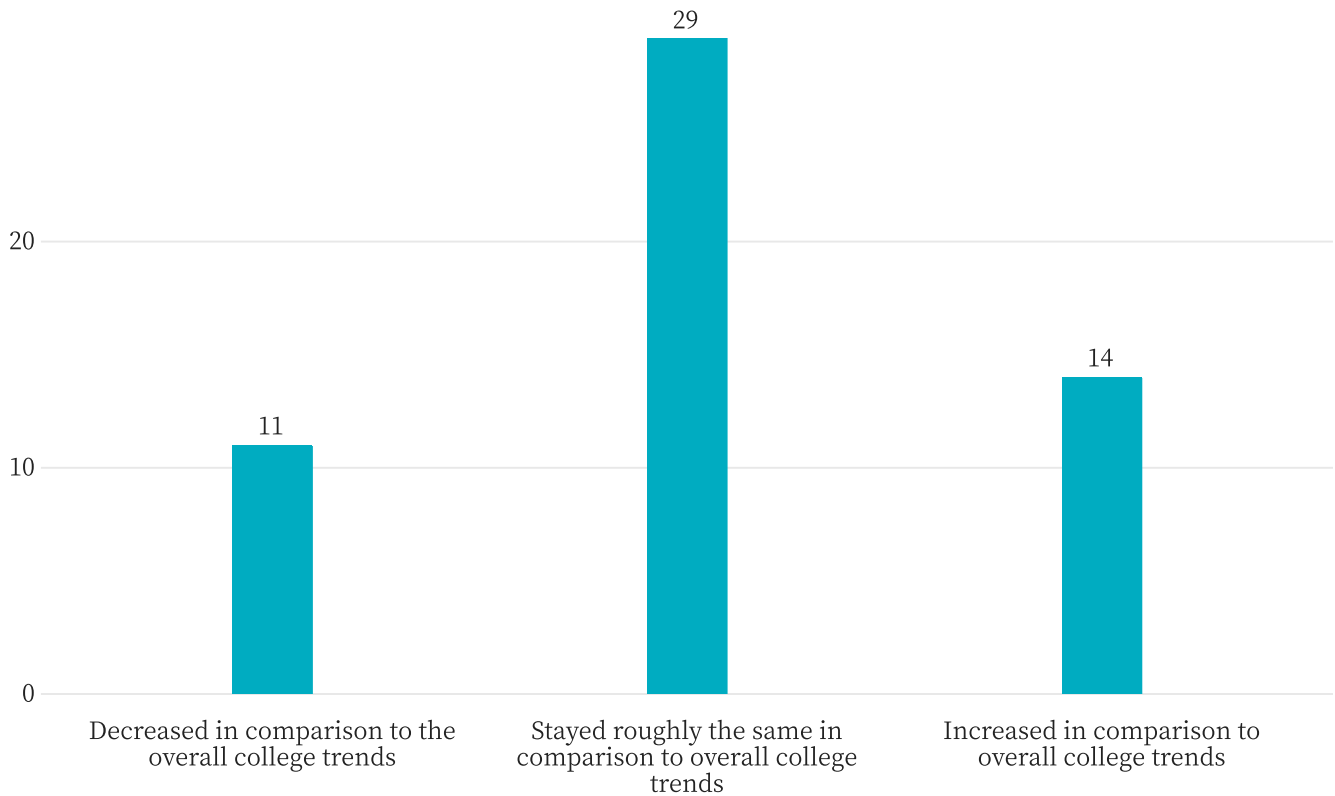


Fall 2021 PAR Report for CEMC

Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have: (Q37)

54 Responses

● No. of Programs



Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease) (Q38)

57 Responses

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
English as a Second Language	Decreased in comparison to the overall college trends	<p>The college had roughly a 23% decline from Fall 2018 to Fall 2020 and ESL saw a decrease closer to 47% over the same time period. AB705 has meant that more students skip ESL and go straight to English and college classes. I think the placement test brought many students to ESL and now we need to do a much better job marketing our courses and making a case for why students should take advantage of our program. ESL enrollment was also disproportionately impacted by the pandemic since students with lower levels of English often have less experience with technology. Many ESL students prefer to come in to the college to learn about the steps to enter the college. It is hard for them to navigate the website and intimidating to try to live chat in English. Those barriers continue when it comes to taking online classes. And recent immigrants made up a large portion of essential workers in factory and delivery jobs who have been working overtime during the pandemic.</p>
Mathematics	Decreased in comparison to the overall college trends	<p>AB 705 reduced the number of developmental math classes. Pandemic online learning may have caused students to put off taking math. Psychology and Business now also offer statistics courses that meet the math requirement. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.</p>

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Digital Media	Decreased in comparison to the overall college trends	The film program's WSCH/FTEF is consistently lower than the Chabot (486.11) COVID may be affecting these numbers however the real issue is that all of these courses are lab courses that are not large lecture so productivity is low.
Theater Arts	Decreased in comparison to the overall college trends	The obvious reason for the comparative decrease in FTES in our program is the Covid pandemic. From Summer 2019 thru Summer 2020, the FTES trend lines for THTR and the college overall are an exact match. But in Fall 2020 and Spring 2021, the trend lines completely diverge. Enrollments for THTR fell off a cliff. The change is so significant and so clearly aligns with the timing of the shut down, there really can't be any other explanation. Students who are interested in participating in theater are particularly drawn to working with people, in the same room and in collaboration. The shut-down made this impossible. Some students stuck it out online, but those numbers dwindled quickly and will take some time to recover.
Industrial Technology	Decreased in comparison to the overall college trends	Lack of course offerings

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Astronomy	Decreased in comparison to the overall college trends	Our colleague of 20 years, Tim Dave, retired in 2019, and we have not been able to hire a replacement (although the faculty prioritization process supported our program, and prior to COVID in Spring 2019, we had already created a hiring committee and put out a job announcement, and had received applications. With no other full-time faculty in the program, and the very significant technical demands upon any faculty member to teach in the planetarium, and no classified professional support for the lab or planetarium, we really can't offer more classes. Clearly past data from 2018 and before showed demand and high fill rates for up to 21 classes a year. We are at 12 now, and even that will be hard to staff. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Machine Tool Technology	Decreased in comparison to the overall college trends	Covid 19 has had a dampening effect on the positive improvements MTT had been witnessing in 2019. The pandemic has also increased the demand for workers of any skill level to join the job market, reducing the need to acquire basic skills and training to secure employment in MTT related fields.
Film	Decreased in comparison to the overall college trends	The film program's WSCH/FTEF was higher than the Chabot(486.11) average Film Fall of 2018 (528) and 2019 (592) and took a dip from Spring 2020 (364.86) Fall 2020 (443.38) and Spring 2021(283.30) due in part to classes being difficult to convert online. Students were feeling energized by the new program in Fall 2019 but with COVID affecting in person class offerings students were hard to retain. Additionally providing in person demonstrations on equipment in limited space was difficulty.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Physics	Decreased in comparison to the overall college trends	FTES has decreased from an average of ~ 40 to just over 30 in the past two years, corresponding in part to the retirement of our full-time colleagues Tim Dave and Jose Alegre. We' ve seen a decrease in enrollment largely stemming from COVID, and the sheer challenge of learning a difficult subject online, at home, without the necessary support resources we know help Chabot' s students – especially tutoring. Another factor in decreasing FTES is that we are cutting back offerings, in part because we don' t have the faculty to lead the classes we could offer, nor support the students in those classes. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Electronic Systems Technology	Decreased in comparison to the overall college trends	2 reasons: 1= Our program was revised from 18 half-semester courses to 7 full semester courses offering little or none for an adjunct to teach. 2= Our adjunct has been reluctant to teach on campus due to Covid concerns.
Earth and Environmental Sciences	Decreased in comparison to the overall college trends	Over the past three years, the number of sections offered has decreased because we have had to remove them from the schedule due to not having any FT or PT instructors. Debra Caldwell was continuing to teach our online classes part-time, but since faculty now have to reside in the state of CA she is unable to continue doing this.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
English	Stayed roughly the same in comparison to overall college trends	Our fall FTES trend was slightly better than the overall college (-8% compared to -11%). Similarly in spring, our FTES drop of -5% is slightly better than the college's -8%.
Entrepreneurship	Stayed roughly the same in comparison to overall college trends	Overall the college enrollment has decreased by 11% while enrollment in the ENTR discipline has remained fairly consistent. The outliers being the Covid-19 semesters.
Emergency Medical Services	Stayed roughly the same in comparison to overall college trends	N/A
Music Recording and Technology	Stayed roughly the same in comparison to overall college trends	Loss of full time instructor and remote learning with pandemic

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Welding	Stayed roughly the same in comparison to overall college trends	Variances outside of the norm were related directly to Faculty change or COVID restrictions/change.
Communication Studies	Stayed roughly the same in comparison to overall college trends	The pandemic obviously skews these numbers, but for the most part we continue to be a strong program for the college. We increased our FTES by 11 between the Fall of 2018 and Fall of 2019. This also increased our FTEF by .5. This trend decreased over the pandemic much as it has throughout the college. Our fill rates continue to be higher than the college average both pre- and during the pandemic at a proportionally similar amount at roughly 13 – 15%. Spring semesters overall continue to fill at a lower rate than the Fall, which is consistent than the college.
Mass Communications	Stayed roughly the same in comparison to overall college trends	The FTES trends in our discipline have decreased along with the overall college trends. Several factors might cause this. The obvious leader is the COVID-19 pandemic. Other factors are related to it such as lab and facility use restrictions, and method of instruction. MCOM is a very hands-on and in-person program. Potentially, the biggest factor comes from competition for students within our own division. The TV courses have been the hardest hit and that came at the same time we relaunched an older program. " Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Humanities, Philosophy, and Religious Studies	Stayed roughly the same in comparison to overall college trends	We have had some increase in FTES in some of our areas, especially philosophy. In the last year we have experienced a slight downward trend in enrollment due, of course, to the pandemic.
Medical Assisting	Stayed roughly the same in comparison to overall college trends	N/A
PACE	Stayed roughly the same in comparison to overall college trends	Our courses are productive and have a high fill rate each semester, ranging from 84-92% fill capacity from Fall 2018-Fall 2021 with an average fill capacity of 88%. We offer GE courses across different disciplines at Chabot, which our PACE students and students across campus need to transfer/graduate. Our course offerings are important to helping students meet their educational goals, which is why our enrollment has remained steady over the last three years.
Anthropology	Stayed roughly the same in comparison to overall college trends	In comparison to the overall FTES trends of the college, FTES in the Anthropology discipline have stayed roughly the same. An explanation would be the hardships presented by the pandemic.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Nursing	Stayed roughly the same in comparison to overall college trends	The nursing program has been affected by the pandemic. Hospitals have closed or reduced the number of students allowed. We used to have 10 students in clinical and now we are allowed 5.
Photography	Stayed roughly the same in comparison to overall college trends	Photography program enrollments show a moderate decline that mirror the overall college trends.
Computer Application Systems	Stayed roughly the same in comparison to overall college trends	There has been roughly just under 25% reduction from slight decrease over the three years. Partially this could be due to Covid but since the sharper drop was in the last calendar year.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Life Sciences	Stayed roughly the same in comparison to overall college trends	Enrollments were stable in the life science areas, except, notably, for anatomy which held in person labs that were subject to reduced capacity under Covid-19 social distancing guidelines (however even with COVID-19 restrictions anatomy courses fill rate was more than 90%). Our enrollments held steady while the overall trend for the college was a decrease in enrollments. Courses within life science are needed for students to complete a variety of pathways, this has resulted in consistent long waitlists, resulting in over-enrollment in most courses. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Psychology Counseling	Stayed roughly the same in comparison to overall college trends	N/A
Kinesiology and Athletics	Stayed roughly the same in comparison to overall college trends	In athletics the coaches do a great job on recruiting the student athlete to come to Chabot College. We have seen a decline in some of our enrollment. We believe this is due to Covid over the last year and half. We need to have more classes being offered face to face. For example, the Fitness Center was a large part of our enrollment. However, since COVID it has been down.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Automotive Technology	Stayed roughly the same in comparison to overall college trends	Automotive program has aligned with the college trend. We saw a brief increase associated with the closure of the BMW program, and dropped roughly 14% between F20 and SP21. SP20 required some additional time due to Covid to complete on-campus lab work.
Dual Enrollment	Stayed roughly the same in comparison to overall college trends	Our partner high schools have had difficulty recruiting students for online classes after they have been online all day. We believe this will change when we are back in person. Depending on school site, dual enrollment students preferred only to take DE classes if in-person.
Music	Stayed roughly the same in comparison to overall college trends	Musical ensembles and applied music courses were hard to convert to DE courses; enrollments were lost and lower due to the COVID pandemic.
Art History	Stayed roughly the same in comparison to overall college trends	In general, enrollments are lower not just college wide but system wide for reasons having to do with the pandemic. _____

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Art	Stayed roughly the same in comparison to overall college trends	We had large decrease in FTES. This trend was seen across the campus as a result of the pandemic
Psychology	Stayed roughly the same in comparison to overall college trends	N/A

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Fire Technology	Stayed roughly the same in comparison to overall college trends	Interestingly, in comparison to the college trend, the Fire Technology enrollments went up slightly from Fall 2020 to Spring 2021. We were higher in Fall 2019, and about the same in Spring 2020 before the pandemic hit. Late start classes (beginning after March 17) lost enrollment, and many students took the extraordinary circumstance withdrawal option. Since the Fire Technology Program instructors had already been training with Canvas and other online modalities for more than a year, we were able to sustain the program with synchronous remote instruction using Zoom, and interactive activities that used Canvas Studio and Kahoot to keep students engaged while remote. The hands-on courses were able to return in May 2020, and we have demonstrated safe implementation of COVID-19 protocols to protect students during in-person learning. The creativity of instructors to keep students engaged using the available resources was a major contributor to keeping the program going. However, since the Fire Technology discipline draws students who have a more tactile interest, some students have held back from participation while the pandemic restrictions are in place.
World Languages	Stayed roughly the same in comparison to overall college trends	The WL overall FTES have remained roughly the same as the department has responded to the Covid situation with online courses (synchronous and asynchronous) that have always been on high demand with higher enrollment.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Dental Hygiene	Stayed roughly the same in comparison to overall college trends	N/A
Early Childhood Development	Stayed roughly the same in comparison to overall college trends	We expected a drop due to the move to all online teaching. Many of our students prefer face-to-face teaching, whether because of their particular learning styles, or lack of the appropriate technology, or a lack of familiarity with online learning. We also expected a drop in enrollment in our practicum classes. However, we did not see as big a drop as expected, because we saw students enroll who found the online offerings more convenient and therefore more appealing. We still feel we have lost students from before the pandemic and we feel it will be a challenge getting those students back.
Political Science	Stayed roughly the same in comparison to overall college trends	To be honest it's not easy to compare a discipline to overall college trends because Tableau doesn't show the data on the same chart or screen.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Economics	Stayed roughly the same in comparison to overall college trends	Unknown
Chemistry	Increased in comparison to overall college trends	While the college as a whole has experienced a decline in FTES from Fall 2018 to Spring 2021, Chemistry saw an initial decline at the start of the COVID pandemic, followed by a rebound to previous levels.
Interior Design	Increased in comparison to overall college trends	Enrollments are increased with reasons listed below: Covid/Pandemic/SIP students' time/schedules are very flexible Interior Design department provides more "open labs with limited spaces provided, per college policy, for needed students on campus" . Two~three hours online virtual labs and office hours are provided everyday
Sociology	Increased in comparison to overall college trends	Sociology is a GE requirement, some of the courses meet the American Cultures Requirement, and Sociology is also a requirement for some majors across campus.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Real Estate	Increased in comparison to overall college trends	The enrollment trends have increased in comparison to the college due to offering a number of flexible number of online courses and offering a complete series of courses that can be completed in one semester enabling the student to move forward toward the State of California DRE licensing examination. As well as offering the same series of courses online over multiple semesters as an option also leading the student to qualifications for the State of California DRE licensing examination. Both of these options qualify the student to receive a Certificate of Proficiency in Real Estate from Chabot College. This is attractive to the students as evidenced by the number of certificates issued. This combination has attracted students and created upward growth in FTES in the Real Estate program.
Umoja	Increased in comparison to overall college trends	With the addition of Umoja Promise, the Umoja program now has two tracks. Both tracks --one accelerated and the other regularly paced -- offer the academic and counseling support that has been successful for Umoja in the past.
Paralegal Studies	Increased in comparison to overall college trends	The Paralegal Studies program is quickly gaining traction and growing. It is a high growth field, anticipated growth is 8% over the next 5 years, and available jobs in the field as soon as the 8 course certificate is completed. PLGL enrollment has increased dramatically each semester since the Program began. Spring 2020 enrollment census was 27 – Fall 2021 enrollment census is 129. The Department frequently advertises and holds workforce development events, and our instructors regularly accept students over enrollment caps.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
History	Increased in comparison to overall college trends	After an unsurprising decline in fill rate in the Spring 20 semester (when the pandemic hit), the History discipline rebounded to see fill rates of, at least, 88% in the following semesters. This fill rate increase might be attributed to student efforts to recover and complete college requirements after withdrawing in the Spring.
Computer Science	Increased in comparison to overall college trends	Enrollments are steady in transfer courses and overall (871 total for 2018-2019 vs 851 total 2020-2021)
Architecture	Increased in comparison to overall college trends	Enrollments are increased with reasons listed below: Covid/Pandemic/SIP students' time/schedules are very flexible Architecture department provides more "open labs with limited spaces provided, per college policy, for needed students on campus" . Two~three hours online virtual labs and office hours are provided everyday
Health and Nutrition	Increased in comparison to overall college trends	The ability to offer more sections of Health with more KINE faculty teaching HLTH 1 than ever before, as well as offering more sections of HLT 4, 8 and NUTR 1 with new faculty hire.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Engineering	Increased in comparison to overall college trends	Evaluation of the enrollment trends shows that Engineering FTES is increasing in comparison to the overall college trends. For example, in Fall 2018, engineering made up 0.62% of the college's FTES. In Spring 2021, engineering made up 0.64%. Another metric to consider is the percent change since Fall 2018. Engineering's FTES has decreased by only 12% since Fall 2018, however overall college FTES has decreased by 14%. This does not include summer courses that have been added. If we include summer FTES, this shows we have increased FTES by 2 - 3% each year since 2018-2019.
Administration of Justice	Increased in comparison to overall college trends	ADMJ courses consistently have high enrollment numbers. It is a high growth field with a large volume of job opportunities, the Department frequently advertises and holds workforce development events, and our instructors regularly accept students over enrollment caps.
Business	Increased in comparison to overall college trends	Overall the college enrollment has decreased by 11% while enrollment in the BUS discipline has decreased by 7% from 2018. The Business discipline converted quickly and with great success to online teaching for those classes that had been on campus prior to the pandemic. Enrollments within the BUS rubric are currently very healthy.

Program/Area Name	Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).
Geography and Environmental Studies	Increased in comparison to overall college trends	From 2018 to 2020, the FTES of the college declined (11% for Fall semesters and 8% for Spring semesters). Over the same period, FTES have increased in the Geography and Environment Department (21% for the Fall semesters and 15% for the Spring semesters). Here is the data: College FTES=Fall: 4,742.74 (F18), 4,238.53 (F20) = 11% decline Spring: 4,426.06 (S19) to 4,078.45 (S21) = 8% decline GEO FTES=Fall: 1.90+38.6+5.4=45.2 (F18) to 3.3+46.7+4.7=54.7(F20) = 21 % increase Spring: 0.2+37.53+5.97=45.7 (S19) to 2.9+42.46+7.0=52.36(S21) =15% increase When looking at the overall college enrollment data, Geography classes increased enrollment during the past 3 years (All Geography enrollments= 447 (F18) to 524(S21) =77 increase.) During the same period, enrollments have declined campus wide. *GEO FTES includes PACE GEO classes GEO classes and ENST classes as they are all staffed by geo faculty and using geo resources.
Early Childhood Development Lab School	N/A	N/A
Ethnic Studies	N/A	The numbers of FTES for the Ethnic Studies program seems very different from overall FTES trends of the college, I have no way of understanding how the trends compare.
VP Office of Academic Services	N/A	N/A

Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be? (Q39)

57 Responses

Program/Area Name Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

Administration of Justice Our GE courses regularly fill, with waiting lists, as do our fully online courses. Courses that do not completely fill tend to be specialized courses (such as ADMJ 85 Intro to Forensics) and courses that are in-person. We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).

Anthropology Historically ANTH 2 & ANTH 4 are courses difficult to fill to capacity, but no course has been canceled due to low enrollment in the past 3 years.

Architecture N/A

Art Starting in Spring 2020, we saw large decreases across the board for fill rates. The classes that made an early return to Hybrid in-person, started to rebound in Fall 20 21 and the trend continues upward as more classes return to Hybrid in-person.

Art History The two undeniable factors affecting class caps are scheduling and delivery format. Across the board, face-to-face ARTH courses scheduled for mornings fill to between 83% and 107% capacity (with most in the 95% to 100% range), while face-to-face ARTH courses scheduled for afternoons fill to between 48% and 70%. Online ARTH courses fill to between 86% and 107% capacity (with most at 93% to 100%), which is comparable to morning offerings face-to-face. Online ARTH courses are more productive than their face-to-face counterparts if scheduled in the afternoon. Examples are as follows: ARTH 5 afternoon face-to-face = 66% to 70% cap; ARTH 5 online (same period) = 86% - 105% cap. ARTH 6 afternoon face-to-face = 70% to 82% cap; ARTH 6 online, (same period) = 89% cap. ARTH 7 afternoon face-to-face = 52% to 55% cap; ARTH 7 online (same period) = 95% cap. ARTH 8 afternoon face-to-face = 48% cap; ARTH 8 online (same period) = 93% cap. ARTH 20 evening face-to-face = 57 % cap; no comparative online data 'til Spring 2022

Astronomy Fill rates in Astro are very high, and continue to be so. The program overall averages 89% fill, including summers which bring the average down. The Astro 30 lab is routinely at 100%+, Astro 10 at 90-95%, and Astro 20 at 90%. Online options – for which we typically offered two each term prior to COVID, and hopefully will continue to do so – always show an even higher fill rate.

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Automotive Technology	(1) To meet Covid protocols we were forced to run smaller cohorts, typically having two lab sections during F20 and SP21. (2) We have been launching new non-credit online courses during the past 4 semesters. (3) We are launching new credit courses (F21 & SP22). (4) More advanced courses, often experience some decreases as many of our students become employment eligible after 2-3 fundamental courses. (5) Previous administration based some determinations on faculty requests vs. historical data in determining class offerings. (6) To meet student timely completion goals.
Business	N/A
Chemistry	On average our courses fill to capacity or are filled over capacity. There are some exceptions on the section level. This seems to be dependent on the instructor: typically our full-time faculty have fill rates at or above 100% and some of our part-time faculty have sections that are below 100%. We do note that the Enrollment Management Data Dashboard does not present the requested information in an easy-to-use manner. It would be easier if the data were sortable by semester, and not by section. We do not always have the same instructors teaching the same sections semester after semester.
Communication Studies	In a time of budget cuts and the threat of cutting classes, I feel like this is a loaded question. There are a number of variables as to why courses do not fill: time of offering, instructor, whether they offer OER, the link to certificates and majors, time of audit, instructor diligence in maintaining their roster, and obviously the pandemic. We believe all our classes fill above the College average and we will continue to analyze and act on enrollment management based on trends when there are more consistent variables available.
Computer Application Systems	On Campus G.E. qualifying class in the afternoons and the advance classes have a lower fill rate. For the advance classes this could also be due to the classes being relatively new in relation to the tracking of enrollment numbers since the program and courses were created a few years ago.
Computer Science	Enrollment in CSCI 10 is weak due to increased student focus on meeting transfer requirements. By comparison enrollments in transfer courses CSCI 15, 20, 21 is strong.
Dental Hygiene	Not applicable. The dental hygiene program accepts a cohort of 20 students per year. The Commission on Dental Accreditation and the Dental Hygiene Board of California mandates the faculty-student ratios

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Digital Media	Many of the courses that did not fill had their cap listed at 32 students. There is no way anyone can teach an animation class, a motion graphics class, or a video editing class with 32 students. This will and has affected equity and student success in these classes, and usually over the course of the semesters there are too many students to keep motivated and moving toward completion of these classes.
Dual Enrollment	The ECD classes do not fill but it is part of a K14 pathway grant that we have committed to. The district has promised to recruit more students to the program in the future. This will be a contract class that will be paid out and therefore does not impact funding.
Early Childhood Development	<ul style="list-style-type: none"> o Our 30' s series courses do not always fill; until last year they were not part of any certificate or degree and are considered professional development courses for those already working in the field or for credentialed teachers who need ECE units to teach Transitional Kindergarten. They are now part of a TK COA. o ECD 60 and ECD 95/96 are required for our AA degree but not for our AS-T. As more students opt for the transfer degree, fewer of them need to take these classes. o ECD 91 is a capstone class for our Intervention degrees and certificates. Few students declare for these programs as they are high in units. There are many prerequisites for this class as well, and often when we offer it there are few students who have taken the necessary prerequisites and are therefore ready to take the class. o ECD 83, 65 and 68 are our administration series. They have a smaller pool of potential students in that they are specifically for those who want to be site supervisors, program directors and mentor teachers. It is important for workforce development that we offer these courses. Until two years ago, they were not part of any certificate or degree, now they are part of the Administration COA.
Early Childhood Development Lab School	N/A
Earth and Environmental Sciences	The non-lab based courses tend not to fill, which is why we stopped offering them.
Economics	Unknown

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Electronic Systems Technology	Prior to our ESYS change from 18 to 7 courses, some of the 2nd year courses did not fill to capacity due to attrition.
Emergency Medical Services	DUE TO COVID, MORE STUDENTS WERE CONCERNED WITH FACE-TO-FACE CONTACT. SOME ALSO, DO NOT RETAIN THE MATERIAL VERY WELL WHEN IT IS DONE ONLINE.
Engineering	There are 3 courses that do not fill to capacity: ENGR 36, 43, and 45. These courses are the most advanced engineering courses we offer (they require the most prerequisites), thus the student body that is eligible to take these classes is much smaller than for other engineering courses. These courses are capstone classes that should be offered both Fall and Spring, even if they are low enrolled because they are required for transfer, and are often taken in the students' last year at Chabot. If we only offer one section a year, we will be above capacity for that one semester, meaning, we will have to turn students away as a result of lab capacity (both equipment, physical space and the lack of a dedicated lab technician). This may result in students delaying transfer for another year, or they may take the class elsewhere.
English	English literature electives continue to fill below the 75% mark in general, though course enrollments have been increasing in general.
English as a Second Language	Our new advanced writing and program has lower enrollment. It launched the same semester as the Covid-19 pandemic and I believe we are seeing the consequences of that timing, in conjunction with the impact of AB705. Many advanced students decided to bypass ESL when given the opportunity. Our ESL Covid/AB705 recovery plan addresses these issues.
Entrepreneurship	The ENTR courses consistently fill to capacity. Why might this be? N/A

Program/Area Name Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

Ethnic Studies First, I don't understand why courses in social sciences have much larger enrollment caps when compared to other divisions or disciplines. In Ethnic Studies we still assign heavy reading, expect student presentations, and assign rigorous writing assignments, yet we're expected to teach 44 students per class. When compared to the cap for other divisions like Language Arts and Arts and Humanities, it seems unfair to expect social science courses to meet higher enrollment numbers. Secondly, considering the fact that we are still in a pandemic, and there are cases of the delta variant being passed on, even to vaccinated individuals, I feel it dangerous to expect us to teach in classrooms that only accommodate up to 44 students in the Spring. I believe the enrollment cap for Social Sciences should be lowered to at least 30. To answer above question, ES 2, 3, and 6 have the lowest fill rate. Currently ES 2 and 3 are not scheduled, and as for ES 6, it's still a relatively new course and since it's the only class that focuses on the Pacific Islander population, a DI group recognized by the college, and a priority population group in our AANAPISI grant, it's important to continue offering this class. I don't think fill rate should be the only consideration when scheduling, as we need to give our campus a chance to get to know newer ethnic studies courses. It's also one of only three Ethnic Studies classes that currently meet the CSU Area F GE. ES 6 might also not fill to capacity because it's new and counselors may not be aware of this class.

Film Many of the courses that did not fill were canceled, including FILM16, which is a documentary filmmaking course. Part of the reason we have difficulty filling these courses is because they rely on suggested prerequisites, but we don't have enough lab space in our area to offer more than one section of the introductory filmmaking course that would then help to fill this course. Secondly students do not want to take production courses online and the recent COVID issue made these courses hard to fill. Appropriate lab space is also an issue that prevents us from offering these classes. Lastly this class and the programs are all new and we are just now getting some momentum with students enrolling.

Program/Area Name Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

Fire Technology

In Fall 2018, the Fire Technology Program's course numbers changed, but we had no catalog out until late September. Students went to our sister college to complete fire academy prerequisites unaware of the changes. By the following year (Fall 2019), we saw an increase in our enrollment because the catalog was accessible, students (and counselors) were on the same page, and the Fire Technology course schedule was changed to prevent overlap with the EMS course schedule. Where we noticed the drop in enrollment is when LPC and Chabot College are offering the same course at night in the same semester. Prior to Fall 2018, 3 of the courses most impacted (FT 4, 5, and 6) were scheduled in opposite semesters to reduce this overlap in the district. The Fire Technology 3 class is offered in mornings during Fall, and in evenings during Spring, to attract the day and night students when they were most likely to attend. During the pandemic, the Work Experience Field Internship training course has been on hold (FT 95 and 96). This course requires students to work in Fire Stations and respond on fire companies, but until the stations can accept firefighter interns, these two corequisite classes are on hold (hopefully restored in Spring 2022). In general, several of these courses are full on the first class session based on physical attendance, but when students receive the syllabus and consider the workload, some do not complete the add process or drop (if registered). As students attend their required math and English classes, and realize the workload for all the classes they are attending, they often drop some of the Fire Technology classes then come back in a future semester. With better support using the new Public Safety Outreach Specialist, we hope to better guide students to the right classes with a manageable workload for their degree path.

Geography and Environmental Studies

Our productivity is low in our classes for majors (GEO 2, 5, 8, 10, 12, 20, 21, and 22) as the High productivity in our department is carried by GEO 1 lecture due to GE requirements. The reason for low enrollment are; (1) there are very few majors (though this number has slowly increased over the past 5 years), (2) frequent cancellation of majors classes which make students less inclined to sign up (3) changes to the AA-T due to CSU level changes, which mean we have to offer 2 additional upper level classes so that it is harder to fill a larger number of upper division courses, (4) the launch of a new certificate which will take time to grow.

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Health and Nutrition	For Health 1, there does not seem to be a pattern associated with time of offering, or semester. When the capacity is set at 44 students the vast majority of sections are full to capacity, or over 100% capacity. For Nutrition 1, in the past 3 years, many of the sections have not been filled to capacity. The most probable reason for this is that there are not sufficient students to run so many sections to fulfill two F/T faculty for Nutrition. The new F/T hire was meant to teach 1-2 sections of NUTR 1, and 3-4 sections of Health 1, but this is also a problem, since so many Health 1 sections are now recently being taught by Kinesiology faculty, where historically this was not the case.
History	Overall, enrollments in History 7 appear to have declined. While we have no specific explanation for this decline, it is likely that the discipline will make adjustments. Sections of History 8 continue to have waiting lists. One likely adjustment is to offer fewer sections of History 7 and more of History 8.
Humanities, Philosophy, and Religious Studies	We've had some difficulty with some of our HUMN courses, mostly likely because they don't transfer to some institutions because of variable content.
Industrial Technology	INDT 62 is offered online and has struggled with enrollment despite off campus and on campus outreach and marketing
Interior Design	N/A
Kinesiology and Athletics	Yes: There have been courses in PEAC that have not filled to its capacity, this is being addressed through establishing new discipline plans and reviewing course offerings for post COVID schedules.
Life Sciences	ENSC lecture only courses occasionally do not fill due to inconsistent offering due to lack of FT instructors. Counselors are unable to direct students into the Environmental Science program due to this uncertainty. The lack of Geology at Chabot College means that students are not likely to major in ENSC since the program cannot be completed at Chabot. Biology 80 - public health, is a relatively new course, so early semester data has pulled the average down. However, it is now consistently filling and is very popular. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Machine Tool Technology	Yes this seems to be a problem with the majority of our courses/sections. This is due to a lack Chabot promoting the program. Our entry level classes are usually pretty full or close to full. However, the enrollment tappers off in the advanced courses due to our student's ability to get a good job with a semester or two of courses The trend has not changed in the last three years. Our courses typically do not fill to capacity. Several factors could account for this. First, our lab spaces have never been designed to accommodate 20-25 students working in class at the same time. The
Mass Communications	overall college trend of decreased enrollment. Our program is lab-intensive and hands-on and because of the Covid-19 pandemic, we were forced to move to an online modality. This didn't serve our students' needs and as a result, our enrollment took a hit. The lack of staffing for the radio station does not provide support for students in labs. The similarity in other programs courses has increased competition for students and siphoned them away from our program.
Mathematics	Fast Track courses 36-20 or 20-1 tend to be under-enrolled because not as many students are willing to commit to 8-10 units of math in one semester. However, those who do and succeed shave off a semester of waiting to begin STEM courses.
Medical Assisting	N/A
Music	Yes, choral/voice courses and harmony & musicianship course sequence. This is a difficult sequence for p/t to teach. There is a need for a full time instructor as Eric Schultz resigned and his position has not been filled.
Music Recording and Technology	Loss of full time instructor and remote learning with pandemic
Nursing	We admit 40 students a year. This is what we can admit due to clinical sites.

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
PACE	As stated above, PACE classes have high fill rates. The following courses have a fill capacity of less than 100%. We have added comments on courses which have a fill rate of 80% or less on average across all sections. MTH 122/201 32% (We plan to open the Math Jam to the campus earlier) MTH 47 49 % (No longer offered) PSY 33 58% (Offered as an evening in-person course; we plan to continue to promote the course) PSY 5W 66% (Supports evening students in PSY 5W; we plan to continue to promote the course) ANTH 1 72% (Course success rates significantly improved when moved online) GEO 1 73% (Course success rates significantly improved when moved online) ENGL 4/4A 73% (Offered as an evening in-person course; we plan to continue to promote the course) ENG 7/7A 82% HIS 7 87% HIS 12 88% HIS 8 94% COMM 1 88% ENGL 1 90% HLTH 1 91% POSC 1 91% SOCI 3 92% RELS 50 93% MUSL 94% SOCI 1 94% SOCI 4 94% HLTH 4 95% HUMN 68 95% GEO 1L 93%
Paralegal Studies	Some of our courses have prerequisites (which are not currently offered every semester i.e. PLGL 31 Legal, Writing and Research and PLGL 35 Advanced Legal, Writing and Research). We also offer a variety of times and learning formats to meet student need: (evening courses, hybrid, synchronous/asynchronous, late start, short term).
Photography	Intermediate level courses have trouble filling to capacity. With the new curriculum submitted Fall 2021, all prerequisites for intermediate courses have been removed.

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Physics	<p>Physics 3A offered only in Fall at two times: (daytime) ~ 90% fill (evening) ~ 115% fill Physics 3B offered only in Spring at two times: (daytime) ~ 96% fill (evening) ~ 104% fill The second term always decreases but these fill rates are very strong. 85% fill Physics 4A offered both Fall and Spring, at two different times offered during the day: ~ 106% fill Physics 4B offered both Fall and Spring, at two different times: ~ 111% fill Physics 4C offered only in Spring: ~ The third term of physics is not required for all majors, and because of attrition, doesn't typically fill to capacity. We intentionally cut out the historically lower-enrolled Fall section of Physics 4C in 2019, and have offered only a single 4C section in Spring for the past 3 years. Physics 5 (only offered in Spring): ~ 50% fill This is the last class in the sequence, and it is required for Physics majors, but not for others. While it is accepted for transfer to San Jose State University, and to UC Berkeley, not all STEM students need to take this class, and many engineering students do not have time in their final semester for an additional physics elective. We have converted this class to fully online (synchronous in 2020 through ZOOM) and hope that the flexibility offered by this delivery mode might help to maintain enrollment. Physics 11 (offered both semesters and summer): ~ 110% fill Physics 18 (offered both semesters and now in summers): 80% overall; 90% fill in Fall/Spring, and 63% in summer We had to add Physics 18 as a prerequisite for Physics 4A to allow engineering students the opportunity to transfer to UC Berkeley. We hope to establish that Physics 18 is the best option for most students to take in preparation for the 4ABC sequence.</p>
Political Science	<p>Electives generally have high fill rates, with the exception of Political Theory because students generally avoid taking Theory if they don't have to. POSC 1 courses fill rates are very high generally, but do vary some based on issues of popularity.</p>
Psychology	<p>There are no clear examples of Psychology courses that do not fill to capacity. Psychology courses average over 100% full at course start date and over 90% full at census.</p>
Psychology Counseling	<p>We had several courses that did not fill to capacity typically in Spring semesters. We have since reduced the number of sections for these courses and some are offered only once a year. Our field experience class PSCN 85 did not fill to capacity but was a new course at the time.</p>
Real Estate	<p>No, the courses have all filled. This will continue as long as enough online "gateway" sections are offered to feed into the subsequent specialty courses.</p>

Program/Area Name	Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Sociology	For SOCI 1, on-campus Friday morning courses and on-campus evening courses have a lower fill capacity compared to other SOCI 1 courses. SOCI 2 courses on average either fill to capacity or have high enrollment. For SOCI 3, SOCI 4, and SOCI 6 courses, the courses with the lowest enrollment are offered on campus. SOCI 5 has a fill rate of 82%. The course has SOCI 1 as a prerequisite, which may explain the comparatively lower fill capacity.
Theater Arts	Until Covid, our course were filling at about 85% to 90% of capacity. The impact of Covid was so significant on our enrollments, it would be illogical to even include the data of the 2020 – 2021 school years and draw inferences from averages. From a pre-Covid perspective, our courses came close to filling, but did not fill entirely. Why? Well, I don’ t really know. Our trend lines in lowered enrollment pretty much matched that of the college until Covid hit, so we have the same uncertain answers as the whole college. Once the shut down came, however, our enrollments plummeted and none of our courses are filling. Students study theater out of an interest in working alongside other people collaboratively and creatively. We could do some of this online, but it was impossible to match the benefits of the in class experience. We are one of the few programs fully back on campus in fall 2019. Our numbers are small, but show signs of increasing as people start to feel safe to come back to the class room.
Umoja	Umoja classes typically are at or beyond capacity. One occasional exception to this pattern is the Math course that the program has sometimes offered. The program continues to work with Math faculty to increase participation, retention, and success in this course.
VP Office of Academic Services	N/A
Welding	The more advanced courses are harder to fill, in that they necessarily consist of only a percentage of the prerequisite courses. The plan of the Welding Department is not only to retain students toward the more advanced courses, but to attract experienced students from Industry who can benefit from the professional development.
World Languages	WL programs are based on prerequisite courses (1A, 1B, 2A, 2B) that have better fill to capacity in the lowest levels compared to more advanced courses. However, all WL courses are necessary to be offered year long to ensure completion of degrees (AA, AA-T) and certificates. [Text Wrapping Break]To help this situation, lower level courses (1A, 1B) are offered in the summer to boost enrollment in the upper levels (2A, 2B) in the fall and spring.

Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning? (Q40)

57 Responses

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Administration of Justice	Our Department faculty regularly admit additional students and adjust times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).
Anthropology	In addition to implementing students in sections with higher fill rates and changing time and date; the Anthropology department has been offering more sections online, as well as offering sections at different times and dates than our sister college.
Architecture	Classes are alternatively offered and changes some schedules to help student successes.
Art	Our class sizes are limited to NASAD standards, with a maximum class size of 24 workstations. In compliance with NASAD standards: classes in creative work generally should not exceed 25 students. Experience indicates that a class size of 20 or fewer is educationally more effective. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 15. We are working to have as many classes in-person this spring as student demand allows.
Art History	Our overall productivity average in ARTH is 668, significantly higher than the college productivity rate of 486. To increase our productivity further, faculty are willing to schedule face-to-face classes at times of day that yield higher enrollments, and to teach online or hybrid sections in place of lower-enrolled afternoon sections.

Program/Area Name

Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?

Astronomy

Hiring an additional full-time colleague, and hiring a classified professional to help with the lab, would improve our unit’s productivity, without question. A case in point: We have tried for 3 years to get a new class, Astro 45, which might serve even more of our students hoping for just an AA or AS degree, and not thinking about transfer to UC or CSU. But launching a new class, working with Counseling faculty to promote the offering and clarify what sorts of students might benefit most, developing the curriculum and SLOs and schedules, all take time and are tasks that full-time faculty can do, but also things that adjunct colleagues might not be able to do. We’ve been very, very fortunate to have an adjunct colleague, Shannon Lee, willing to help, but even with her significant contributions and immense investment in time for our program, it is just not reasonable to expect the same results that a full-time colleague might be able to foster. Similarly, we surely could support two, and probably justify a third Astro lab to serve students wishing for that elusive one unit of science laboratory classwork required for CSU and UC transfer. But without a lab tech, it is almost impossible to ask an adjunct colleague to teach an evening lab without more support. Productivity, as measured by WSCH/FTEF, is one rational metric to use in evaluating our program, but it is a dangerous one to hold up as effectively capturing what a program “costs” in terms of people. Lab classes take enormous time in preparation for classes, and clean up – but those hours do not show up in WSCH/FTEF. Indeed, just the opposite happens – lab classes necessarily are kept smaller because of safety and equipment constraints, and so they pull down the overall subdivision numbers. Including lab data in those numbers as a measure of a programs “productivity” misses how much time and effort is required to run the program at all. And even though the Astro 30 lab has high fill rates, it shows a 466 WSCH/FTEF. To say that this means we are not as productive with the class is terribly frustrating, and honestly quite unfair. (Apologies for the soapbox diatribe).

Automotive Technology

(1) Pre-Covid, our faculty commonly over-enrolled classes whenever possible. Due to the practical nature of our instructional area, we have to consider space, equipment and safety in these decisions. (2) Returning to a schedule that cycled lower enrolled classes vs. continues availability. (3) Improved “internal” communications with students regarding promotion of courses beyond the “lower” fundamental areas. (4) In most cases practical application is required in our subject matter, we do have, and currently offer some classes 100% online. (5) Some classes may be able to be offered hybrid, but practical application limitations would remain the same as traditional offerings resulting in no real benefit. (6) Our schedule cycles all class offerings between day and evening schedules already to be flexible for all students, facility, equipment, safety restrictions impact how many classes can be offered at any time.

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Business	The BUS discipline faculty meet every month to discuss course enrollments and ways to improve the program as a whole. We look at which classes are offered, when they are offered (regular start, late start, and accelerated options), how they are offered (on campus, hybrid, fully online, and/or a Zoom component), and who teaches a particular class. The current schedule is a reflection of that activity oriented towards continuous improvement. Pre-semester enrollment numbers are monitored closely, and large lecture capacities are instituted as necessary. Many of our full and part-time instructors increase capacity and/or add additional students, especially those on waitlists, every semester.
Chemistry	We already take additional students in most sections. Hiring a new full-time instructor (see request below) will help improve the quality of our instruction. Expanding our pool of part-time faculty will also be helpful.
Communication Studies	We would consider raising the cap in all our classes to 30 if we the Assistant Director of Forensics position were funded as it is listed in the contract. Due to the performance-base to our classes, any increase over 30 would be detrimental to student learning.
Computer Application Systems	Yes additional marketing to more students.
Computer Science	Offer a second section of CSCI 20 in fall, since the demand is there.
Dental Hygiene	Not applicable. The dental hygiene program accepts a cohort of 20 students per year. The Commission on Dental Accreditation and the Dental Hygiene Board of California mandates the faculty-student ratios.
Digital Media	Class caps at 24 which is what NASAD recommends would increase productivity significantly, and offering a lecture based course on the Theory of Graphic Design.
Dual Enrollment	I think we have been successful in recruitment and completion when faculty work closely with the site to ensure students are successful and give early notifications when students need extra help. For dual enrollment classes, we ask our partner schools to indentify students 10 student above the cap to anticipate attrition.

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Early Childhood Development	Faculty consistently take additional students in sections with higher fill rates; we have already moved our administration classes online, and offer ECD 91 every third semester. We are contemplating taking other classes that have filled well during the pandemic to an online format at least once a year such as ECD 69. We are changing the description of the Work Experience courses to make them more appealing to students working in non-early childhood settings (after school programs, paraprofessional roles in school districts, etc.) who might be interested in getting field work hours to apply to a credential.
Early Childhood Development Lab School	N/A
Earth and Environmental Sciences	N/A
Economics	No Information
Electronic Systems Technology	Proposals are being developed for 7 non-credit ESYS courses mirroring our credit based courses. The NC courses are to fulfill the needs of: take an ESYS course as a refresher where they cannot repeat a credit course take an ESYS course to see if student desires to pursue the ESYS program for credit take an ESYS for skills/career enhancement without obligation to commit to entire program It is hoped that the addition of these NC courses will achieve greater student success and program productivity.
Emergency Medical Services	AS A FACULTY, WE WOULD LIKE TO ACQUIRE A FULL-TIME FACULTY, SO WE CAN ADD AN ADDITIONAL EMS2 COURSE (AT NIGHT, MULTIPLE DAYS) AND NOT HAVE TO CANCEL EMS1 CLASSES BECAUSE WE DO NOT HAVE THE STAFF TO COVER IT. WE WOULD ALSO LIKE TO BE ABLE TO GO TO CONFERENCES MORE OFTEN TO ACQUIRE THE MOST UP-TO-DATE TEACHING STYLES, INSTRUCTION AND EQUIPMENT USE.

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Engineering	<p>Engineering is willing to change its scheduling habits for low enrolled courses from a once per semester basis to a once per year basis. This can be accomplished by scheduling ENGR 36, ENGR 43, and ENGR 45 as hybrid where lectures are online and labs are in person. Due to the number of students needing these classes in their last year before transfer, the college may need to add two lab sections with one large lecture course for each of these courses. If we were to implement the following scheduling, it will save the college approximately 0.5 - 1 FTEF. Assuming the same number of students annually in each course should increase our average WSCH/FTEF by 41 - 117. This range depends on if an additional lab section is added or not. We will need to work with other disciplines and counseling to announce and advertise these changes before they are implemented. We are also willing to add additional students to courses that are waitlisted. The table below summarizes what we currently offer and when, compared to a schedule with once/year double-lab sections of 36, 43, and 45.</p>
English	<p>Our composition courses (Eng 1, 4A, 7A) consistently fill to capacity and we take a few students over the 28 person cap size to improve overall productivity. Overall, English courses have strong fill rates. Our 3 year average Fall fill rate is 96% as compared to the college's 83% average Fall fill rate. While our spring fill rate trend of 85% is still higher than the overall college's, we could look into ways to increase fill rates for spring. To improve productivity, hold on to lessons learned during the pandemic. For example, in Spring 2021 and Fall 2021, some literature course instructors made it possible for students to participate in classes in either a synchronous or asynchronous format and that allowed for increased enrollment in most sections as compared to previous years. Post-Covid, we can explore how to maintain this flexibility. Similarly, in Spring 2020-Fall 2021, creative writing courses have seen a steady improvement with the majority of fill rates reaching 90-105%. We want to maintain some of the on-line flexibility for access to creative writing courses by offering one online section of Creative Writing each semester when we return Face-to-Face.</p>
English as a Second Language	<p>We already made cuts to our course offering in the ESL department this semester, one core course at each level. We also started offering one of our two advanced grammar courses each semester on rotation. In the spring we are starting our 3 pre-academic noncredit classes and next fall we will expand to offer 2 more noncredit listening speaking classes and noncredit mirrors of our 110A and 110B courses. We believe these courses will be a popular pipeline into credit ESL.</p>
Entrepreneurship	<p>The ENTR courses always increase capacity to 55 from 44, thereby giving the maximum number of students the opportunity to attend the courses. In addition to accept late adding students through to the 2nd week of instruction.</p>

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Ethnic Studies	We'd like to offer more online and hybrid courses, but we are also told we can't add more courses for Spring 22. As the only full-time instructor, I already take on additional students in courses with higher fill rates such as ES 1 and ES 5, but that is not a consideration for in-person classes during the pandemic. It's also challenging to add courses during the most popular day times (ie 9am and 10:30am spots) as classrooms are already taken up by courses in other disciplines that have existed at Chabot for a longer period than Ethnic Studies.
Film	I would like to start offering more of the Digital Media and Graphic Design courses online so that I have more lab access for the Filmmaking courses. I would be interested in seeing data of success rates in different online modalities. It would be helpful to make these decisions with specific data of what courses students have been most successful doing in an online environment. This would then allow me to schedule the courses accordingly. I may also need to stack courses, so we are able to offer the upper-level courses while maintaining productivity. I don't believe that is necessarily in the best interest of the student, or that it serves our mission to student equity, but it may be the only way to increase productivity.
Fire Technology	During the past three years, the Fire Technology Program instructors have constantly modified the course delivery options to include fully online, hybrid online, and creative date scheduling to prevent overlaps of classes required for our certificates and degrees, especially those classes taught by other disciplines. The biggest change was the rescheduling of all Fire classes around the EMS classes where possible, so students could meet the requirements of both disciplines. Also, once the new facility opens, we will pursue a different delivery schedule for the Fire Academy where the training takes two semesters using four mornings per week to work around the schedules for Chabot College athletes so they no longer have to choose between their sport and the academy. This scheduling modification may also attract single parents and other working students who cannot commit to a single semester fire academy schedule. This will take a couple of years to implement, but will be a significant opportunity that we've been unable to accommodate since the late 1980's.
Geography and Environmental Studies	We are over enrolling up to classroom capacity at student request and put a Friday and Saturday class and online sections for working students on the schedule, offered GEO 2 for High School students, and are working with Earth week, climate action committees and faculty in the sciences to increase awareness of our program and our classes. We also changed the GIS certificate to be easier to get through.
Health and Nutrition	We do all of these. We take more students, we offer courses in the mornings, evenings, online, and hybrid. We just simply do not have more students for the current set up.

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
History	<p>This is a difficult question to answer. The History discipline is, overall, productive. Increased productivity (i.e. more students per section) may have an impact on student success, which members of the discipline are interested in increasing. Ultimately, this question of productivity vs success needs to be a college-wide discussion. Disciplines like History (and the other disciplines in the Social Sciences division and other divisions as well) are expected to be the “productivity war horses” for the college while maintaining high success rates. There have never been requirements for our courses. The upheaval that AB 705 created in English and Math has been, and continues to be, our professional and pedagogical way of life. Is the college willing to invest in the professional development that might be necessary to help its faculty (both part-time and full-time) develop the tools to successfully support more students in our sections? Will we be given adjustments in the calculation of our workloads? Is the college willing to entertain the idea of smaller classes together with more tutorial support that could result in higher success rates? Asking faculty to teach, successfully, more students per section without professional development, tutorial support or compensation doesn’t appear entirely fair or equitable.</p>
Humanities, Philosophy, and Religious Studies	<p>Our many offerings and strong enrollment in summer sessions may be hurting our fall and spring enrollment. It may be prudent to lower caps and offer fewer sections during summer session.</p>
Industrial Technology	<p>Professional development of current faculty or hiring of Adjunct Faculty</p>
Interior Design	<p>Classes are alternatively offered and changes some schedules to help student successes.</p>
Kinesiology and Athletics	<p>Yes Courses in PEAC, HEAG, KINE and ATHL often take more than the max, even with no large lecture in some disciplines. The division is working on a new discipline plan and course offering cycle, which takes the adjustment of day/time/format in consideration to increase enrollment and productivity.</p>

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Life Sciences	We will continue to offer double sections in general education courses. With more lab spaces from new construction, faculty may propose the development of new general education courses that can follow the double section system which has higher productivity. We can analyze our program offerings to determine if units can be reduced in our larger unit courses to improve productivity. It may be possible to offer more support courses to allow for this change in programs.
Machine Tool Technology	I think our faculty members are willing to do anything to increase our enrollment. Increasing class size is not going to work in our area. We have too many students in our cross listed labs. Have student waiting for machines when we are at max enrollment. The administration needs to comprehend that with only so many machines in the labs we can only serve so many students adequately. Our department attended Art and Maker Fairs, produced promotional videos and hosted shop tours.
Mass Communications	Faculty in our area are willing to do a lot to improve overall discipline productivity while maintaining our commitment to student learning. We take additional students in sections with higher fill rates. We would teach our classes at any time/date or format—in-person, hybrid, online— to get them to be more productive. Faculty in our area regularly teach 4-6 courses cross-listed to make sure that courses are offered for students as often as possible.
Mathematics	Our faculty have always been taking additional students beyond our class size. We offer our courses over a variety of days/times already.
Medical Assisting	N/A
Music	We have done this
Music Recording and Technology	We have submitted some courses for distance learning as we have reduced lab capacity with COVID protocols.
Nursing	We can't change any number of students in our program. If anything it would be good to reduce the number. Many nursing programs are not admitting a fall cohort.
PACE	See comments above on sections with lower fill rates.
Paralegal Studies	Our Department faculty regularly admit additional students and adjust times/learning formats to meet student need (evening courses, hybrid, synchronous/asynchronous, late start, short term).
Photography	We would be willing to teach a highly enrolled large lecture PHOT 50/PHOT 1A online course to increase program productivity.

Program/Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Physics	Physics classes with labs necessarily are limited in size because of safety, equipment, and room sizes, and consequently WSCH/FTEF values typically are <400. This should not be seen as a mark of “low productivity” . Labs take time to set up and clean up; ordering, storing, and maintaining lab equipment takes time. And that time is not captured in the WSCH/FTEF metric. In addition, students routinely may spend more time in physics labs after class hours, under the direction of willing faculty – and those hours are also not caught. Instead, “productivity” for science lab classes should be evaluated using a different metric, one more related to overall student retention and success. If we truly are productive in lab classes, it is because we have helped students to understand how science works, to develop organization and collaborative skills working with classmates, to hone presentation skills, and ultimately, to find success with the course materials overall. If we try to make labs larger, and have more students per lab section, we would need much larger lab spaces, more equipment and a full-time lab tech.
Political Science	We have a FAR higher WSCH/FTEF than the college average. This question should be asked of other divisions. We are more than pulling our weight and doing all we can. One thing the college could do, however, is make large lecture classrooms more readily available for the Social Sciences based on the popularity of our courses.
Psychology	Psychology is among the “most productive” disciplines in terms of both enrollments and degrees earned.
Psychology Counseling	We plan to offer varying options for course modalities and focus on more support classes in fall terms when students need them.
Real Estate	Yes, faculty are willing to take large enrollments in the gateway courses that act as a source of FTES for the specialty area courses. The gateway courses are RE80 Real Estate Principles and RE84 Real Estate Practice.
Sociology	Sociology fill rates are high with many sections which are over enrolled. Online classes typically have higher fill rates than some of our on campus classes, especially those offered on Fridays or in the evening. If we had more classroom space or access to a large lecture space, then we could offer more of our SOCI 1 classes during peak times.
Theater Arts	Our enrollments have been devastated by the Covid situation. Students, in general, are staying away. But acting and theater is clearly based on an in-person experience.

Program/Area Name Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?

Umoja It would be difficult to increase the productivity of the Umoja Promise courses which are short-term courses. These courses require intense, fast-paced, hands-on interaction between students and faculty. Improving productivity beyond its current levels (in every course) would likely result in declining success rates. And the Promise courses are almost always above 100% cap.

VP Office
of
Academic
Services N/A

Welding Welding Department Faculty have adapted to a crosslisted lab model that allows for both reduced capacity due to COVID restrictions and restrictions in student scheduling. In addition, we have reduced the number of Lab sessions for Spring 2022.

World
Languages Post-Covid we are looking into expanding offerings in online and hybrid courses.

Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here (Q41)

57 Responses

Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Administration of Justice	ADMJ 50 - Introduction to Administration of Justice; ADMJ 60 - Criminal Law; ADMJ 63 - Criminal Investigations; ADMJ 61 - Evidence; ADMJ 55 - Intro to Corrections
Anthropology	ANTH 1, ANTH 1 L and ANTH 3 (At times ANTH 12 & 5).
Architecture	Arch 2A and 68 are routinely filled and often a waitlist
Art	Most all of our classes fill to capacity. Art 2A routinely had a number of classes that have full (20 person) waitlists, especially when we only offer 4 or less a semester.
Art History	Morning sections of ARTH 1, ARTH 4, and ARTH 5 fill to capacity or near capacity most semesters.
Astronomy	The online sections always fill, and often do have a wait list. The Astro 30 lab often has a small waitlist – more when we can only offer a single section because of staffing constraints.
Automotive Technology	Many of the basic entry courses (ATEC 1, 4, 5, 50,) fill consistently and are commonly over enrolled (Non-Covid) in most cases any waitlist students are enrolled in all applicable courses as is demonstrated by the number of classes with 100+% fill rates.
Business	BUS 12 Introduction to Business is a course that always fills up. There is the potential to add more sections. The demand for this class as an online offering seems boundless. Bus 1A (Financial Accounting), 1B (Managerial Accounting), 7 (Accounting for Small Businesses), Bus 3A (Taxation of Individuals), Bus 10 (Business Law), Bus 14 (Business Communications), Bus 19 (Business Statistics) and Bus 21 (Human Resource Management) consistently fill and generate waitlists, especially the online sections. Summer 2020 (with all courses offered exclusively online) had a fill rate of 93%. Summer fill rates are reliably strong.
Chemistry	YES! All of them: Chem 1A, Chem 1B, Chem 10, Chem 12A, Chem 12B, Chem 30A, Chem 30B, Chem 31.
Communication Studies	Communication Studies 1, Communication Studies 10

Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Computer Application Systems	Yes, CAS 50, 54 & 58 taught online by popular instructor tend to have a waitlist or over enroll by handing out petition numbers.
Computer Science	Sections of CSCI 7, CSCI 14 , CSCI 15 and CSCI 20 tend to fill to capacity.
Dental Hygiene	The Dental Hygiene Program is a special admissions program and accepts a cohort of 20 students per year. The program does not maintain a waitlist.
Digital Media	Yes Digital Illustration always fills as do some other courses.
Dual Enrollment	We do not keep track of wait lists, we only enroll to capacity.
Early Childhood Development	o ECD 63 o ECD 90 o Online sections of ECD 52 o Online sections of ECD 54 o Online sections of ECD 56 o Online sections of ECD 62
Early Childhood Development Lab School	N/A
Earth and Environmental Sciences	N/A
Economics	Most classes are at capacity BUT all face-to-face classes experiences significant declines
Electronic Systems Technology	ESYS 69 and ESYS 57
Emergency Medical Services	N/A

Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Engineering	Yes, typically we see ENGR 10 (two sections), ENGR 11, ENGR 22, and ENGR 25 fill to capacity with a small waitlist each semester. We also offer ENGR 10, ENGR 22, and ENGR 25 courses during the summer session and we plan to offer ENGR 11 as well. ENGR 10: Introduction to Engineering ENGR 11: Engineering Design and Analysis ENGR 22: Engineering Design Graphics ENGR 25: Computational Methods for Engineers and Scientists
English	Not at this time. We have done a good job adjusting section offerings to ensure no student is turned away. With new class-web transition to English 4A/7A courses, we did experience a waitlist issue that may have left those sections under-enrolled in Fall 2021, but that was a mistake caused by lack of a roll-over schedule and the lesson has been learned.
English as a Second Language	ESL 111A Pronunciation ESL 110A Low Intermediate Reading, Writing and Grammar
Entrepreneurship	ENTR1, ENTR5, and ENTR5 all fill on a consistent basis. As we increase class capacity to 55, we rarely have waitlists.
Ethnic Studies	ES 1, ES 5, ES 42, ES 43,
Film	Yes the lecture based courses such as FILM 14 and FILM 12 tend to fill and have a waiting list, and I am considering making FILM 14 a large lecture course that is primarily offered online asynchronously. FILM 15 also fills but usually without a large waitlist.
Fire Technology	The evening Fire Technology 1 class and the occasional Fire Academy (FT 11).
Geography and Environmental Studies	GEO 1
Health and Nutrition	N/A
History	History 8

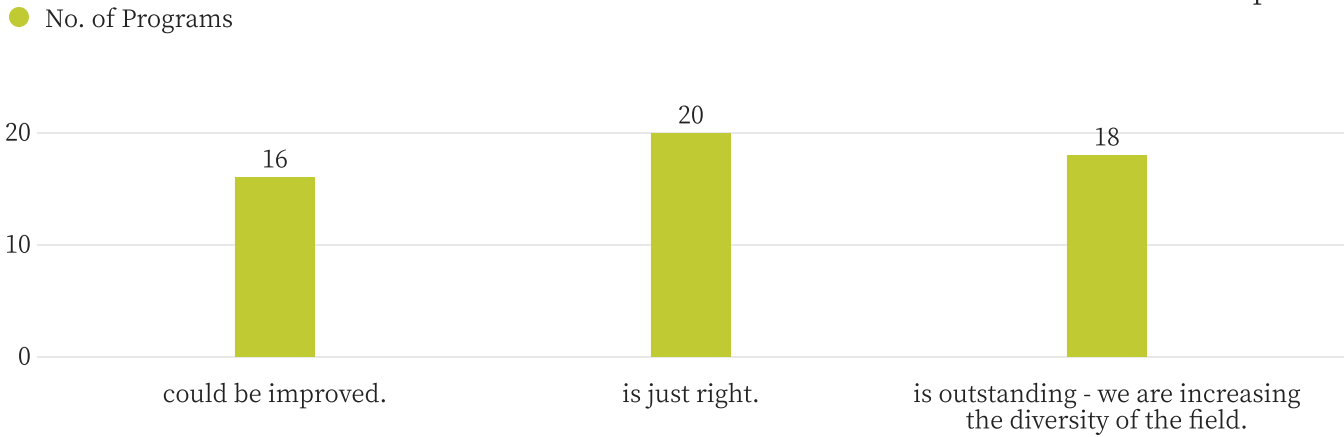
Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Humanities, Philosophy, and Religious Studies	Yes: PHIL 50, PHIL 60, HUMN 65, HUMN 68, and RELS 50.
Industrial Technology	Welding courses regularly fill to capacity
Interior Design	ID 48 and 49 are routinely filled and often a waitlist
Kinesiology and Athletics	Health 1, Nutrition 1
Life Sciences	Anatomy 1, Biology 6, Biology 4, Biology 2, Biology 10, Biology 31, Microbiology 1, Physiology 1
Machine Tool Technology	MTT 50
Mass Communications	No, but MCOM 41 periodically fills to capacity because it is also a transferable GE course.
Mathematics	The answer to this question should be institutionalized in an enrollment report that automatically identifies sections that have been filled to capacity and with a waitlist. It is inefficient for each area to do the same work separately. Also, the waitlist data in CLASS-Web gets zeroed out, so we can't get that information now by looking at previous terms. Our upper level MTH 3, 4, 6, 8 courses are often in the worst-of-both-worlds situation. They are major courses for transfer in Math and many STEM fields. MTH 3, 4, and 6 are also corequisites to Physics courses for STEM majors, so enough sections must be offered each semester so students can progress. The enrollment easily fills one section but may look bad split among two sections. People who don't know the program think we have a problem filling sections, but those sections are the solution to ensure that students get the classes they need to progress in course sequence, resulting in our STEM students being able to transfer or graduate

Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Medical Assisting	HLTH 51A, MEDA 70A, MEDA 71A, MEDA 76 (formerly 72A/B), MEDA 75 have had a waitlist for the last 6 years. MEDA 70A, MEDA 71A, MEDA 75 and MEDA 76 are first semester courses for the Certificate program and are needed for
Music	MUSL 1 – Introduction to Music (online & short term)
Music Recording and Technology	N/A
Nursing	No
PACE	The following courses have a fill capacity of 100% or higher: PSY 1 104% ANTH 1L 106% SOCI 2 114% PSY 5 120%
Paralegal Studies	PLGL 30 - Introduction to Paralegal Studies; PLGL 33 - Computer Application E-Discovery; PLGL 34 - Legal Ethics; ADMJ 60 - Criminal Law
Photography	PHOT 50/ PHOT 1A PHOT 66/ PHOT 6A xlisted w/DIGM 6A
Physics	Our largest enrollment challenges with classes that reach capacity come from the scheduling of single sections of Physics 4C in Spring only, and limiting sections of Physics 3A or 4A at the start of those course sequences. We have had enrollment demands for 4C of 30-35 students – more than a single section, but not quite justifying a separate second section.
Political Science	N/A
Psychology	With a few exceptions, almost all Psychology classes fill and have waitlist. PSY 1, PSY 2, PSY 4, PSY 5, PSY 12 among others.
Psychology Counseling	PSCN 13, PSCN 5, PSCN 10
Real Estate	RE80 Real Estate Principles RE84 Real Estate Practice.
Sociology	SOCI 1 classes have high enrollment and are in high demand since it is a GE course, fulfills the American Cultures Requirement, and other requirements for majors across campus. SOCI 2 is also a highly enrolled course, since this course is a requirement for transfer for sociology majors at many 4-year institutions.

Program /Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Theater Arts	Theater 10
Umoja	N/A
VP Office of Academic Services	N/A
Welding	All of the Beginning and Introductory course sections are routinely waitlisted at the start of the semester: WELD 70, 64 A, and 65 A.
World Languages	On average, all 1A sections in all languages fill to capacity with waitlists as they are the entry level courses and satisfy Gen. Ed. requirements.

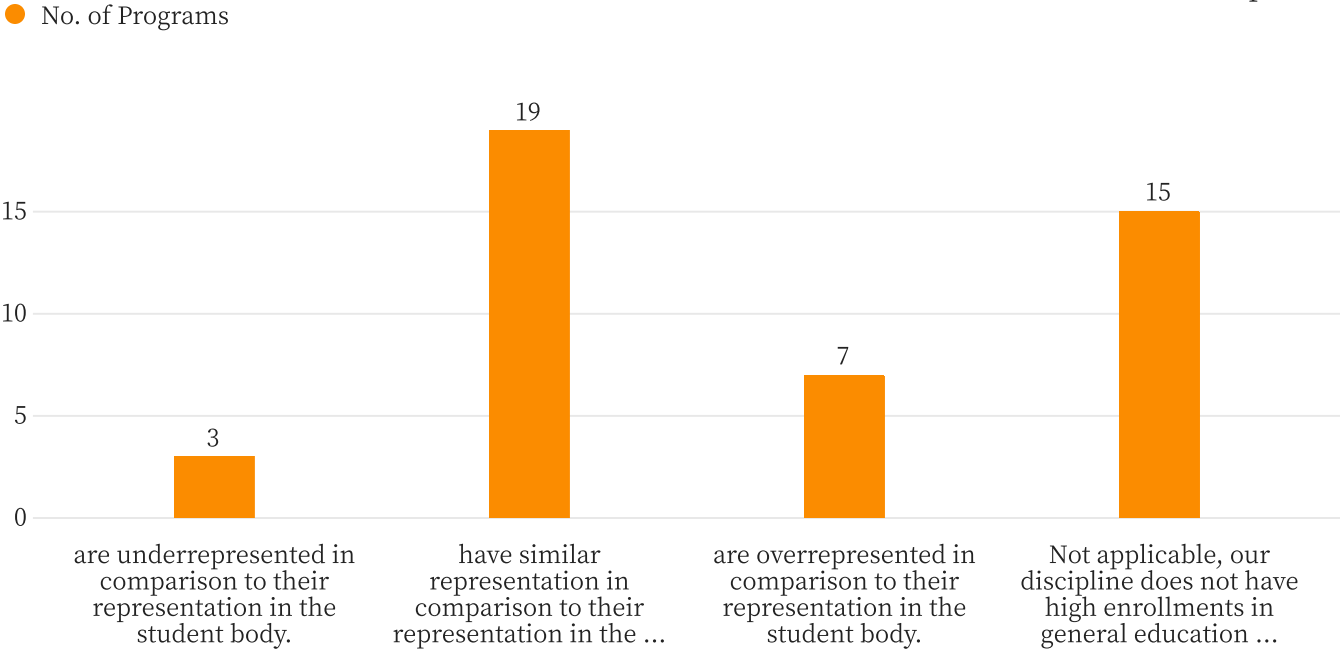
Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry. The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field: (Q42)

54 Responses



For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your general education classes to the overall student body population. DI Groups in our general education classes: (Q43)

44 Responses



Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot). (Q44)

57 Responses

Program/Are a Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Administration of Justice	We have seen spikes of high numbers of Latinx students at times (especially during the summer) compared to the College at large (ADMJ 50 - 80% versus the College - 73%) however we have a lower number of African American/Black students than the College (ADMJ 50 - 40% versus the College - 60%).

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Anthropology	Anthropology courses focus on human diversity and have a focus on diversity; which is attracting to DI groups.
Architecture	N/A
Art	Our overall numbers are all within 1 or 2 percentage point of college-wide averages.
Art History	N/A
Astronomy	<p>Astronomy shows what appears to be a higher average number of students identifying as Latinx than the college overall (~ 50% for Astro to ~40+% for the College as a whole). Astronomy also shows what appears to be a slightly lower average number of African American/Black students (~ 9% for Astro to ~ 10+% for the college). Enrollment by gender in astronomy matches the college overall very closely. Astronomy shows a higher ratio of full-time students, reflecting perhaps the number of daytime offerings rather than evening or weekend classes. While Chabot doesn't have a degree in Astronomy, and typically might have 1-2 students thinking about Astronomy as a transfer major, it is interesting to note that nationally Astronomers and Physics are ~ 86% White (Non-Hispanic), and 89% are male, according to the Census Bureau statistics. Clearly as we interest Chabot's students in astronomy as a potential major, the diversity that typifies our college population will broaden the profession. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.</p>
Automotive Technology	N/A
Business	N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Chemistry	<p>This is a difficult question to answer. Chemistry only has one GE course, so we will not be discussing that here. Instead, we will compare Chemistry's enrollments to other ethnicity/gender statistics. A full discussion would take up way more space than we have here, so we will provide the following general observations: ● As far as enrollments by gender are concerned, Chemistry has a slightly great percentage of female students than Chabot as a whole, and a MUCH greater percentage of women than is found in undergraduate programs, graduate programs, and industrial settings</p> <p>● For enrollments by ethnicity, Chemistry at Chabot has a higher percentage of Asian American and Filipina/Filipino students than the college as a whole, and a lower percentage of students from other ethnic groups. Compared to undergraduate programs, graduate programs, and industry, our percentage of students from DI groups is higher. ● Despite Chemistry having a higher percentage of students from DI groups than undergraduate programs, graduate programs, and industry, we still have some way to go--the diversity of the sciences beyond the undergraduate level is atrocious. The fact that our students are more diverse than the field as a whole does not mean we can't do better at serving our DI students.</p>
Communication Studies	<p>DI representation in our classes, including GE/Oral Communication, are nearly identical to the college rates. There have been no statistically significant changes in the diverse make-up of our enrollment. One note is that Communication Studies does serve more people who identify as women than the college average.</p>
Computer Application Systems	<p>CAS 50 is our course that also qualifies as a G.E. and the student population in the course represents the college student body make up.</p>
Computer Science	<p>N/A</p>
Dental Hygiene	<p>N/A</p>
Digital Media	<p>N/A</p>
Dual Enrollment	<p>The majority of our classes are GE. Non-Credit</p>

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Early Childhood Development	The early childhood field is dominated by women of color so the demographics of our classes corresponds to the demographics of the Chabot student body population. The only exception to this is that only 6% of our students are male, which aligns with the field but not with the Chabot student body.
Early Childhood Development Lab School	Write in for DI Groups in our general education classes: N/A
Earth and Environmental Sciences	Many Chabot students - and faculty - are clearly interested in environmental issues, as evidenced by participation in clubs and attendance at webinars focusing on Climate Change and environmental justice. Re-launching the environmental science program offers the possibility of encouraging students across the campus to fulfill AA/AS and transfer requirements while learning about key issues in our current world, issues that they can take an active role in addressing. A robust, interdisciplinary approach to the program, combining environmental science to be led by faculty in the Science & Math division with environmental policy, politics, economics, and social issues to be led by faculty in the Social Science division - and also including colleagues in Language Arts, Arts/Media/Communications, Business & Applied Technology - will give us a great chance to support the diversity of Chabot's student body.
Economics	N/A
Electronic Systems Technology	Whites and women are under-represented in our ESYS program as most whites/women seem to prefer the non-technical, hands-on, CTE based programs.
Emerging Medical Services	N/A
Engineering	N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
English	In a few cases, our literature electives could do more to attract African American students in the fall and Asian American students across the board. Creative writing has a slight under enrollment of Latinx and Asian American students. Latinx students are slightly overrepresented and white students slightly underrepresented in our GE, composition courses. Latinx students are slightly overrepresented and white students slightly underrepresented in our GE, composition courses.
English as a Second Language	It is not particularly meaningful to compare the race and ethnicity of ESL students to the college as a whole since we exclusively serve immigrant and refugee students who arrived in the US in their late-teens or adulthood. It is hard to know how well our program reflects that population in our greater community. Our largest student group is Asian immigrants, followed by Latinx. We have seen some declines in Latinx students since 2018, and I believe the losses are due to AB705 and Covid-19. I would like us to do a better job recruiting in this community as well as with Ethiopian and Eritrean immigrant communities.
Entrepreneurship	N/A
Ethnic Studies	Enrollment of DI groups in Ethnic Studies courses overall in the past 3 years are at a higher average than the average for Chabot College. For example, African American students have an average 13.5% enrollment in ES courses the past 3 years vs. 10.25% for Chabot overall, Latinx students have an average enrollment rate of 47.6% in ES vs. 40.4% for Chabot overall, and Pacific Islander students are enrolled at an average of 2.6% in ES vs. 1.8% in Chabot overall. The high rate for PI student enrollment in ES at 7% in Fall 20 is most likely due to the addition of ES 6: Intro to Pacific Islands and Oceania Studies. With Chabot getting the AANAPISI grant, we anticipate this rate to grow.
Film	N/A
Fire Technology	N/A
Geography and Environmental Studies	We had more Black/African American students until Covid. We lost a lot of our black students with covid (a trend seen campus wide) so that now we have similar representation as the rest of the college.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Health and Nutrition	Health 1 is a course that most students have to take, as it is a G.E. required course for most majors. In these classes, DI groups are well represented. It is helpful to have faculty from DI groups to help students relate to their educators, and how their goals are reachable. We have African American and Latino faculty teaching Health 1, which help students relate to the class and faculty teaching the courses that their educational goals are attainable.
History	The History discipline is slightly underrepresented in its enrollment of African American students. It is slightly overrepresented in its enrollment of Latinx and female students. (Again, it would be more meaningful to break down these statistics more completely into more specific categories, such as Latinx women.) The overrepresentation among Latinx and female students may be, in part, explained by courses which focus on the histories and experiences of those groups. Even though a similarly focused course on the history of African Americans is offered, this student population remains slightly underrepresented in the History student population. Because History 7, 8, 48, 49, 52, 53, 62, 63 all fulfill the similar requirements, it is not surprising that a significant percentage of DI students choose courses more reflective of their specific histories.
Humanities, Philosophy, and Religious Studies	N/A
Industrial Technology	N/A
Interior Design	N/A
Kinesiology and Athletics	N/A
Life Sciences	Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Machine Tool Technology	Applies to this question: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field. From comparing our data to that of the national field, we have greatly increased the diversity of the field for Latinx (39% Chabot/ 11.8% US) and Asian Americans (14% Chabot, 5.4% US)
Mass Communications	Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Mathematics	<p>Note for · DI Groups in our general education classes: x are overrepresented in comparison to their representation in the student body, but that doesn't tell the whole story. African Americans and Latinx are overrepresented in GE SLAM courses because Asians are overrepresented in courses beyond first-level transfer. For Math, a better way to answer this question about DI Groups is to look only at those taking their first math class at Chabot in a particular semester, not all math students. Then compare distribution of math classes taken by each race/ethnicity. Not applicable, our discipline does not have high enrollments in general education classes. In developmental courses, Latinx are well overrepresented while Asians are well underrepresented. Latinx are much more likely to place themselves below transfer than any other group. In SLAM courses, overrepresentation of African American's and Latinx may be more of a result of Asians being more likely to enroll in upper math courses than anything else. In first-level transfer BSTEM courses, well-underrepresentation of Asians is offset by overrepresentation of Latinx. Latinx are more likely than African Americans to choose BSTEM over SLAM in first-level transfer courses. In courses beyond first-level transfer, Asians are well overrepresented while African Americans and Latinx are well underrepresented. Filipinx are overrepresented in the MTH 20/1/15 group, but they are slightly underrepresented in higher math; the contrast is surprising. Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot). The pattern among Asians, Latinx, and African Americans is well known, as an extension of the achievement gap observed in high school. Given a relatively high proportion of Filipinx students in MTH 20/1/15, it would be good to encourage them to pursue fields that require more advanced math courses. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.</p>

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Medical Assisting	N/A
Music	N/A
Music Recording and Technology	N/A
Nursing	Last week I, Connie Telles, did a presentation of the Nursing Program to EOPS. There were 50 students attending and many different minorities. I will do this again in the future and it may be a way to attract more African American students.
PACE	N/A
Paralegal Studies	We have seen spikes of high numbers of Latinx students at times compared to the College at large (Summer 2020 PLGL - 60% versus the College - 38%, as well as a higher number of African American/Black students than the College (Spring 2021 PLGL - 15% versus the College - 9%).
Photography	Enrollments by race-ethnicity for the photography program mirror the enrollment rates college wide. Both the college and photography program can improve DI enrollment rates.

Program
/Area
Name

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

Physics

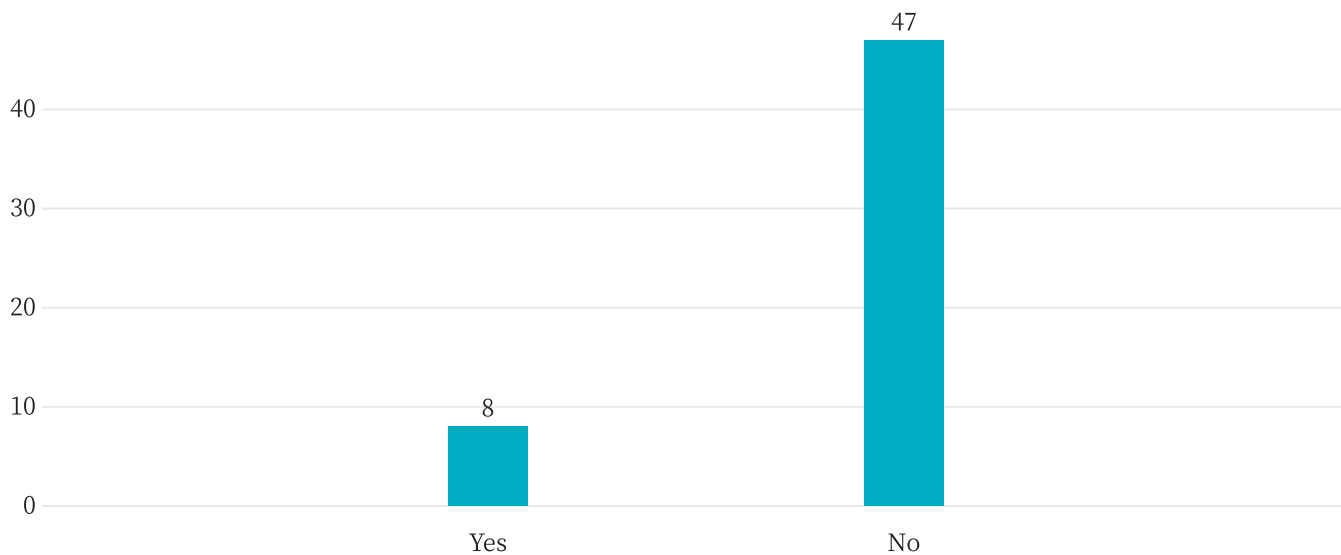
Notes on Enrollment Disaggregations: Our enrollment historically has followed the trends shown above for the last 4 years – Physics students are more often of Asian-American ethnicity, compared with the college population, and significantly less often African-American/Black. Students identifying as Latinx are under-represented in Physics compared with the college population, which students identified as White are about at the college average. The best tool we have in Physics to help identify whether Chabot’s program enrollment is similar to national averages is provided by the American Institute of Physics (AIP)’s interactive graphing tool (<https://www.aip.org/statistics/stats-degrees> , 2020). While the institute’s data includes 4-year programs, and not just community colleges, it still provides the ability to sort students majoring in physical sciences and engineering by ethnicity. For example, we can look at degrees awarded) in Physical Science/Engineering (as a % of all degrees awarded vs. time across ethnicity: [data table] This data shows that the under-representation of African-American/Black and Latinx students is a national issue, and one that Physics professionals are actively trying to address. Looking at gender in physics, we see that participation from female students is still significantly under the college population norms: [data table] This statistic is also not out of line from national results. The AIP’s “Women in Physics and Astronomy” 2019 Report, by Anne Marie Porter and Rachel Ivie (<https://www.aip.org/statistics/reports/women-physics-and-astronomy-2019>) shared: • In 2017, women earned 21% of physics bachelors’ degrees and 20% of physics doctorates. In that same year, women earned 33% of astronomy bachelors’ degrees and 40% of astronomy doctorates. • In 2016, 26% of newly hired physics faculty members and 40% of newly hired astronomy faculty members were women. The percentage of faculty members who are women is increasing over time. • The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field: X could be improved. Compared to national averages, Chabot is not at all out of alignment with enrollment in physics by gender, but this should not be taken as indicating we can’t improve the results further. The National Academy of Sciences 2015 report, “Why is it important to encourage more women to pursue science and engineering careers?” cites among many other factors the lack of mentoring for women interested in physical science and engineering as one reason for the lower rate of women in the professions (<https://thesciencebehindit.org/why-is-it-important-to-encourage-more-women-to-pursue-science-and-engineering/>). Clearly hiring more women, and inviting talks and contributions from women in science from traditionally underrepresented groups, can help our students see that they could have a positive future in the fields. Our colleague in Engineering, Dr. Tess Weathers, is starting a club for women in STEM; Stanford offers a “Women in STEM” group, which also could be a model for Chabot (c.f. Kubota, T. (2020) “Recognizing and empowering women in STEM at Stanford.”(<https://news.stanford.edu/2020/03/02/recognizing-empowering-women-stem/>) Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program’s individual submission, but not in this summary report.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Political Science	N/A
Psychology	N/A
Psychology Counseling	N/A
Real Estate	N/A
Sociology	Sociology addresses social justice issues that tackle class, race, gender, and sexual inequality, which may explain the overall higher enrollments of DI groups in our classes.
Theater Arts	N/A
Umoja	Umoja is a learning community focused on the experiences and history of African Americans.
VP Office of Academic Services	N/A
Welding	N/A
World Languages	The WL department aligns with the College race/ethnicity/gender student enrollment data.

Non-Credit Does your program/area offer non-credit classes? (Q45)

55 Responses

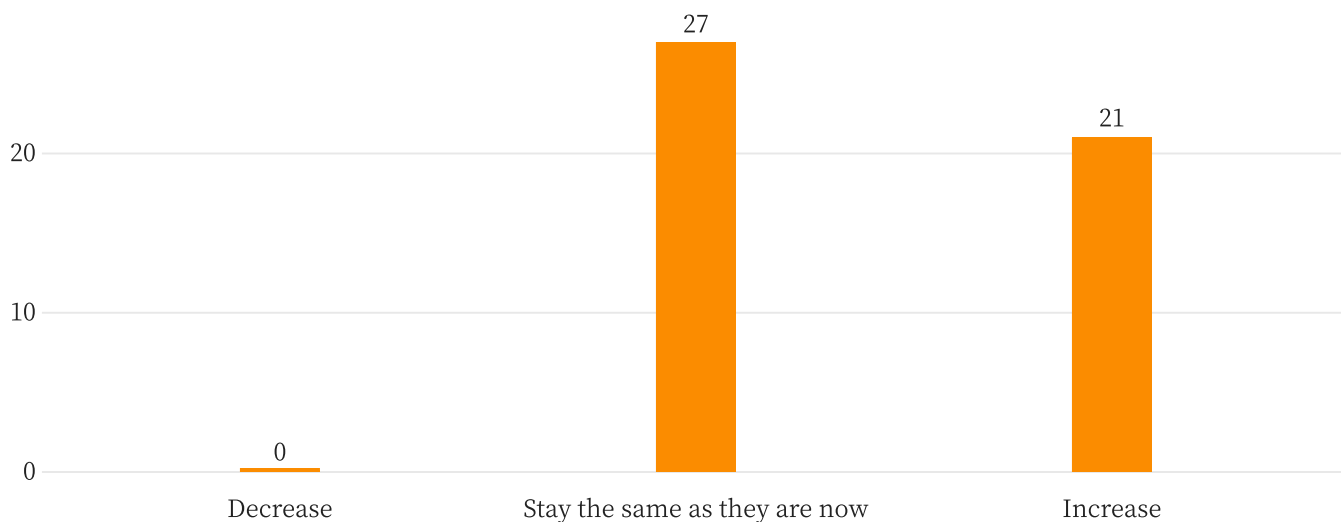
● No. of Programs



Over the next 3 years, non-credit course offerings in our program/area are planned to: (Q46)

48 Responses

● No. of Programs



Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease). (Q53)

57 Responses

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
Administration of Justice	N/A - we have our first two CA approved certificates awarded in the last year and students have not yet had a chance to complete them.
Anthropology	An increase trend in Degrees awarded could be the hiring of a full-time Social/Cultural Anthropology Faculty, the update of the Anthropology web-page, offering zero textbook cost degrees, as well as outreach to majors.
Architecture	Most of Architecture students intend to transfer to Universities.
Art	We rewrote all of our degrees in 2019 to better align with NASAD standards and transfer requirements. This has tripled our degree completion rates in 20/21.
Art History	Do not have certificates in ARTH.
Astronomy	Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)? Astronomy doesn't appear as a separate program nor does it have an AD-T. It is a General Education science, and taken by students in all of the programs listed in the report. Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)? Astronomy doesn't appear as a separate program nor does it have a separate Chancellor-Approved certificate. It is a General Education science, and taken by students in many of the programs listed in the report. Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease). N/A.
Automotive Technology	(1) Degrees dropped with the closure of the BMW program (2) Certificates have dropped due ineffective institutional and discipline promotion, difficulty of the process and the benefit of applying for certificates while continuing on academic pathways towards program completion.
Business	Through the annual Business Education Seminar and in-class presentations the Business discipline makes a concerted effort to inform students about the programs certificates and degrees. In addition, the discipline has created outreach materials including online videos and degree/certificate maps. Courses are offered in on-campus, hybrid, and fully online formats. Business students are encouraged to apply for the available certificates and degrees.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
Chemistry	Chemistry currently does not have an AS-T degree, so we have not seen potential growth. We have proposed an AS-T degree, but our proposed degree that meets the state template has too many units for state approval.
Communication Studies	We are not sure why we are still listed as Speech Comm and Rhetoric. We've never included rhetoric in our title and do not include speech. We were rising in the number of degrees and have an increase in majors. The lone explanation may be the decreased enrollment rates due to the pandemic. This is something we will continue to monitor as the pandemic wanes.
Computer Applications Systems	They were new degrees, so the recent completions were an increase where before it was 0.
Computer Science	No
Dental Hygiene	N/A
Digital Media	The Graphic Design Degree went through a revamp and is has tripled in the last few years now that students understand the course sequence for the degree. More certificates were also earned in the last 3 years. We are still not graduating a lot of students, but hope to increase our numbers in the next few years.
Dual Enrollment	N/A
Early Childhood Development	The ECD program has increased the number of certificates we offer to reflect the combinations of coursework our students often take. This has resulted in an increase in overall Chancellor-Approved certificates. We have also tried to be proactive about encouraging students to apply for the certificates once they have fulfilled the requirements -- by having our Sr. IA/Career Navigator visit classes and talk to faculty in the capstone classes to encourage students to fill out the degree/certificate application. Also, as our Sr. IA/Career Navigator increased the availability of online/Zoom appointments it became more convenient for students to meet with her and get an ECD course plan outlining how to earn degrees and certificates.

Program/Area Name Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).

Early Childhood Development Lab School

N/A Write-in notes for 2 questions above: N/A For below

Earth and Environmental Sciences

None earned across this time period because not all courses required have been offered

Economics

No Information

Electronic Systems Technology

COVID caused a decrease during past year. As more students feel more comfortable in returning to campus, we should see these numbers rise.

Emergency Medical Services

N/A

Engineering

Two engineering certificates were approved in Fall 2020. During the first year, there were two required courses that were not offered in Fall 2020, Spring 2021, nor Summer 2021. MTT 70 is a required course for Technical Design Drafting Certificate and ENGR 15 is a required course for Computational Design Certificate. We will need help from the college to advertise these courses and certificates as well as work on scheduling these courses so students can earn these certificates. Many students have the requirements completed for the certificates and Engineering AS but do not apply for it. It would be beneficial to automatically award these certificates and degrees to students who take the required courses. Also, many students focus on completing transfer requirements rather than certificates or degrees as there many required courses that vary significantly by discipline and transfer university.

English

In the last three years, we have seen an increase in AA-T in English (jumping from 6 a year to 20). AAs have stayed the same. AA-Ts are popular among our students because if students successfully follow the requirements for the AA-T and have a solid GPA, they are pretty much guaranteed a spot in a CSU English program.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
English as a Second Language	We will start to offer those next fall but as of now we don't have any.
Entrepreneurship	The ENTR discipline has a strong concurrent enrollment strategy with the local high schools that created overall demand for ENTR certificates and degrees. We have also created outreach materials including online videos and degree/certificate maps. Courses are offered in on-campus, hybrid, and fully online formats.
Ethnic Studies	Ethnic Studies program started at Chabot College in 2016-2017, newer ADTs in Social Justice, emphasis Ethnic Studies, African American Studies, Chicano Studies, Asian American Studies were not created until 2018. Since 2018, we've seen a steady increase in the number of students declaring ES as a major and completing our degrees. For example, only one student was awarded AA in Ethnic Studies in 2017-2018, and in 2020 - 2021, 8 students completed degrees in Ethnic Studies (3 awarded AA in Ethnic Studies, 5 awarded ADT Social Justice – Ethnic Studies). Although 3 new certificates have been available at Chabot College since Fall 20, none have been awarded yet.
Film	The Film and Animation AA is a new program and thus far has had one student earn the degree. Students have not yet earned the certificate in Filmmaking and the certificate in Animation, but I'm hopeful that students will earn these degrees this and next semester once students know about these degrees.
Fire Technology	There are two key factors that impact the lack of degrees and certificates issued to students in Fire Technology, Fire Prevention Inspector, and Fire Fighter Academy. The first is that students did not complete the application process for them, even though they qualify. The second is that the increase in the wildland fire problem in California has opened up seasonal employment opportunities for students shortly upon completion of the Fire Academy. Rather than complete the college processes for degrees and certificates, the students go to work during the season. With the help of the new Public Safety Outreach Specialist, we hope to fill the gap on the degree and certificate application completion process.
Geography and Environmental Studies	Geography AA and AA-T degrees increased from 2011 to 2021 though the data is statistically insignificant due to small sample size. There are no chancellor approved certificates in our program.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
Health and Nutrition	Health under the KINE division does not have a degree, as the degree is “Public Health” , and the Biology division somehow acquired that degree under their purview (note, LPC has Public Health under KINESIOLOGY division). The Nutrition & Dietetics AST has only been effective since Fall 2020, so nobody has been able to complete the program yet.
History	The AA-T in History is relatively new. While discipline members are happy with the increase, total numbers could be significantly better. Discipline members plan to meet to begin developing a comprehensive strategy for recruitment, retention, and graduation for the major.
Humanities, Philosophy, and Religious Studies	Our degree just launched in F’ 21.
Industrial Technology	New Faculty have improved outreach and marketing
Interior Design	Degree and certificate slightly increased after finished all the academic requirements. Most of Interior Design students intend to go on career force. So degree and certificate seem important to show skill set and be on the resume for qualification.
Kinesiology and Athletics	The Athletic Counseling position has dramatically increased the achievement of our student-athletes, and has increased degree completion. The ability of our Athletic Counselor to manage our students, and their SSSP components has made a big difference in capturing all students, especially DI students who have not completed their SSSP components. The Athletic Counselor has the ability to run reports that identify units, GPA, financial aid status, and SSSP. Also, the addition of athletic cohorts or teachers willing to work with athletes only has had a huge impact on completion of course such as English and Math. Most important, every single student-athlete will have a comprehensive SEP completed. This is a CCCAA bylaw, and is required for eligibility. There has also been an increase in Kinesiology certificates with the implementation of the Athletic Counselor.
Life Sciences	Note for: Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)? Decreased X Stayed roughly the same Increased (We do not offer certificates)

Program/Area Name Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).

Machine

Tool Technology One of the major reasons is that after our students have taken one or two of our course they can find employment and do not return.

Mass Communications

The AAs that Mass Communications awarded have stayed roughly the same, currently, we do not offer certificates. We will soon.

Mathematics

N/A

Medical Assisting

N/A

Music

The Harmony & Musicianship certificate is new and is popular. It serves as a capstone for the MUSL 2A-D course sequence. Many music students do well with their “core” music course work but struggle to complete the GE course sequence before they transfer to a 4-year school and therefore do not complete the requirements to receive their AA-T degree as they are missing GE courses.

Music Recording and Technology

N/A New program

Nursing

NA

PACE

The number of students in our program earning degrees have stayed roughly the same. We have been able to provide students with a robust PACE course schedule with both evening and online courses (pre-pandemic) and online synchronous and asynchronous courses (pandemic) to accommodate their busy schedules. We send regular updates and reminders about our program along with important college deadlines to our students, so they can plan their schedules and stay on track for graduation/transfer.

Paralegal Studies

N/A - this Fall Semester we have finally been able to offer the last course required to achieve the certificate. We anticipate the first certificates will be awarded at the end of this semester.

Photography

To increase the amount of degrees and certificates awarded the Photography Program has submitted two AA degrees and three Certificate of Achievement to Curriculum for approval.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
Physics	This is a result of finally offering an AS degree in Physics in 2021. Three (3) were awarded. Physics does not offer a certificate at this time, although we have discussed this as a possibility and have been investigating how to create one.
Political Science	N/A
Psychology	N/A (Psychology doesn't offer a certificate)
Psychology Counseling	Our degree and certificate completion has stayed the same. Our AA-T is a new degree and we do not have enough current data to assess completion rate.
Real Estate	The certificate completion has increased due to a remodeling of the certificate requirements to better align with the State of California DRE state mandated licensing education requirements. As a result, when a student completes the State of California DRE education requirements, they simultaneously complete the requirements for a certificate.
Sociology	The number of degrees in our program have stayed roughly the same. In 2018-19, 61 students graduated with an AA-T degree in Sociology and in 2020-21, there was a slight increase with 63 students completing the degree. To increase the number of students earning their degree, we are currently participating in the Social Science Majors Outreach Program (SCFF). As part of this program, we created a Canvas site for Sociology majors that has links to important information students need to learn more about the major and to graduate. We also send declared majors emails with reminders and other information. Sociology is one of the first majors to offer a ZTC degree. We are hoping that by eliminating the cost of books in most of our classes, this will reduce some of the financial barriers students experience in completing their degree.
Theater Arts	Written response for questions on trends in degrees and chancellor-approved certificates awarded: For the AD-Ts, there has been a big increase over the three years leading up to Covid. The AA degrees stayed about the same. Our certificate were just approved in curriculum for this fall. The number of AD-Ts awarded in Theater increased significantly in the 2017-2018 school year, while the AAs stayed about the same as they had been. It is hard to identify exactly why this is, but my guess would be that one, counselors and the college in general has been emphasizing the transfer degrees heavily in this time period. But also, we have been holding regular meetings with students to help clarify our degrees and paths forward with their education at Chabot.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in degree and certificate completion (e.g., tangible reasons for the increase or decrease).
Umoja	<p>Over the last 3 years Umoja has had an average of 24 students graduate/transfer each year. The success is due to several factors. Cohort style classes that create and promote community amongst students. Academic support and guidance provided by the Umoja Counselors and instructors- Students often had no idea how to navigate through college to reach their academic goal. Having Umoja Counselors and staff available has streamlined the process and made it more clear how students can make it through to graduation, certificate, and transfer. AB705- helped to improve the number of transfers because it shortened the time students spend in community college by allowing them to enroll in College level classes upon admission. Additional Umoja Courses- Umoja at one point was just cohorted English classes and one college success course. Now there are 6-8 courses offered each semester as well as summer bridge summer bridge for incoming Freshmen. Providing students with classes and a directed pathway has helped to moved students through in straightforward manor to graduation, degree, an/or certificate completion Umoja Promise-is a two semester cohort that guarantees completion of 30 transferable units in a year. UP qualifies students to transfer to HBCU based off of the agreements and puts them at 50% completion of transferring to UC/CSU Focus on Mental Health- Students struggled through the pandemic but still managed to transfer at a high rate. This past school we had a student apply and gain admission to Princeton, Yale, UC Berkeley, and UCLA. She also received the Jack Kent Scholarship that pays the full tuition for any school she chose. She chose to transfer to Yale.</p>
VP Office of Academic Services	N/A
Welding	N/A
World Languages	<p>Although the language COAs and the entrepreneurship COAs have only been available since 2018, the steady increase in completion has helped our students receive 1) degrees for French (AA) and Spanish (AA, AA-T) ; 2) certificates for Chinese and Japanese.</p>

What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.) (Q55)

57 Responses

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Administration of Justice	Barriers include not having enough staffing to service all of our students and provide the necessary guidance and support for student success. This especially involves females. We have a high number of female students (and this is a male dominated field), however, there is a low transition rate to actual employment in law enforcement for females.
Anthropology	The delay to hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration. We need assistance to promote the Anthropology Program.
Architecture	Low enrollment classes were canceled. Classes cannot be offered per the sequences of classes in the program.
Art	Many Art students avoid taking Math classes until the very end. We would like to write a hands-on Math course for students in the visual arts, and are asking for CAH to support that effort.
Art History	Currently there is no major advising, and that needs to be fixed.
Astronomy	N/A
Automotive Technology	(1) Increasing complexity of vehicle systems even at the fundamental levels. (2) Economic, as many students become employable prior to completion. (3) Existing industry personnel attending for update or enrichment training, not working towards completion. (4) Social stigmas for non-traditional students in the industry.
Business	The high cost of textbooks remains a concern. We have addressed this issue by using equity funds and OER textbooks and materials for selected courses as appropriate.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Chemistry	The two main factors that affect student completion are the time it takes and the availability of classes. Chemistry courses are sequential in nature, as are other STEM courses, so it can be difficult for students to finish the sequence and transfer in two years. This is further complicated by the fact that our courses are always full with waiting lists, making it difficult for some students to take courses when they need to. Any factors that affect students' ability to take courses in a timely manner will impact their ability to complete the course sequence. Outside family commitments and jobs are two common student situations that keep them from progressing. Unfortunately, students from DI groups are often in these situations.
Communication Studies	Communication Studies 1 is continually a high-filling course with numerous waitlists. We also need another FT faculty member to continue to offer new curriculum and better serve students.
Computer Application Systems	Lack of options for advanced classes to run with lower student enrollment numbers. I've been substituting equivalent courses from neighboring schools. It will take a while for local level of students to have enough completers from feeder courses to run the advanced classes locally.
Computer Science	None that stand out.
Dental Hygiene	N/A
Digital Media	There were no real degrees, and the courses were broken up into half semester courses. Students are finally able to complete an entire course and earn their certificate or degree. That wasn't the case when I first took over the program. In fact some students had to retake a course because we no longer offered the ½ semester course and the only had the ½ semester course on their transcript.
Dual Enrollment	N/A

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Early Childhood Development	Most of our students are part-time, many are older and have returned to school after a time away. We have a high proportion of students for whom English is a second language. They struggle with completing the math and English requirements to get a degree. They struggle with academic requirements of their ECD classes. Many of the special programs and learning communities that offer targeted help, dedicated counselors and other supports are not available to our students. Support programs such as tutoring are not available in evenings or on weekends, when many of our students take classes. Our students need help connecting to supports that can help them build academic skills and stay on track to complete their degrees or certificates. They also need help connecting to the Chabot community when they are only here part-time or on evenings/weekends.
Early Childhood Development Lab School	None
Earth and Environmental Sciences	Not all courses required have been offered
Economics	None
Electronic Systems Technology	Most of our students work full-time then take courses in the evenings possibly leading to less than desired educational outcomes, most college supports for our students are not available because of the hours the courses are taught,
Emergency Medical Services	THE EXPENSE OF THE MATERIALS, THE AMOUNT OF TIME FOR IN AND OUT OF CLASS PARTICIPATION, AND THE AMOUNT OF CURRICULUM/DIDACTIC MATERIAL THAT MUST BE RETAINED IN ORDER TO PASS SUCCESSFULLY.

Program/Area Name	<p>What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)</p>
Engineering	<p>There are many significant barriers to students completing the engineering program. Math requirements, scheduling, multiple transfer requirements, as well as the overall rigor of the program, to name a few. Many students experience disproportionate barriers based on race, gender, age, disability status, and home responsibilities, however, the main barriers are how well prepared students are before starting at Chabot and how much time they are willing to dedicate to their educational plan. Most engineering students will take at least 3 years to transfer assuming they are starting at MTH 37/Trigonometry. Students will need to take at least 12 units each semester and be willing to spend 40+ hours per week on their courses. Many students need to work and do not have the support for this type of dedication.</p>
English	<p>We've had to reduce our offerings of English literature courses and rotate some of our electives because we are not reaching our "cap" (of 44 students). Unfortunately this creates barriers for AA and AA-T students to want to complete their degrees in a couple years. Some students have to wait over two years to take an elective they are interested in. Also, some students end up going to other community colleges to take literature courses where they have a wider selection of courses. There are also barriers for working students who want to take evening classes; we don't offer evening literature classes, but we are planning on offering an evening literature class as well as more online literature classes.</p>
English as a Second Language	<p>We have Afghan students, often but not exclusively women, who never went to school and never learned to read and write in their language. This is a large deficit to recover from and I believe it is reflected in the lower success rates for "White" students in ESL. Our students tend to be working adults and many are parents. The extra responsibilities and pressures make it more challenging for them to put full energy into their classes and to complete our program. I am seeing this problem increase as rents rise in the area. It is important to point out that some students never intend to complete any program and just want to improve their English skills for their job or daily life. These students will leave ESL when they have the English level they need. Lack of completion is not necessarily lack of success.</p>
Entrepreneurship	<p>The high cost of textbooks remains a concern. We have addressed this issue by using OER textbooks and materials for selected courses as appropriate.</p>
Ethnic Studies	<p>I believe Ethnic Studies majors experience similar barriers that first generation students and working students face. Other barriers may be related to students of color being disproportionately being affected by the pandemic, job-loss, and housing loss.</p>

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Film	I believe students are just finding out about the certificates and degrees, and I am hopeful that they will apply for the certificates and degrees this year. I have been doing a workshop once in the Fall and once in the Spring two weeks prior to the certificate and program application deadline to help students apply for their certificates or degree.
Fire Technology	Due to the nomadic conditions under which we must deliver the Fire Academy training until the new facility opens, we are limited on the options for how we deliver the Fire Academy training using existing facilities on and off campus. Because of the long hours and the compressed format to fit within a semester, students with transportation issues, dependent care responsibilities, employment conflicts, and athletic practice/game schedules find it difficult to attend the Fire Academy. For some students, their level of physical fitness takes more than one semester to improve and condition for fire fighting work. For students with certain disabilities, the nature of fire fighting work is not an option due to the rigorous physical demands and the job performance requirements. One of the major barriers is the cost to attend the fire academy and the process for obtaining the financial aid in time to attend the course. Many students do not follow the processes for college enrollment, registration, and application for financial aid so they are ill prepared for the costs associated with a 17-unit+ single semester course, even though they are provided this information months in advance of the Academy. We are hoping that the Public Safety Outreach Specialist will help in the financial aid guidance part, as well as the advertisement of the academy requirements through more engaging social media platforms that students access to get the information to them. During the remote learning period of this pandemic, many students struggled to find a place in their own homes to engage in their classes due to distractions from other family members while classes were in session. Some students found it difficult to concentrate or complete homework assignments and tests in the home environment.
Geography and Environmental Studies	We are not able to offer all majors classes that are necessary to degree as they are often cancelled due to low enrollment. We are unable to offer majors classes during evenings to support students working 9-5pm and parents as we can offer these classes very infrequently. It may make sense to offer more majors classes online to draw in more students from other schools.
Health and Nutrition	N/A

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
History	Again, the AA-T in History is new. The discipline needs to develop a fuller program of recruitment and support to increase the number of majors and, with hope, decrease the barriers that students in History courses, both majors and non-majors, currently experience.
Humanities, Philosophy, and Religious Studies	If sections are cut from the schedule, this impacts our majors.
Industrial Technology	Lack of course offerings
Interior Design	Low enrollment classes were canceled. Classes cannot be offered per the sequences of classes in the program.
Kinesiology and Athletics	Many DI students have struggled with online or asynchronous classes. Technology and accessibility have limited the opportunity for many DI students. For many, a lack of engagement from the student has had a negative impact on their college experience. A location where DI student/athletes could go to use computers, print and have access to textbooks would greatly increase the likelihood of completion. As it currently stands, there is no location where our student-athletes have access to use a facility described above, unless it is reserved by the athletic counselor (we do offer study-hall each semester) in advance. Computer labs can be very hard to reserve. Many of our student athletes that major in Kinesiology have trouble taking Labs that are only offered in the afternoon which conflicts with their teams practice and or games. This prevents students from majoring in Kinesiology or graduate on time.
Life Sciences	The long waitlists and demand for classes creates great difficulty in getting into classes. This limits student progression through the program. Limited lab space has resulted in our discipline offering courses at times that disproportionately impact parents especially affecting women due to limited availability of Chabot childcare opening times. Building 2100 where we offer most courses especially our general education and pre-health science biology courses is currently not ADA accessible which limits the lab experience for persons with limited mobility. There is a higher cost to our programs (depending on the course) due to the price of science textbooks and lab manuals used.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Machine Tool Technology	The only barrier is that students get employment and do not return. I think it is worth noting that our program is particularly difficult when compared to other community college programs. Also, MTT is extremely male dominated, and this could be intimidating to potential female students.
Mass Communications	Mass Communications is an equipment-intensive program. Laptops and software are expensive. This is compounded by the COVID-19 pandemic and students not being allowed to use facilities on campus. Remote education puts additional pressure on students trying to learn hands-on skills.
Mathematics	N/A
Medical Assisting	Barriers do exist as I am limited to how many students my program can accept. Also, there is currently not an evening option for students that work during the day or don't have childcare for the day. Adding the additional cohort has previously requested for the last 5 years could increase ability for students to attend.
Music	Access to professional quality musical instruments and access to quality music courses and ensembles at certain high schools and school districts.
Music Recording and Technology	Access to hardware, software and lab facilities.
Nursing	Many of our students have an issue with funding for themselves while in the program.
PACE	Women with children have experienced the greatest barriers to their degree completion. Many of the working parents in our program have had to put their educational goals on hold during the pandemic to care for children, as is also true for those who must search for new employment.
Paralegal Studies	We do not have a dedicated full-time faculty member to support our students and we are unable to regularly offer students the requisite courses. 8 courses are required to complete the certificate and we do not have enough FTEF. To date we only offer four courses a semester (and need to offer the Intro course every semester), so students are unable to complete the certificate quickly.
Photography	The new degrees and certificates provide students the flexibility to take the courses they are interested in and earn a degree with an emphasis that reflects their academic interests.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Physics	Barriers to successful completion of the entire physics sequence that our students have shared include the need to work outside of class to support themselves and their families and consequently the lack of adequate study time, and the lack of tutors. Students who could help as tutors or IA's in physics typically have left Chabot to transfer in Engineering or Math & Science. Upper division students at CSUEB in Physics, who might be possible tutors, are working on their own classes at the university, and don't have time. We've reached out to the CSUEB faculty – and continue to do so – and we have a very strong relationship between our discipline's two departments, and they acutely know of the need. These barriers are not unique to any one particular demographic group. The single best resource for student success in Physics continues to be the MESA/TRIO program, and all that it provides in terms of support, activities, access to mentoring, a place to study, computers to use, other students to help, access to counseling – everything.
Political Science	Many students transfer into Political Science BA programs who feel no need to obtain an AA-T. I would like to investigate this more.
Psychology	N/A (Psychology doesn't offer a certificate)
Psychology Counseling	N/A
Real Estate	N/A
Sociology	Currently, the pandemic is the biggest barrier that is affecting degree completion rates. We are moving towards pre-pandemic on-campus course offerings in Spring 2022, which we hope will reach students who prefer learning face-to-face. We offer classes in the early morning, mid-morning, afternoon, and in the evenings. We also offer all the courses students need to complete the degree online, for those students who work or have children. Access to technology will help students complete their courses successfully. As mentioned before, Sociology now offers a ZTC degree and has mapped the ZTC degree for students to eliminate the barrier that the cost of purchasing textbooks has on student enrollment and course/degree completion.
Theater Arts	N/A

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Umoja	The pandemic had a disproportionately adverse effect on African Americans students. They had more work, childcare and household responsibilities. In addition, these responsibilities were made more difficult to complete given the ongoing restrictions. Umoja students were more likely to be in frontline service positions and utilize reduced public transportation lines. These added responsibilities and barriers made student retention more difficult.
VP Office of Academic Services	N/A
Welding	With the new hybrid model of instruction, orientation to the Canvas program and procedures expected of students in online learning needs to be delivered on the college level, not just the Department or Faculty level.
World Languages	Language acquisition requires a low ratio of instruction to help students cognitively process new language skills. In order to dismantle student barriers to success, lower class sizes are required to achieve greater student completion of courses. Since WL courses have prerequisites, the college (WL department, Counseling, Admissions and Records) needs to streamline the prerequisite challenge process for students with prior foreign language knowledge. Once streamlined, students could be placed in the appropriate WL level courses efficiently and in a timely manner.