 Responses

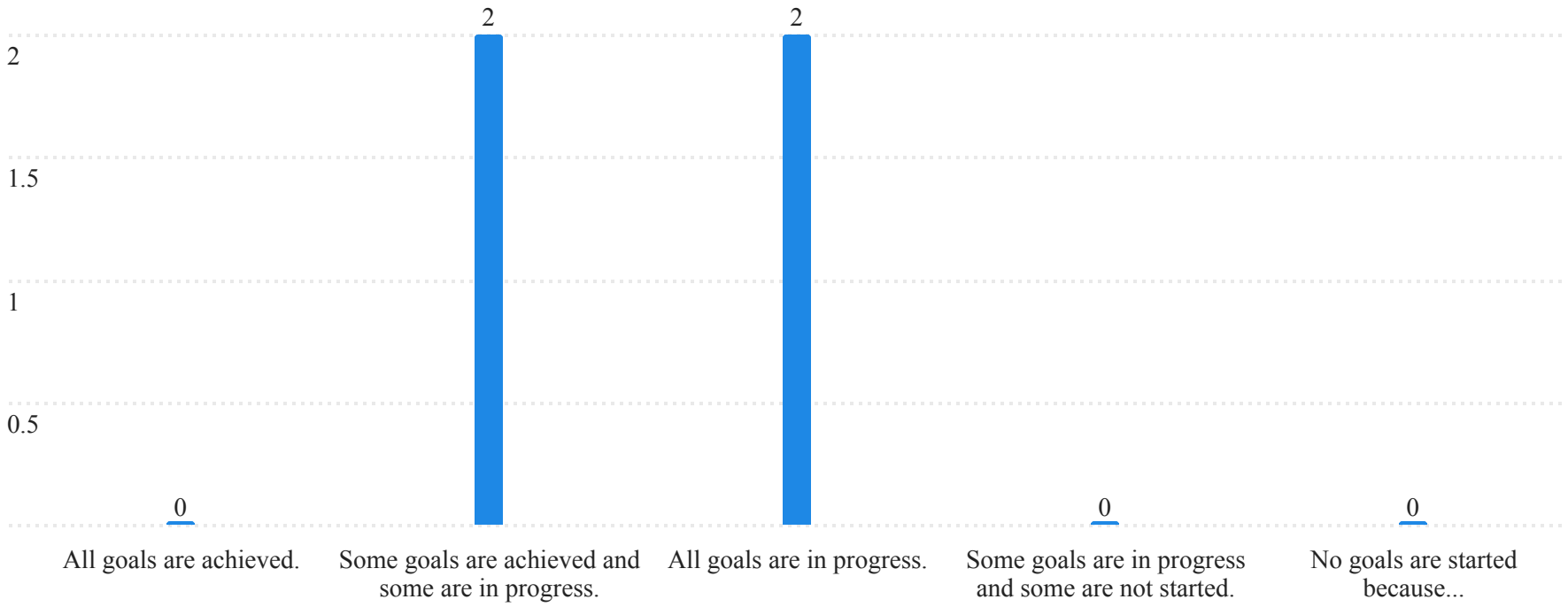
Name of Program/Area	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)
English	N/A
English as a Second Language	N/A
Learning Skills	N/A
World Languages	The WL department is exploring Noncredit courses to mirror the conversation WL courses (3 units).

4 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.)
English	Change Goal #2 – it might be too specific now. Expanded goal: In addition to focusing on English 215 implementation, we aim to implement flex tutoring so that we can offering short-term tutors who can visit classes to assist with writing workshops and revision workshops at high-need portions of the semester.
English as a Second Language	N/A
Learning Skills	N/A
World Languages	N/A

What is the current status of the goals your program/area established in Fall 2024 and updated in Fall 2025?

4 Responses



Reflections on Achievement and Challenges:

4 Responses

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

Success rates for department increased from 64% to 67% from 2023 to Fall 2025

Over the same period, success rates for English 1 increased from 59% to 63%. Success rates for this course directly impact SCFF.

English

In recognition our students' hard work in these courses, Chabot College English department received two Excellence in Placement awards for "Campuswide Success in English and Growth In Transfer-level English Success," as one of the top three California Community Colleges in supporting the highest percentage of students to complete a transfer-level English course within one year of their initial enrollment (academic year 2023-24). The growth award means that Chabot is in the top three California Community Colleges with the highest percentage point growth of students completing a transfer-level English course since the previous academic year (2022-23 to 2023-24).

English electives enrollment trends: In the Spring '25, Fall '26, and Spring '26 semesters we saw year-over-year growth in enrollment of 8%, 29%, and 11%.

Our Part-time hiring of Fall 2024 has added to the diversity of our faculty, in terms of gender, racial and ethnic background, experiences (including a Chabot alumnus), and expertise (experience with writing centers, teaching creative writing, and literature).

English as a Second Language	Goal 1: Connect ESL Students to Services—Most steps accomplished for daytime students. We have standardized the practice of all daytime reading/writing classes in the 210, A and B levels of our program attending orientations in the Gladiator HUB and the Learning Connection every semester. In the A and B level listening/speaking classes, we have integrated student services into the curriculum. Teachers take various approaches, including exposure through a scavenger hunt, student presentations, or class visitations based on surveys of student interest. This semester we are putting the pieces in place to consistently bring a counseling presentations on Chabot certificates and degrees in B and C level listening/speaking classes and to have a financial aid workshop for ESL students transitioning to credit classes. We have so far been unable to expand any service visitations or meaningful connections with evening students. The services are closed, and the shortages in counseling make class visitations a challenge. We will continue to advocate for more opportunities for evening students to take advantage of college services. Part of this goal also included increasing technology skills for ESL students. Starting in Spring 26, ESL daytime classes now bring their class to the ESL computer lab at least once a month. We set up reservations at the beginning of each semester. We have not formalized the focus of these sessions, but teachers report having students practice with Canvas, typing skills, paper formatting, useful websites for English and spelling, and how to register for classes. Our next target is building student usage and understanding of My Portal and Zonemail. We have created ESL friendly handouts about how to register and how to move from the waiting list to the class list. This year we will become more familiar with the system ourselves so we can create easy videos and expand access to instructions in simple English around their use to share with students. Goal 2: Persistence and Completion—Many steps accomplished. This goal centers around retaining more students from level to level in ESL, but also seeing more students move successfully into other college classes. This includes raising awareness of certificates and degrees offered at Chabot. So we are approaching this higher goal from a number of directions. We did an extensive analysis with Alex from ORPIE in Fall 2024 that gave us insights into the pathways ESL students take through our program and into regular classes at Chabot. It showed us where students are entering and exiting the program, the popular certificates and degrees our students tend towards and changes in demographics since 2020. We have made some programmatic changes in response and plan. Right now, the rough annual persistence data suggests our numbers are holding steady or decreasing. We will need to do a much deeper dive into the data with ORPIE to understand the trends and impacts of our work. We plan to follow up the 24 data collection with comparative data in Fall 27. One of the major takeaways from the 2024 data is that our former ESL students are more successful than the college average in English C1000 if they complete even just one of our advanced ESL courses. At the same time, many students were unsuccessfully attempting English C1000 and other challenging college courses, even at very basic levels of English. Anecdotally, we were also talking to ESL students in our lower-level ESL classes who were struggling with their full roster of college classes outside of ESL. We have been very proactive in addressing these issues with counseling over the last AY. We met to discuss our concerns with the dean of counseling, presented at a counselors meeting, and participated in meetings with El Centro and TRIO. One main goal has been to bring more awareness to the ESL program and our assessment process. A core ask is for counselors to send students to get the assessment as a first step when they see signs that communication in English may be a barrier to success. We have also raised counselor awareness of the level of English needed for success in various types of classes and programs. We have encouraged counselors to contact us directly with specific student questions, and we have seen many follow up and reach out over the fall intake cycle. We will continue to forge deeper connections in counseling to help students chose classes they can be successful in. Erika has recently joined the Arts, Media and Communications Pathway team where she can work more closely with two of our liaison counselors, Jasmin and Reena. Besides educating counselors on ESL student needs, we have also focused on raising awareness among English learners on educational opportunities at Chabot beyond English. We mentioned in Goal 1 that we have focused on connecting more ESL students to counseling for help with FAFSA completion, and to set up ed plans as they transfer from ESL to taking other courses in the college. We have commitments from El Centro and TRIO to support counselor visits to C level ESL classes to provide info about popular degree and certificate tracks and facilitate ED plan appointments with individual students. Next we will work on an ESL FAFSA day with multilingual support. Additionally, we have made curricular and programmatic additions to support goal two. Firstly, we extended noncredit mirrors to our high-intermediate level courses (ESL 110C/111B)this semester. Noncredit had previously only been offered up to the intermediate level. We believed it was holding a large number of students back from moving forward into the higher levels of our program, particularly undocumented students who could not afford nonresident tuition. The numbers suggest we were right. This fall we have seen a 42% increase over last fall in the number of students entering our high-intermediate and advanced level classes. Anecdotally, we heard a hugely positive reaction from our students about the change. Spring semester we are piloting an exciting option to provide ESL students with extra support. This is English C1000 for English learners who completed ESL 15A. Our most recent ESL full-time hire has a background in teaching English composition, and she received approval to teach for the English department this fall. We hope this course will encourage more students to make the jump from ESL to further coursework at the college. Two more projects are in curriculum waiting for approval. One is a course designed to introduce ESL students to Chabot's degree and certificate programs for ESL. We look forward to adding this to our schedule in 2028 and believe it will raise ESL student awareness about opportunities within the college. Finally, Dean Pinza took the lead working with ESL, English and World Languages to create an innovative new Multilingual Communication Certificate which includes advanced ESL as an option for coursework. If approved, this will be the first certificate at Chabot and in the region to honor the substantial academic work ESL students do in the classroom. Lastly, we have made it a priority to celebrate student achievement with our end of the year certificate celebration. Amanda and Dean Pinza, along with ORPIE's help, now identify and reach out to certificate earners. At the celebration, we help students fill out the college certificate paperwork, and as a result, we have seen a large increase in certificate earners, shooting up from 21 in 2025 to 95 in 2026.

	In terms of our first Goal, students' success rates climbed to from 83% in Fall 23 to 93% in Fall 25. The reason for the change could be attributed to a couple of factors. We added a new part-time faculty member, which created more diversity in teaching styles. This also allowed full-time faculty to focus on their course load, without being spread thin with a wide range of classes taught.
Learning Skills	The Goal #1 is calling for culturally relevant practices, and we do not have a particular measure for this. However, in the Language Arts classes, the instructor has taken steps toward professional development and implementation to increase their ability to be more culturally responsive. Some UDL strategies that language arts instructors are learning are: 1) using adapted reading versions of novels and audiobooks; 2) using multiple modalities in instruction (group discussions, independent work time, and direct instruction); 3) using printed content materials, videos, and podcasts. For Goal #2 The LNSK has not moved into a new suite. Also, the LNSK team has not engaged in social emotional professional development training.
World Languages	The progress with Zero-Textbook-Cost continue to be promising: * Fall 26, the second-year French courses (FRNC 2A, FRNC 2B) became Zero-Textbook-Cost, * As of fall 26, the first-year Chinese courses are (CHIN 1A, CHIN 1B) are Zero-Textbook-Cost, * Currently working on Conversation courses in French and Spanish to become Zero-Textbook-Cost. We continue to support the Japanese program in implementing OER options for their courses to make Japanese a ZTC pathway. We started exploring options to offer Non-Credit Conversation courses mirroring the credit courses: 50A, 50B, 50C, 50D (3 units). To support initiatives at student success/retention/degrees and COAs completion rates, we are offering as a pilot a French 1A online course over the winter intersession.

4 Responses

Name of Program/Area	What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Some of the main challenges we face in attempting to complete our program goals are connected to student access and participation, staffing and resources. We've made a lot of progress in many areas, and we continue to identify gaps between the support and opportunities we provide and what we hope to achieve.

Academic support is an important area of focus for us. We aspire to do everything in our power to ensure our students success. We would like to strengthen tutoring at the WRAC by having more committed space and technology for writing workshops in computer labs. We also need flexible tutoring opportunities to support short-term embedded, push-in tutoring. Additionally, in the area of support, we need to maximize our 215 enrollments to increase student participation. Funding for the WRAC has been reduced, which has led to a rupture in our programming. Funding also aids Learning Communities who have a home in Language Arts. We lost three faculty last year, and the loss has impacted our capacity to sustain and expand this work.

More time to collaborate around capturing what is happening in the classrooms.

English

Enrollment and degree completion offer another challenge. Our declared English majors have shifted from 89 AAT/ 64 AA (2024) to 82/70 (2025) to 82 AAT/43 AA (2026). The actual degrees awarded did not keep pace with the number of majors, from 10 AA and AAT degrees in 2023 to 9 AA and AAT degrees in 2025. The decline in the number of AA and AAT degrees awarded has made us wonder about the implications specifically around transfer. Strengthening our collaboration with our Guided Pathways counselor may help us better understand students' pathways, recruit students into the program, and support majors through degree completion. Related, enrollment in Creative Writing and our Literature courses also presents a challenge. Our electives work group is implementing a marketing plan that includes earlier promotional materials, outreach through the English majors' events in October and in March, collaboration with our Guided Pathways counselor, and strategic scheduling to improve access. Communicating the value of these courses and the English major to students especially has the career and technological landscape changes. This also forces us to consider how AI literacy and ethics, workplace communication, and other career-relevant skills might be incorporated into our existing courses and curriculum.

One of our most important challenges is equity in student success. Although success rates in English 1 have improved for disproportionately impacted students, there are still significant gaps. From 2023 to 2025, success increased from 52% to 58% for Black or African American students, from 53% to 59% for Latinx students, and from 58% to 71% for Pacific Islander students. These improvements are encouraging, but closing remaining equity gaps requires sustained attention. We need support to connect faculty with relevant professional development and, equally important, providing opportunities for faculty to translate professional development into concrete classroom practices.

We need much more structured time for faculty to collaborate and assess best practices. Within our classrooms, faculty are using powerful and creative strategies, but without collaboration time we are unable to document, reflect, share, and truly evaluate these practices across the program. This also makes it more difficult to capture the relationship between tutoring, workshops, professional development, marketing and outreach, and new projects, and course success, equity-gap reduction, enrollment, retention, degree completion, and student participation. Moving forward, strengthening our methods for capturing classroom practices and measuring their impact will help us better understand which strategies are working and where additional resources and support are needed.

	We chose very broad goals with a range of possible activities in order to be most responsive to student need and changing conditions. We will not have a full sense of the impact on student outcomes in this three-year process. However, we have made great strides toward our immediate goals, namely helping ESL students access college services, expanding our noncredit offerings, and educating our students about opportunities beyond ESL.
English as a Second Language	The closure of our assessment center and loss of a dedicated counselor has been a significant blow to ESL and pulled focus from our PAR goals. It is a large job to assess 600 new potential students every year. This is a vital student service, and we can't let it fall through the cracks or expect full-time faculty to shoulder the extra burden without adequate compensation. We hope the counseling department will get approval for at least 2 more fulltime counselors to meet their substantial needs, and that the bulk of ESL assessment scheduling and oversight can return to counseling. Or alternatively, ESL needs both a stable classified position and real CAH for the coordinator in order to support assessment appropriately. Once this is in place, we can focus on other departmental projects.
Learning Skills	Some of the challenges in the Learning Skills program continue to identify students who need services and support from DSPS. The program emails, produces flyers, and performs outreach to high school. And the enrollment data has increased and decreased in small amounts. Overall, from school year 2023-2024 the total LNSK enrollment was 998 students, and in school year 2025-2026 the overall enrollment went up to 1173. However, most Learning Skills classes are not at the capacity. Another challenge that LNSK is working toward is identifying the success of students who take LNSK classes and how they are progressing in the college level class. The Learning Skills team has requested data from ORPI to examine the rates of students' success in the corresponding college level courses. We are hoping to learn more about the efficacy of our classes once we make connections to the performance of students once they leave the LNSK courses. The current data structure we have tracks students from LNSK 119/219 to LNSK 123 and LNSK 117/217 to LNSK 118A/B. This is not an informative measure as many students will take classes based on their schedule and what is available, rather than what is appropriate. Students will move into the next level course without passing the previous level. Therefore, the persistance rate within LNSK is not an ideal element to examine.
World Languages	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. We are still working on goal # 3 to reduce WL class size to align with the Bay 10 CCs. We will be discussing this issue with the union for the next contract.

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

SLO (Student Learning Outcome):

4 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.
English	N/A
English as a Second Language	Five of our courses were exempt from the process due to either deactivation or because they have not been taught in this cycle: ESL 112, 109, 150, 140 and 141.
Learning Skills	N/A
World Languages	As of fall 2026, all WL courses are up-to-date with SLO assessments.

PLO (Program Learning Outcome):

4 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
English	N/A
English as a Second Language	Seven of the eight ESL programs are new (active in Fall 25 or Fall 26) and will be assessed in the 2031-32 cycle. The remaining program became active in Fall 2020 and is up to date.

Learning Skills	N/A
World Languages	As of fall 2026, all WL courses are up-to-date with PLO assessments.

Rationales for Resource Requests

4 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?
English	To better support student success and equitable access to English courses, we need additional instructional resources, tutoring opportunities, and coordinated student support services. Key priorities include hiring an Instructional Aide for the WRAC, expanding tutoring hours, and offering more flexible embedded tutoring options to meet students' diverse schedules and learning needs. We also need class sets of books, additional e-book licenses, and access to course e-books through a user-friendly app such as Libby. Strengthening collaboration with Disabled Students Programs and Services (DSPS), Counseling, and Learning Skills is essential to ensure students with significant cognitive disabilities are appropriately placed in courses and receive the resources and support they need, particularly in the wake of AB 1705 and the elimination of assessment measures. We need to clarify which departments should lead this collaborative process and how students can be connected with appropriate courses, accommodations, and academic support. Additional attention should be given to supporting students enrolled in English 201A/B and English 202, as well as addressing the needs of students in English 210, including the 27 noncredit students and the English Jam program.
English as a Second Language	Most urgently, we need support to continue to assess and place students. Assessment impacts all students at all levels and influences enrollment, throughput, and persistence.
Learning Skills	The resources required to meet the goals for Learning Skills are professional development opportunities on culturally relevant and responsive pedagogy strategies. These opportunities happen on campus in many cases or might be a conference.

World Languages	1. Registration Barriers for Concurrent students. At this time, there have been major improvements in updating the process for concurrent enrollment on Chabot website (Early College Individual Dual Enrollment) The barrier still preventing students from a smooth registration is under Step 3 as it does not mention the WL Prerequisite Challenge form to be completed BEFORE processing of the IDE dual enrollment form. 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/Dual 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 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. CVC-OEI students CVC-OEI Exchange students are still struggling when attempting to enroll in WL courses with prerequisites (1B, 2A, 2B). Clarification on the process for processing prerequisites at the CVC-OEI level needs to be confirmed by District IT and relayed to faculty across both colleges. In addition, with the new proctoring tool in Canvas, Respondus, CVC students need updated instructions to support them with accessing this tool in Canvas. 5. Continue Limitation of Campus Resources for Online Students To support online students, there is still a need for access to computer labs with cameras, loaner laptops with Respondus, and online tutoring outside the Learning Connection opening hours to support students during non-traditional hours (night, weekend).

Optional: Campus-Wide Reflection on Current Issues

AI (Artificial Intelligence) in Teaching, Learning, and Operations

4 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?
English	To begin, faculty need much more training to better understand what AI does exactly so we can have consistent messaging across campus. To explain, different disciplines may engage in AI in ways we do not in Language Arts. It would be helpful to know how students are using AI across the college. We need to know what the college's clear policy is in regard to using AI, and support when students use AI to plagiarize. It would be helpful for the college to provide a class on AI guidelines and AI literacy so students can receive clear instruction and guidance for AI usage.
English as a Second Language	Given that we are an educational institution and many employees have access to students' personal information, the college should consider more training around privacy and FERPA in relation to AI. Employees of the college would benefit from knowing more about privacy issues that could arise from AI use. Equally important is employees' ability to discern when AI can be helpful, and when it can be a hindrance. For example, some projects and situations benefit more from human thinking and reflection or collaborative problem solving, than from AI input. use o
Learning Skills	N/A
World Languages	The district should continue to offer more AI training like they have proposed (AI Training, Open AI CLPCCD Team Invite, and GenAI Survey) spring/summer 2026. This training was very well conducted, offered effective and hands-on professional development in the AI field, and supported all employees (Classified, Administration, Faculty) in using AI responsively.

4 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?
English	First, Students should develop an understanding of what Artificial Intelligence is, and how it is evolving. In this vein, they should understand its multiple uses, personal and in the industry, as well as where a language learning model draws its data from. They should understand some of the debates in the field (especially ethical, environmental, economic, and concerns for the future. They should develop a code of ethics based on their own academic AI use, focusing on trust relationships between faculty and students, their own academic goals, and a sense of how they want AI (and AI companies) to influence society as a whole. Second, students should become familiar with accepted, ethical practices using AI within their field, and understanding how to develop high quality, clearly cited material using AI when acceptable in their classes or field. Finally, students should develop strong critical thinking for recognizing bias in AI and recognizing whether a particular AI function has produced the desired result.
English as a Second Language	There is a need for students to learn how to use AI in ways that are helpful to their personal and professional development, rather than simply using AI as a tool to help them complete assignments and possibly hinder their cognitive growth. Additionally, there is a wide technological gap among students and large variability in students' level of AI proficiency, as well as differences in access. This creates potential equity gaps that the college can help close by providing ongoing AI training for students. Training should focus on understanding the capabilities and limitations of AI, writing effective prompts, and evaluating AI-generated information for accuracy.
Learning Skills	N/A

World Languages	The district should offer AI training for students to emphasize responsible and ethical usage of AI all the while offering access to AI tools that support student learning. This could be done through library workshops.

Shared Governance

4 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?
English	Faculty should be allowed to participate in PARTI for one year as their shared governance obligation.
English as a Second Language	N/A
Learning Skills	N/A
World Languages	N/A

Educational Master Plan

4 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?

	Challenges:1) As was mentioned in the other parts of this Program Review, the lack of funding for expanding our tutoring services will undoubtedly have negative effects on our students' academic success. 2) The expectation to participate in shared governance does result in time away from valuable teacher development and preparation time. 3) In the last several years, there has been an increase in bureaucratic and authoritative approaches to educational leadership. This we find also takes away from our vision of putting students first; it seems like the priority shifts to paperwork and boxes checked as opposed to helping our students and building relationships with them as our colleagues and finding ways to improve our teaching.
English	Actions: 1) Fund and hire tutors; commit to sustained funding for tutors. 2) Eliminate shared governance or empower committees to make meaningful decisions and to find ways to streamline processes. 3) More inclusive and appreciative leadership. Work with professional development experts to create more interesting and fun Convocation, College Days and Flex Days, Town Hall. Anytime Chabot community members are together, the focus should be on building community, professional development and developing appreciation for each other. Less bureaucracy and meaningless tasks should be replaced with more support for faculty & staff, opportunities to create best practices in teaching, counseling, etc., and just making Chabot a better experience for all –students, faculty, and staff!
English as a Second Language	One area that should be addressed is the growth of artificial intelligence and its impact on education and the workforce. Chabot has an opportunity to develop a unified, equity-focused approach to AI, rather than leaving individual departments to create their own. Specific actions could include ongoing professional development, and guidance on ethical use as well as what is considered acceptable. The college has an opportunity to define more specifically what it means to receive a certificate or degree from Chabot College. For ESL students in particular, heavy reliance on translation tools in non-ESL courses may allow students to complete assignments successfully without fully developing the English skills needed for academic, professional, and community settings. As an institution, we should establish clearer expectations for appropriate use of these tools and identify the skills and level of language proficiency we expect Chabot graduates to demonstrate.
Learning Skills	N/A
World Languages	N/A