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	Digital Media ⌄
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:

Mumtaj Ismail & Deonne Kunkel Wu

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?

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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?

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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**
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**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**
Scale successful practices from grants, categorical endeavors, and learning communities	**5**
Improve fluency with business and HR processes	**6**
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	**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).

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.)

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CONTINUED GOAL: Provide a
Program/Certificate workshop each
semester where faculty work with
students to fill out the appropriate
paperwork to earn their certificate
or degree.
 CONTINUED GOAL: Provide student
opportunities in the Capstone
Portfolio course to design tangible
design products and promote
themselves as freelance designers and
entrepreneurs.
NEW GOAL: Integrate the use of AI
effectively in our Graphic Design
programs' courses while also
addressing ethical & practical
considerations in the use of AI in
the design industry.
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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.

Last year we held our first Design Expo where students designed and created products that were sold to the community college. This was a great promotional endeavor for the students and allowed them to showcase their designs and make a small amount of money selling their designs. Our overall success rates are about 5% to 9% higher than the school's average and we believe part of this is because of the workshops we are conducting to ensure students know what courses to take and when. We've seen a slight increase in African America and Asian American enrollment in our classes. We continue to pursue diversity hiring of adjunct faculty which we hope will increase these numbers even further.

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.

Human resources are a challenge. It's hard to attract and retain industry professionals because there are so many design opportunities in the Bay Area.

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.

[text box]

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.")

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We plan to work collectively as a department to integrate AI aspects of
Design software into the curriculum.
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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.

> Integrate the use of AI effectively in our Graphic Design programs' courses while also addressing ethical & practical considerations of AI in the design industry.

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?)

> Implement an in-person holistic student support system that addresses personal challenges, and onboarding of Chabot College students to familiarize students with the institutional nuances of the school. I have had many students complain that they just didn't know something and instead of being supported individuals at the college who have repetitively dealt with these onboarding issues don't create a safe space for new students. Yes, we may understand the "in's and out's" of the college but many students don't and need more approachable support staff. It's true that we may be telling students something for the 50th time, but for them it's the first time.

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 Graphic Design and Digital Media program uses high-end computers, and software that make teaching class sizes over 24 very difficult. In fact, to ensure comprehensive assessment and feedback in our classes, NASAD recommends an ideal classroom size of 20 students. We want our students to thrive, not just survive a class, and one-on-one support during class time is a critical part of supporting our college's equity goals. I hope this is taken into consideration when looking at enrollment numbers during CEMC meetings. We enroll to capacity but sometimes lose students due to challenges around giving one-on-one attention.

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: (37.6736, -122.0944)

Source: GeoIP Estimation