

# Examining the Discipline Plan from the Student's Programmatic Perspective

2019-2020 Program Review Guiding Questions to Support Program Review Question 2

**As we navigate this changing landscape, we are asking a lot of questions of students, faculty, and staff.**

Question 2 gives us the opportunity to gather information regarding current disciplinary planning, where each area is asked to assess their discipline plan through responding to the following questions:

- A. Explain how you have balanced your schedule in terms of day, evening and online students. How are you providing access for our part-time, evening, and very busy students?*
- B. What do you plan to do to improve overall enrollment and productivity? This is critical to college funding.*
- C. How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with particular educational goals can take the courses they need to finish in a timely fashion?*
- D. Have you made any changes to your current (2018-2019) discipline plan to ensure better student access and timely completion? What factors did you consider when making those changes?*

**The following sets of supplemental questions, tagged to Parts A, B, and C, have been developed to assist you in digging deeper during your disciplinary discussions to provide insightful answers to these enrollment management questions.**

## Supporting Questions for Part A

*Explain how you have balanced your schedule in terms of day, evening and online students. How are you providing access to be responsive to our community?*

- Of the students who are taking classes in your rubric (based on faculty class rosters on ClassWeb), how many are
  - a. majoring in your discipline's programs?
  - b. in a related discipline or interdisciplinary program that requires your courses?
  - c. fulfilling a general education requirement?
- What are the driving factors that need to be considered when scheduling classes for students in your program(s) as well as for students in programs offered by other disciplines that require your courses (interdisciplinary programs)?
- Do the courses within your discipline follow the college's [block schedule](#)? When not, why?
- What are the strengths of your current schedule in meeting the needs of your students?
- What are areas of the current schedule that could use improvement in order to provide better access and opportunity for your students?
- Can a student who seeks the degree(s) in your area take all required courses for this program during the day? in the late afternoon/evening/weekend? online?

## Supporting Questions for Part B

*What do you plan to do to improve overall enrollment and productivity? This is critical to college funding.*

- Are there [specific courses/sections](#) that, on average, across the past three years did not fill to capacity? Why might this be?
  - Have you, or would you consider, taking additional students in sections with higher fill rates to balance overall discipline productivity?
  - Do you think changing the days/times or format (in-person, hybrid, online) could increase enrollments? If so, what unintended impacts might happen for student access?
- Looking at the fill rate for all sections of a given course each year:
  - Is this number higher or lower than the typical capacity for this class?
  - Could you reduce by one section a year without significantly impacting time to degree completion? Could you add a section a year and productively serve more students?
- For each low enrolled class, is it articulated:
  1. Chabot certificate/AA/AS major courses articulate with CSU and/or UC major courses
  2. Chabot GE courses articulate with CSU GE and/or IGETC courses

## Supporting Questions for Part C

*How are you collaborating with other disciplines with whom you share students to ensure that your schedules synchronize and enable students to take the courses they need to finish in a timely fashion?*

- How many students are [seeking your degree\(s\)](#)? (Students are asked to update their ed goal and major each time they register for classes.)
- How many students [have completed 60+ units](#) but have not earned their declared degree?
  - What is your hypothesis about why these students have not completed the degree requirements?
  - What information do you need to confirm or disprove your hypothesis?
- What do you know about your program(s) that make planning easy for you, but may pose a challenge for someone without this insight (i.e. counselors, faculty in other disciplines, students, etc.)?
- Could a student who has completed 30 units change to a related major (i.e. from AA – Art (General) to AA-T - Studio Arts or to AA – Graphic Design) without taking more than 75 total units?
- Does your AA/AS have required courses that a student does not need to take to transfer to a CSU/UC?
- How do you communicate which required courses are *not* offered in all semesters to counselors, other faculty, and to students for planning purposes?
- Who do you need to work with outside your area to make it easy for your students to complete all their coursework for degree or transfer?