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	Mass Communications ⌄
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:

Tom Lothian and Chad Mark Glen

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?

> The Mass Communications (MCOM) Department proposes the following roadmap to support equitable enrollment, retention, and community engagement. Development of Support Networks: We're looking into assembling a Student Support Network Task Force. Comprising faculty, staff, and students, the task force will focus on blending Student and Academic Services. The aim is to connect students to relevant support channels, improving the overall academic environment. Creating Referral Networks to Address Students' Basic Needs: We're expanding our advising efforts to direct students to campus resources that meet their specific needs. This aligns with our broader commitment to creating a supportive academic environment. -Linking Students' Course of Study with Opportunities for Career Exploration and Further Study: Our vision includes well-rounded students aware of diverse opportunities. Program-wide meetings offer transfer insights, specifically to institutions like San Francisco State and San Jose State University. The hands-on training at our Radio and TV stations enriches both academic and career preparedness. -Connecting Employers to Pathways and Programs for Work-based Learning Opportunities and Job Training: We seek to leverage our advisory board and alumni network to link students with work-based learning opportunities, bridging academic theory with professional practice. Coordinated Marketing, Outreach, and Messaging Technological Solutions: Our engagement strategy employs both traditional and digital channels, from mail and email to social media platforms. The goal is to keep students informed and connected. -Website Redesign Though still in progress, our website redesign aims to improve navigation and access to key information. The project remains a focus despite budget constraints. -Online and Phone Contact Options for Accessing Services: Apart from physical office hours, we offer Zoom meetings to accommodate varying student schedules, ensuring broader accessibility. -Training and Support for All Staff in Utilizing Current and New Technology Platforms: Professional development is a priority. Regular participation in tech-focused conferences and workshops aims to keep our faculty and staff updated on emerging platforms. In conclusion, the MCOM Department is committed to contributing to Chabot's annual planning priorities. We advance these initiatives all to enhance the educational experience for our student community.

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?

> Here are some targeted recommendations to help college leaders navigate annual planning and drive efficiency: Communication and Collaboration: Build on existing channels to improve departmental interaction. Foster stronger communication and collaboration among departments and disciplines. Create dedicated spaces or platforms for cross-departmental discussions and information sharing. Data Utilization: Better use our data analytics tools to focus on student enrollment and retention. By identifying trends and areas where interventions are most needed, we can allocate resources more strategically to support equitable enrollment and retention. Smart Funding: Align funding with key priorities. Periodic reviews can gauge the effectiveness of these resource allocations in achieving set goals. Staff Training: Provide ongoing professional development opportunities for faculty and staff. Training programs related to technology platforms and best practices in student support services should be a priority. Engaging the Community: Develop a strategy to connect with local employers and community groups. Set goals and metrics to evaluate the impact of these partnerships on student opportunities. Student Focus: Solicit student input via surveys, focus groups, and/or advisory committees to ensure their needs are factored into decision-making processes. Tech Investments: Maintain a commitment to technologies that facilitate student engagement, like intuitive websites and mobile apps. Share the Wealth: Encourage departments/programs to share successful strategies and best practices to maximize efficiency and drive innovation By adopting these recommendations, decision-makers can improve progress on annual planning priorities, aiming for a more equitable and effective educational environment.

Q8. **Context:** For 2023-24, PRAC put forward [seven recommendations](#) for consideration based on their analysis of the [Fall 2022 Program and Area Synthesis Statement](#) and the [Mission Critical Priorities](#) 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**
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**2**
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**3**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**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).

While the ranked items you provided encompass a range of critical issues for carrying out the college mission, it's important to recognize that the current landscape presents unique challenges and opportunities. Student Mental Health: The pandemic continues to affect student well-being. Building out mental health services, crisis intervention strategies, and student wellness initiatives can go a long way in enriching our learning environment. Workforce Development: Economic volatility and shifting industries put a spotlight on the college's role. We can beef up career counseling, create industry ties, and adjust the curriculum to match today's job market. Basic financial literacy courses can also help students stand their ground economically. Food Insecurity: Partnering with local organizations and the Alameda County Food Bank could give our Food Pantry a boost. On top of that, steering students toward classes on nutrition and budgeting can help students make smarter choices. Addressing Police Relations: Given the nationwide discourse on police violence, we should explore community policing models and training programs focused on de-escalation and cultural sensitivity, along with hosting forums for open dialogue. Sustainability and Climate Action: Given the urgency of climate change, Chabot needs to weave sustainability into our core mission. Strategies might include green campus practices, environmental education modules, and actionable climate plans. Preparing students to understand and mitigate the impacts of climate change is essential for their future and aligns with broader societal goals. By addressing these issues, Chabot can better fulfill our mission by adapting to current realities and arming our students with the necessary skills and knowledge for a world in flux.

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.)

[text box]

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

[text box]

○ 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.)

[text box]

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).

[text box]

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.

In assessing the progress of the Mass Communications (MCOM) Department's goals, we find the following things going well toward completing your program's/area's goals: Goal: Grow Enrollment Expected Outcomes: Increased efficiency, serving more students, increased success rates, and increased degrees awarded. Response: Student success rates in the Mass Communications Department are notably higher than the overall college average. In terms of enrollment, MCOM 40 and 41 — our General Education courses — are consistently full, often reaching or exceeding 100% capacity. MCOM 50 has also seen a steady uptick in enrollment each semester it's been offered. Goal: Increase Degree Attainment and Create Certificates of Proficiency and Achievement Expected Outcomes: Serve more students, increase success rates, increase degrees awarded, and ability to offer certificate options to students. Response: Student success rates in the department consistently exceed the college average, indicating stable performance. Goal: Ascertain the Future of Our TV and Radio Facilities Expected Outcomes: A plan addressing the TV station's future on the campus in the Facility Master Plan (FMP), a plan addressing the Radio station's future on the campus in the FMP. Response: Progress has been made regarding this goal. Several plans have been considered to address the future locations of the TV and Radio facilities on campus. Stakeholders are now aware that, under current plans, our program faces the challenge of securing a dedicated space. In summary, the MCOM Department has advanced in several key areas, notably in maintaining above-average student success rates. We acknowledge that these are initial steps and will continue to use data and feedback for ongoing improvement in line with the annual planning priorities of Chabot College.

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.

In evaluating the progress toward the Mass Communications (MCOM) Department's goals, several challenges in achieving the expected outputs and outcomes have emerged: Grow Enrollment Expected Outcomes: Greater efficiency, broader student service, improved success rates, and more degrees awarded. Response: Splitting the small segment of students interested in Audio-Visual Communication with the FILM program has proven to be a persistent challenge, particularly in attracting students to TV-related courses. Increase Degree Attainment and Create Certificates of Proficiency and Achievement Expected Outcomes: Broaden student service, elevate success rates, and boost the number of degrees and certificates awarded. Response: College enrollment declines continue to impact degree attainment, affecting our ability to meet this goal. Ascertain the Future of Our TV and Radio Facilities Expected Outcomes: Establish plans for the future of the TV and Radio stations in the Facility Master Plan (FMP). Response: Currently, the FMP lacks identified spaces for our program needs. Unless plans are drafted in the next FMP revision, we may not have designated spaces for our radio (KCRH 89.9 FM) and TV stations (KCTH-27 and KCMC-28). In summary, while the department shows signs of solid performance in certain areas, there are evident challenges that need to be addressed to fully meet our annual goals. The competition with other programs (FILM) and declining enrollment are significant roadblocks that require strategic planning and timely action.

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.)

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MCOM 42 and MCOM 44 assessments are
to be completed by December 11, 2023.
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○

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.")

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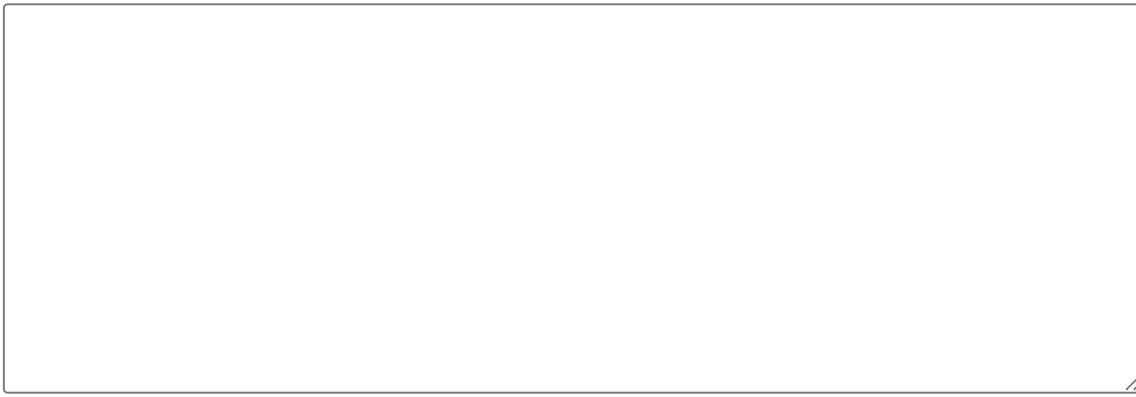
Q18. **Service Area Outcomes (SAOs)**

This question was not displayed to the respondent.

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.

> To advance our PAR goals, specific areas need resource augmentation. Primarily, we're focusing on growing enrollment, increasing degree attainment, and securing the future of our TV and Radio facilities. Here's how our needs align with these objectives: KCRH Remote Broadcast Equipment: This project is essential for enhancing radio students' skill sets, meeting industry standards, and contributing to enrollment growth. KCRH Students out in the Bay Area are the best promoters for our program. KCRH Phone Call Setup: This resource enables students to conduct on-air phone calls and interviews, another industry-standard practice. 2325 Classroom Upgrades: Improved projection and audio directly affect the quality of learning and student engagement. Spectator Scanner Upgrades: These scanners will significantly streamline archiving processes, impacting efficiency and serving the educational and larger community. Hard Drive Upgrade: Increased storage capability is essential for managing growing student output, and efficiently storing and recalling footage is also essential for marketing our program. In summary, the allocations will not only drive improvement in student learning outcomes but also help us reach strategic college objectives.

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?)

Addressing Chabot's enrollment challenges requires targeted action, and focusing on Financial Aid is an essential step. By ensuring every eligible student applies for financial aid, we can alleviate the financial burden that often hinders enrollment and retention and raise our standing in the SCFF. Also, actively encouraging students to apply for degrees or certificates can boost completion rates, making our program more attractive to prospective students and, again, improving our SCFF placement. Streamlining the financial aid application process, perhaps through a dedicated online portal or workshops, could increase participation. Likewise, automated notifications to eligible students about degree and certificate opportunities can optimize outcomes. In summary, channeling resources to Financial Aid could stabilize and potentially grow enrollment by removing financial barriers and promoting academic achievement. This could make Chabot more resilient in the face of ongoing enrollment challenges.

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?

President Cooks, we're glad to have you at the helm of Chabot College! We'd like you to know that the Mass Communications (MCOM) Department is behind you and is at a pivotal juncture. Our department has its strengths, notably in student academic and professional success and the quality and reputation of our student media. But having said that, there are also pressing issues that need attention. We're grappling with the uncertainty of the future facilities for our TV and Radio programs. If Building 100 is slated for demolition, there are no plans for TV and Radio in the FMP. The challenges identified in this program review demonstrate risks to the department's long-term viability and could affect our ability to serve our students, the campus, and the community effectively. We look forward to your leadership in navigating these challenges to ensure a robust future for our program.

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: [(34.0544, -118.2441)](#)

Source: GeoIP Estimation