Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

🔘 Yes
⚪ No

Q2. **Background Information**

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	Communication Studies ⌄
Division	Arts, Media and Communication ⌄
Organizational Unit	Academic Services ⌄

Q4. If you selected "Not Listed" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Jason Ames, Stephanie Eisenberg, Philip Enguancho, and Veronica Martinez

Q6. Which PAR Template (word template) did you fill out?

*Please check this <u>list</u> to make sure that you filled out the correct template.

- ◉ Academic Programs
- ○ Student/Admin Services/Office of the President

Q7. **Campus-Wide Issues**

Q38. **Reflections on Annual Priority Progress in Academic Year 2022-23**

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> As a department, we have not developed a "network" (group) to link students to Pathways at this time. But we do have productive leads collaborating with the Pathway team to clarify our Pathway and maps. We also incorporate some of this information on our COMM majors Canvas site. And we distribute flyers about Pathways when tabling. Also, our AMC Division is doing a lot of work in this area, working as a liaison with the Pathway team, securing a counselor for each area, and guiding our individual leads. The AMC Division is also doing work to secure funds for food at recruiting events, sending out letters to students (hard-copy and email), and supporting our efforts to connect with high school students. The COMM dept has also offered a panel each semester on topics such as Student Success Tips and/or What to do with a COMM Degree. The Learning Connection also supports our Comm Lab by providing some supplies, updating our webpage, and distributing our schedule.

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> Having the time to do the work is usually the biggest challenge. Recently, there has been a bit of funding available to pay faculty for this work. We need to keep this going as this work takes a considerable amount of time, when added to a full load.

Q8. **Context:** For 2023-24, PRAC put forward <u>seven recommendations</u> for consideration based on their analysis of the <u>Fall 2022 Program and Area Synthesis Statement</u> and the <u>Mission Critical Priorities</u> in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Improve student access from application to registration	1
Scale successful practices from grants, categorical endeavors, and learning communities	2

Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	3
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	4
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	5
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	6
Improve fluency with business and HR processes	7

Q9. **Question:** If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).

Support faculty in keeping classroom teaching a number one priority.

Q10. **Reflections on Goals Established in Fall 2021 PAR**

Q11. **Context:** In Fall 2021 PAR (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

○ All goals are still relevant and nothing needs to be changed or added.

○ 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.)

○ Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

○ None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)

[ ]

Q12. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

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

- ○ All goals are achieved.
- ○ Some goals are achieved and some are in progress.
- ◉ All goals are in progress.
- ○ Some goals are in progress and some are not started.
- ○ No goals are started because... (please explain in text box below).

[ ]

Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved. The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 22, 2023. ORPIE will process requests in the order received. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

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

We are continuing to create the right balance of asynchronous, synchronous, and in-person classes. Enrollment management has been assisting our decision making as we have noticed some trends. For the purpose of this analysis, I will be ignoring pandemic numbers. Comm. Studies 1 continues to have a high fill rate at 85%. Data suggests online classes are healthier than all other classes and, anecdotally, we've noticed online courses fill faster than in-person courses. However, due to the nature of the program, we limit online courses since speaking in front of others is a critical part of public speaking. We will continue to discuss and research best practices in asynchronous public speaking courses and are discussing updating our SLO's to meet this challenge. While asynch classes do fill at a higher rate, they also have the lowest success rate overall. Synchronous classes have a success rate that is average for Comm. Classes, but a high withdrawal rate. Hybrid courses vary widely in fill rate and we will continue to monitor those courses. This creates quite a mixed-bag of information as we try to balance student needs and best practices for helping students succeed.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

> The number of majors are down in Comm. Studies from a high in 2016. We need to continue to advertise our degrees and certificates. In particular, our certificates are vastly underutilized by students. In regards to enrollment management, there are 3 other areas of note. First, per a change at the state level, Comm. 10 will now be a mandatory course for the AA-T. We will need to discuss adding more Comm. 10's to meet the likely increase in demand. Comm. 10 is a healthy course and will likely keep our FTEF in a strong range. Second, we need to continue how to better promote and fill Comm. 3 and Comm. 12. They are under our average enrollment. Comm. 48 and Comm. 70 are also under enrolled. However, both classes are how student-instructor contact course, which were decimated by the pandemic and are currently recovering and growing to their pre-pandemic levels.

Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

Q41. **Context:** Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in CurricUNET/META. Please take a look at the SLO Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

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

- ◯ No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

Q16. **Question:** Has your program completed a PLO assessment in the last five years?

- 🔘 Yes
- ◯

No. Please explain why and include when you will complete the updated PLO assessment.

[ ]

Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
 • Go to the SLO Completion Report and the PLO Completion Report.
 • Look up your program by division, subject, and program name. There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
 • Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).

If you have any questions about how to find your prior assessments, please email the curriculum specialist Meray Aghyarian (maghyarian@chabotcollege.edu).

Question: Please check one of the following boxes to describe how your discipline is doing with regards to plans/actions for improving student learning based on SLO/PLO assessment data.

(●) Great! We have made significant progress in implementing our plans to improve student learning and our program.

( ) Good. We have started some actions, but we still have work to do.

( ) Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

[ ]

Q18. **Service Area Outcomes (SAOs)**

Q19. **Context:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

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

This question was not displayed to the respondent.

Q20. From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests

Q21. **Context:** The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
**Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.

> Reviewing our improvements from last year: • We still plan to continue to reach out to the Chabot IR department to get more information regarding class format preferences, resource needs, obstacles to completing courses, and explanation of why they may drop a class. We would also like student perspective on additional resources we offer such as the Communication Lab, Comm Club, and involvement in several Learning Communities. We just need time to implement. • We continue to explore the possibility of an Instructional Aide (or Intern) for our Department. We had the opportunity to hire a social media specialist, but the student assistant did not complete the HR paperwork.

Q22. **Optional: Campus-wide Reflection on Current Issues**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

> There is no easy answer but now that we have the choice in modality, we should strive to identify what's best for student learning rather than relying on trends from the last 2-3 years, ease/convenience, or pressure to fill classes at the expense of student success and learning. Also, given this point, we should move forward with flexibility. This means offering all modes of instruction and allowing faculty and departments to choose what format works best for them and/or offer training to improve - with compensation especially for adjunct faculty. In COMM, we are still learning but we now understand some of our online limitations as well as the expansion of online options. But overall, Communication Studies instruction is often best face to face. This includes face-to-face advising and use of resources. With students starting to come back to campus, we need to increase our availability for meeting with students on campus, in office hours, workshops, and larger events. This takes time and we need to explore ways to make this work. Campus resources are a good start. The Learning Connection, Library, and Peer Mentors are just a few examples of resources that students can fully appreciate on campus.

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

The Division of Arts. Media, and Communication is in dire need of full-time faculty. We have not replaced the three faculty who retired/resigned. We are near pre-covid FTES levels and AMC classes are 133% filled—the highest at the college. Our SCFF numbers are high because of our majors. But our ratio of part-time to full-time is not up to par. Communication Studies as a department and as individual faculty serve the entire campus: We are a GE requirement. We have an AA-T and 3 certificate programs. We have courses in certificate programs across campus. We host the award-winning Forensic team. We offer tutoring in Communication to the entire campus. We are in CIN, Movement, Umoja, and Pathways. We serve on the Faculty Union, Academic Senate, IPEA, Earth Week, BIT, DEIACT, and IST (just to name a few). We guide Chabot students to find their voices, civically participate, become advocates for issues that are meaningful to them, and provide opportunities to apply the skills they learn. There is not a single major or program on campus that COMM does not serve. Important note: We can also be instrumental in our post-pandemic world, reminding students, staff, and administration how to engage/communicate with one another and share space constructively.

Q24. Thank you for completing the annual update questions for the Fall 2023 PAR! **But WAIT!! You might not be quite done yet...**

Resource Requests: Have you completed all your resource requests? If not, go to the Resource Requests Form to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Location Data

Location: (37.747, -122.4389)

Source: GeoIP Estimation