Divison: Arts, Media and Communication

Name of Program/Area and Contributors

14 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Architecture	Adrian Huang and Paul Chu	Academic Services
Art	Bonnie Stipe, Clayton Theil	Academic Services
Art History	Diane Zuliani	Academic Services
Communication Studies	Jason Ames, Stephanie Eisenberg-Todd	Academic Services
Digital Media	Mumtaj Ismail	Academic Services
Film	Mumtaj Ismail	Academic Services
Humanities, Philosophy, and Religious Studies	Ryan Scherbart, Patricia Shannon	Academic Services
Interior Design	Adrian Huang	Academic Services
Mass Communications	Chad Mark Glen and Tom Lothian	Academic Services
Music	Tim Harris and Jon Palacio	Academic Services
Music Recording and Technology	Tim Harris	Academic Services
Photography	Aaron Deetz	Academic Services
TV Station	Sujoy Sarkar & Tom Lothian	Student Services
Theater Arts	Dov Hassan	Academic Services

Responses on Service Area Outcomes for Areas in Your Division

Does your service area have two or more SAOs?

1 Responses

● No. of Programs

1

1

0

Yes   No (if not, please explain …

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?
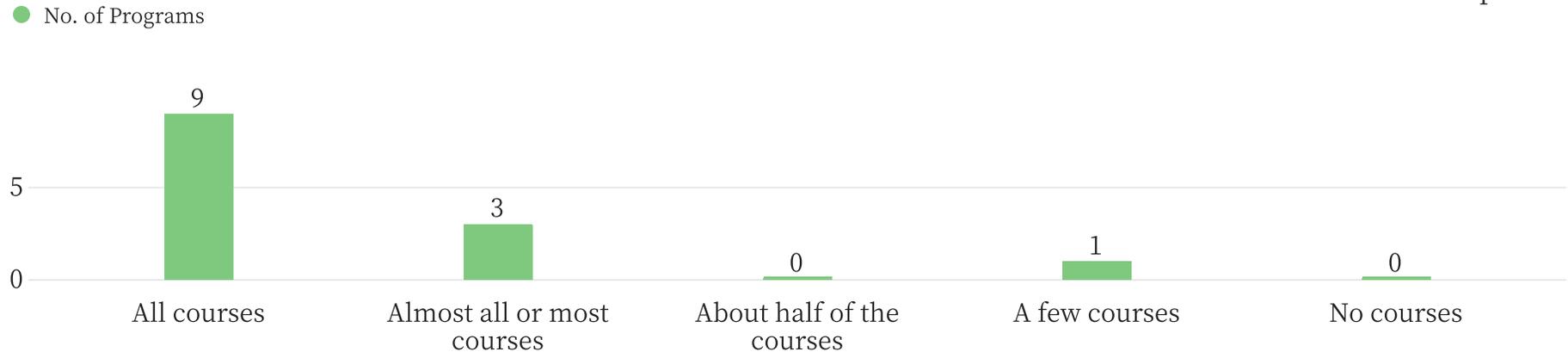
1 Responses

● No. of Programs

1

1

0

Yes   No (if not, please explain …

Responses on Student Learning Outcomes for Programs in Your Division

How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

13 Responses

● No. of Programs

Category	Count
All courses	9
Almost all or most courses	3
About half of the courses	0
A few courses	1
No courses	0

Explanations for Programs who have Unassessed Courses in Five-Year Cycle

14 Responses

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Architecture	N/A
Art	N/A
Art History	N/A
Communication Studies	The pandemic shift in F' 20 required a large amount of work that put other issues on hold. We could also use more training on how to assess in Curricunet
Digital Media	N/A
Film	N/A

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Humanities, Philosophy, and Religious Studies	N/A
Interior Design	N/A
Mass Communications	N/A
Music	Course not offered or new course
Music Recording and Technology	Course not offered
Photography	N/A
TV Station	N/A
Theater Arts	We are in the process of updating old courses. This work will be completed by the end of this month.

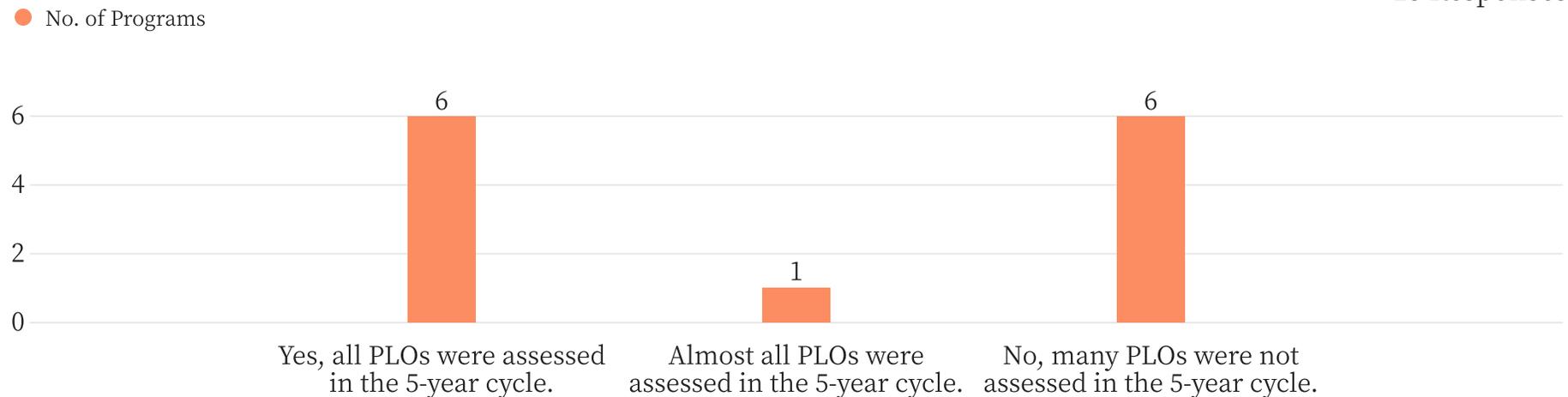## Assessing SLOs has led to improvements in my area.

13 Responses

● No. of Programs/Areas

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	5	0	4	3	1
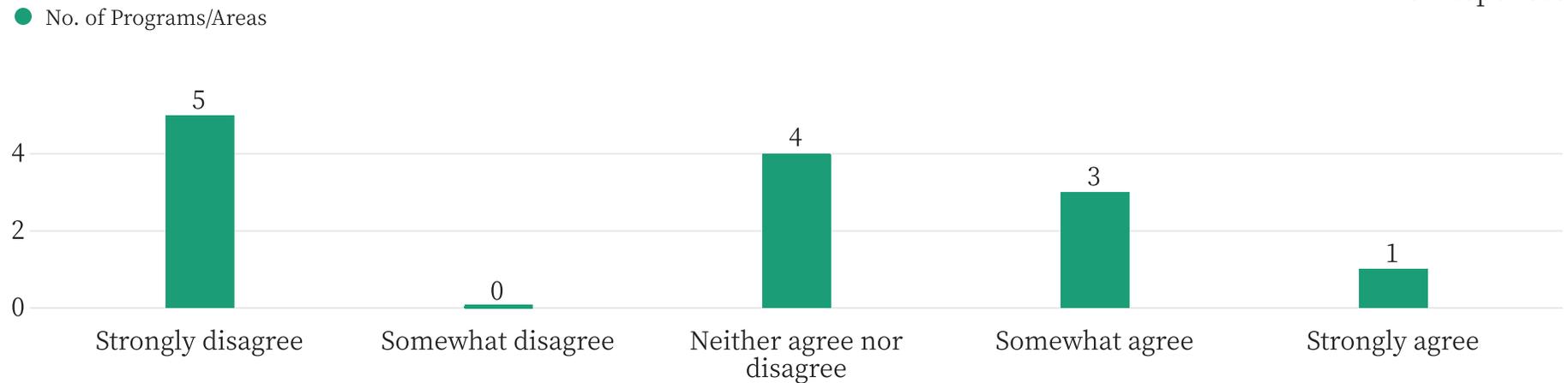
Responses on Program Learning Outcomes for Programs in Your Division

PLOs: Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?

13 Responses

● No. of Programs

6	1	6
Yes, all PLOs were assessed in the 5-year cycle.	Almost all PLOs were assessed in the 5-year cycle.	No, many PLOs were not assessed in the 5-year cycle.

Explanations for Programs who have Unassessed PLOs in Five-Year Cycle
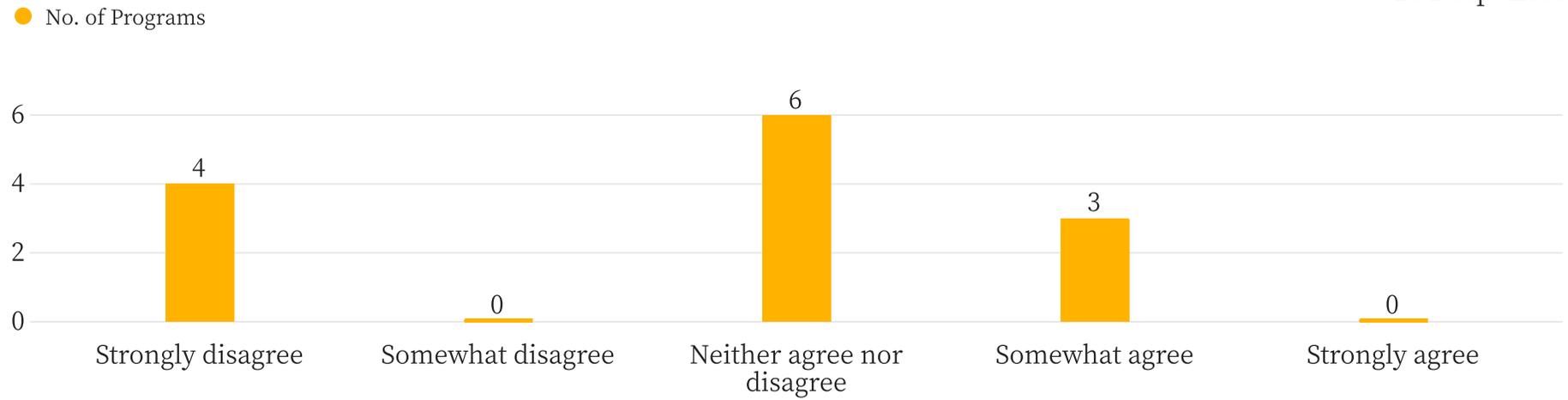
14 Responses

Program/Area Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Architecture	N/A
Art	N/A
Art History	N/A
Communication Studies	The pandemic shift in F'20 required a large amount of work that put other issues on hold. We could also use more training on how to assess in Curricunet. I also do not see a rubric in Curricunet (this could be user error).
Digital Media	I just revised the program and so the PLO's are pretty new and haven't been assessed.

Program/Area Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Film	These are newer programs that were just approved last year.
Humanities, Philosophy, and Religious Studies	The Philosophy PLOs are new, effective Fall '21
Interior Design	N/A
Mass Communications	N/A
Music	N/A
Music Recording and Technology	The program, degree, and certificates are new and were launched this Fall 2021 and will be assessed this year.
Photography	N/A
TV Station	N/A
Theater Arts	We are in the process of updating old courses. This work will be completed by the end of this month. Written response for Question: Assessing PLOs has led to improvements in my area: It is my opinion that the entire SLO and PLO enterprise is an enormous boondoggle and waste of funds. I could not name one single thing that has improved for our students or our program as a result of all the focus on SLOs and PLOs. This is a waste of an enormous amount of money and time.

Assessing PLOs has led to improvements in my area.

13 Responses

● No. of Programs

Responses on Institutional Supports and Barriers

What **institutional-level supports or practices** were particularly **helpful to your program** or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

14 Responses

Program/Area Name	Institutional Supports, Barriers and Data What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Architecture	Student Learning Outcomes (SLOs) are the goals that students will achieve and inline with industrial skill set.
Art	The creation of a CTE program that allows us to apply for Career Education funding. We have also applied separately for SASE funding for our Equity supply closet. We did have to separately apply for funding and it would make more sense for that to be a part of the PAR process and not a separate application.
Art History	1. A hardworking, devoted, and ethical Dean (Dr. Deonne Kunkel-Wu). 2. A hardworking, incredibly well-organized and devoted Administrative Assistant (Kathleen Stanley). 3. Hardworking, professional, knowledgeable discipline faculty (Dr. Amy Raymond, Cheyanne Cortes, Ashley Gardini)
Communication Studies	Having a coordinator has allowed more time for curriculum needs. The OIR is helpful and encouraging when available. Supporting the Communication Lab continues to help a number of students succeed in our classes.
Digital Media	CE funding and resources supported my program and students.
Film	CE funding and resources supported my program and students.
Humanities, Philosophy, and Religious Studies	The curriculum committee, especially Chabot's articulation officer were integral for our program to launch the AA and AA-T degrees in philosophy.
Interior Design	Student Learning Outcomes (SLOs) are the goals that students will achieve and inline with industrial skill set.
Mass Communications	The base-level funding has allowed our program to operate. The Outcomes and Assessments Committee has been helpful in assisting us in tracking and documenting our assessment data. Committees updating and providing links to revised processes required to meet our reporting obligations has been helpful. The encouraging attitude and support of dean Kunkel Wu has been extremely helpful.

Program/Area Name	Institutional Supports, Barriers and Data What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Music	NASM Accreditation, faculty coordination and reassigned time, performance coordination from FA contract and district funding.
Music Recording and Technology	Coordination reassigned time.
Photography	Institutional Research is helpful is assessing student success and outcomes.
TV Station	Sustainable sources of funding has been made available to purchase the equipment necessary to service students, the college and the community. TV station was able to use student assistants to provide additional hands on experiences
Theater Arts	The most significant help has been the continued staff support we have received from the Marketing/Box Office and Performing Arts Specialist positions. Additionally, bond funding for materials for updating our theater space made available through our division has also helped enormously.

What **institutional-level barrier or challenges prevented or hindered your program** or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

14 Responses

Program/Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Architecture	I do not see any. Lack of funding for Saturday lab hours and clubs.
Art	We have to separately apply for CTE and Equity funding and it would make more sense for that to be a part of the PAR process and not a separate application. There is not a lot of ways to receive funding otherwise.
Art History	Too many new initiatives. They take away from the core mission of teaching and learning. I have initiative fatigue. Guided Pathways requirements were particularly onerous and unwelcome.
Communication Studies	Navigating where to find data and the wait time on receiving that data was a hinderance in viewing why students were dropping the course. While the curriculum committee leadership is very helpful, Curricunet itself, and the lack of training on it, continues to be an obstacle to assessment. A singular focus on "productivity" which often ostracizes and devalues worthwhile programs/activities. There is a lack of support for civic engagement on the campus, especially since it is one of the college's core values. Nearly all civic engagement on Campus is instructor-driven and lacks any significant compensation. We also need more support in research. We developed a survey to send out to students who have dropped the class in order to analyze there reasons and potential barriers. While supportive, collegiate bureaucracy has made gathering all the necessary information and sending out the survey difficult.
Digital Media	Chabot's increased focus on productivity of courses is hindering faculty's ability to provide equity and community in their classes. We are trying to build a Graphic Design community and venture into Web and Mobile Design but collaboration with the CS department has been difficult.
Film	Chabot's increased focus on productivity of courses is hindering faculty's ability to provide equity and community in their classes. We are lacking the appropriate space to hold lighting and camera demonstrations in well ventilated, larger classroom space to accommodate the class sizes requested by the administration.

Program/Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Humanities, Philosophy, and Religious Studies	We have some classes that were difficult to assess because they are only taught by adjuncts, and this places quite a burden on our already overworked faculty members.
Interior Design	I do not see any.
Mass Communications	We have continually been denied funding for any classified position, full-time or part-time, to better support the daily operations of KCRH and expand access and assistance and since enrollment has declined, we can no longer justify continuing to make this request. This has been a need for 20+ years and we have stopped including it in our program reviews at this point.
Music	Our full time choral position that was posted for hire was put on hold and the loss of full time MURT instructor Eric Schultz who taught Harmony & Musicianship courses have significantly impeded the program.
Music Recording and Technology	Loss of full time instructor Eric Schultz
Photography	There were no institutional-level barriers or challenges that prevented the program from achieving PAR goals.
TV Station	Lack of infrastructure to connect the entire campus to the TV studio. (Dedicated Audio/Video Network) The uncertainty of the continued existence of a television station based on the Facilities Master Plan. Lack of Funding to update to the current 4K UHD standard (TV Studio Equipment Upgrade
Theater Arts	The biggest challenge would be the lack of appropriate space for the film program.

What i**nstitutional-level supports or practices** do employees in your program/area believe are particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)

14 Responses

Program/Area Name	What institutional-level supports or practices do employees in your program/area believe are particularly helpful to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)
Architecture	The Learning Connection (tutoring) is the best way to help students after class hours. Students like extra helps from student's tutors.
Art	The learning connection does an excellent jobs in providing resources to individual classrooms and student needs.
Art History	Outside the classroom, Student Services work in the areas of DSPS, financial aid, and counseling make a great difference.
Communication Studies	Laptop and hotspot loan/donation programs. Continued support for the 10x10 and other DEI based programs like CIN! Support for OER. Supporting extra-curricular activities that are important to students and expand their learning even if they are not revenue positive.
Digital Media	Chabot does a great job getting student feedback and responding to that student feedback.
Film	Chabot does a great job getting student feedback and responding to that student feedback.
Humanities, Philosophy, and Religious Studies	Counselors, program mapping, student services, etc.
Interior Design	The Learning Connection (tutoring) is the best way to help students after class hours. Students like extra helps from student's tutors.

Program/Area Name	What institutional-level supports or practices do employees in your program/area believe are particularly helpful to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)
Mass Communications	The college should continue to provide laptops and internet to students. The college needs to provide computers with media creation software installed. Students who need laptops also need the creative cloud software, and as of last semester were unable to install it themselves on borrowed laptops and IT would not install it for them. Matt Kritscher and his team in Student Services have been offering is very useful programs. The college should continue to provide free food for students. Students struggle with food security and this has been a huge benefit to students attending in person.
Music	Access to professional equipment and musical instruments. Faculty advising and embedded support within the major.
Music Recording and Technology	Open lab time, access to equipment and facilities.
Photography	Programs such as 'First Year Experience' (FYE) and Pathways provide students with guidance to help navigate their first year at Chabot which is critical to student success.
TV Station	Make the TV studio available for a greater period of time. Look for ways to increase student involvement in College and Community productions.
Theater Arts	When students are able to talk to counselors, I believe it is very helpful, though I think they probably need more time than they are currently able to get.

What **institutional-level barriers or challenges** do employees in your program/area believe are a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

14 Responses

| Program/Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Program/Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Architecture	Low enrollments classes cancellations and high class caps barriers are a hindrance to students in reaching their educational goals. Class cap should be set reasonably, or different than regular classes, for design studio and digital drafting classes. To explain more in detail is that individual student's project critique is essential and time concerning and very important as part of learning outcomes. Ex. USC only cap 15 students max. as the most in the design studios. UC Berkley each studio section has 6~8 students per instructor.
Art	Institution wide initiatives are not one size fits all. Often times students receive the most support and guidance in their own academic programs. There is not a lot of institutional support for individual programs and their unique characteristics.
Art History	Stop the new initiative train.
Communication Studies	Stop putting the burden on instructors for so much work. Stop thinking of non-revenue generating programs as secondary or not vital to the college and community. The College needs to make Convocation, College, and Flex Days more student-support oriented.
Digital Media	Stop increasing classroom size for courses that involve digital lab requirements. Computer labs involve technical issues outside the software being taught and many students are registering for these classes without fundamental computer skills. These classes at full capacity do not allow the faculty to sufficiently provide feedback and support to students. Classroom size over the designated 24 cap as dictated by our NASAD accreditation also hinders students' ability to iteratively revise projects because faculty do not have the time to provide critical comprehensive feedback.

Program/Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Film	Stop increasing classroom size for courses that involve digital lab requirements. Computer labs involve technical issues outside the software being taught and many students are registering for these classes without fundamental computer skills. These classes at full capacity do not allow the faculty to sufficiently provide feedback and support to students. Classroom size over the designated 24 cap as dictated by our NASAD accreditation also hinders students' ability to iteratively revise projects because faculty do not have the time to provide critical comprehensive feedback.
Humanities, Philosophy, and Religious Studies	Update CLASS-web interface -- it looks very outdated and not student-friendly.
Interior Design	Low enrollments classes cancellations and high class caps barriers are a hindrance to students in reaching their educational goals. Class cap should be set reasonably, or different than regular classes, for design studio and digital drafting classes. To explain more in detail is that individual student's project critique is essential and time concerning and very important as part of learning outcomes. Ex. USC only cap 15 students max. as the most in the design studios. UC Berkley each studio section has 6~8 students per instructor.
Mass Communications	Counseling, students are not able to get appointments to meet with staff when they need. IT resources are insufficient to meet current campus Audio and Video production needs.
Music	Website and 21st century technologies. ClassWeb needs updating (students don't like and find hard to use)
Music Recording and Technology	Access to facility and equipment and the lab not being open and available as much as it was in the past.
Photography	The college needs to facilitate student achievement by awarding degrees as soon as they are earned, instead of waiting for the students to apply. At the very least students should be notified they are eligible to apply.

Program/Ar ea Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
TV Station	The college should continue to provide laptops and internet to students. The college needs to provide computers with media creation software installed. Students who need laptops also need the creative cloud software, and as of last semester were unable to install it themselves on borrowed laptops and IT would not install it for them IT resources are insufficient to meet current campus Audio and Video production needs
Theater Arts	The narrowing focus and intention of the college and the state to make community college being a 2 year bridge to a 4 year school is VERY damaging to the college as a whole. It is unrealistic and does not serve the actual needs of our community. It has a cascading effect of diminishing the actual support our students and community needs in order to enrich their lives. There is an implicit bias that is hidden by the question posed here. We are asked about our students "educational milestones and/or goals". But we already know that that is not what the college is responding to. The college is pre-determining what an appropriate milestone and goal for a student is –that is, 2 years at Chabot and move on to a 4 year. This misalignment causes us to underserve our community.

Questions Related to FTES, Enrollment, and Productivity

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

13 Responses
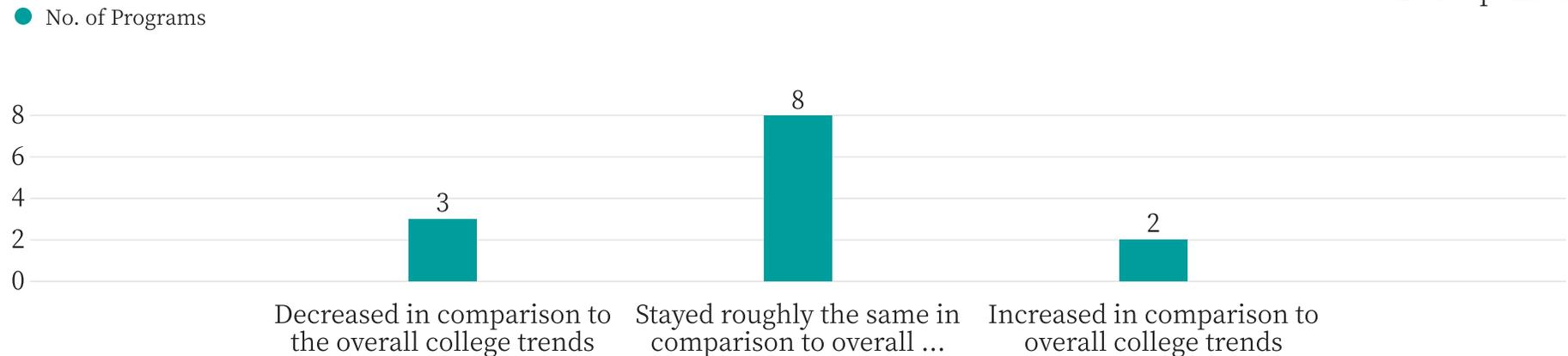
● No. of Programs

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?

14 Responses

Program/ Area Name	As noted above, enrollments impact our funding. 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?
Architecture	N/A

Program/ Area Name	As noted above, enrollments impact our funding. 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?
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
Communic ation 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.
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.

Program/ Area Name	As noted above, enrollments impact our funding. 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?
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.
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.
Interior Design	N/A
Mass Communications	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 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.
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.

Program/ Area Name	As noted above, enrollments impact our funding. 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?
Music Recording and Technology	Loss of full time instructor and remote learning with pandemic
Photography	Intermediate level courses have trouble filling to capacity. With the new curriculum submitted Fall 2021, all prerequisites for imtermediate courses have been removed.
TV Station	N/A
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.

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

14 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?
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.
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.
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.
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.

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?
Humanities, Philosophy, and Religious Studies	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.
Interior Design	Classes are alternatively offered and changes some schedules to help student successes.
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.
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 protocals.
Photography	We would be willing to teach a highly enrolled large lecture PHOT 50/PHOT 1A online course to increase program productivity.
TV Station	N/A
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.

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.

14 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.
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.
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.
Communication Studies	Communication Studies 1, Communication Studies 10
Digital Media	Yes Digital Illustration always fills as do some other courses.
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.
Humanities, Philosophy, and Religious Studies	Yes: PHIL 50, PHIL 60, HUMN 65, HUMN 68, and RELS 50.
Interior Design	ID 48 and 49 are routinely filled and often a waitlist
Mass Communications	No, but MCOM 41 periodically fills to capacity because it is also a transferable GE course.
Music	MUSL 1 – Introduction to Music (online & short term)
Music Recording and Technology	N/A
Photography	PHOT 50/ PHOT 1A PHOT 66/ PHOT 6A xlisted w/DIGM 6A

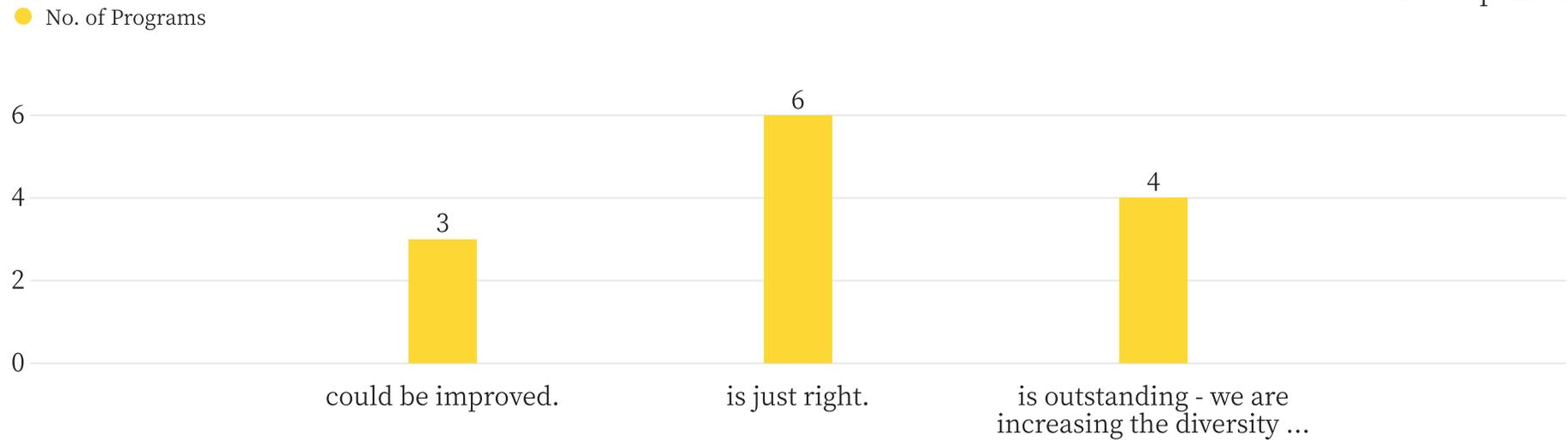| Program/Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
TV Station	N/A
Theater Arts	Theater 10

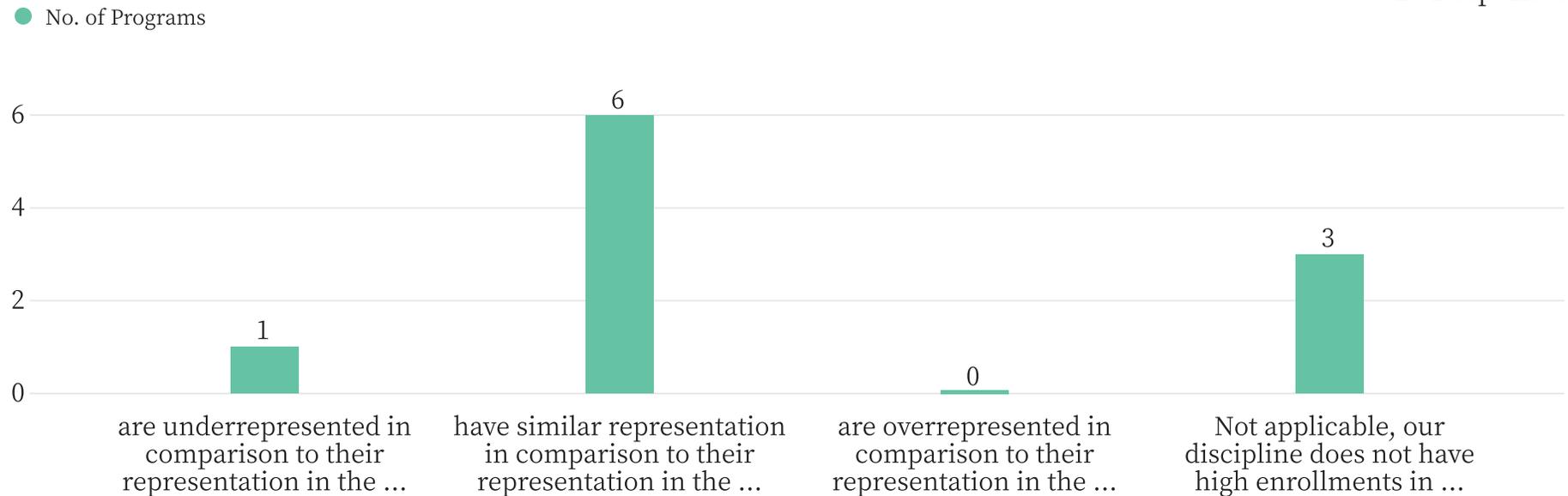# Questions Related to Enrollment Disaggregation and Representation

Enrollment Disaggregation: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field:

13 Responses

● No. of Programs

Category	No. of Programs
could be improved.	3
is just right.	6
is outstanding - we are increasing the diversity …	4

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:
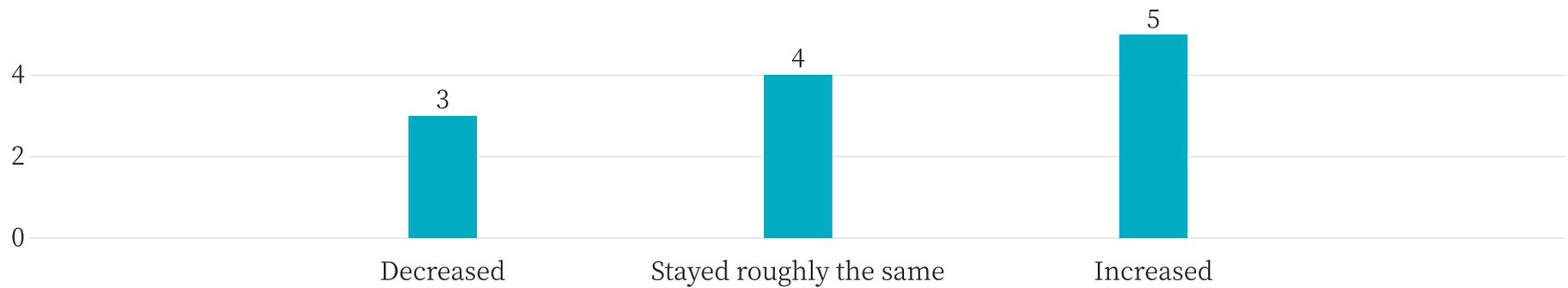
10 Responses

● No. of Programs

	are underrepresented in comparison to their representation in the …	have similar representation in comparison to their representation in the …	are overrepresented in comparison to their representation in the …	Not applicable, our discipline does not have high enrollments in …
No. of Programs	1	6	0	3

Questions Related to Course Success Rates and Disproportionate Impact

Course Success Rates: Over the past three years, how have course success rates in your discipline changed? Course success rates have:
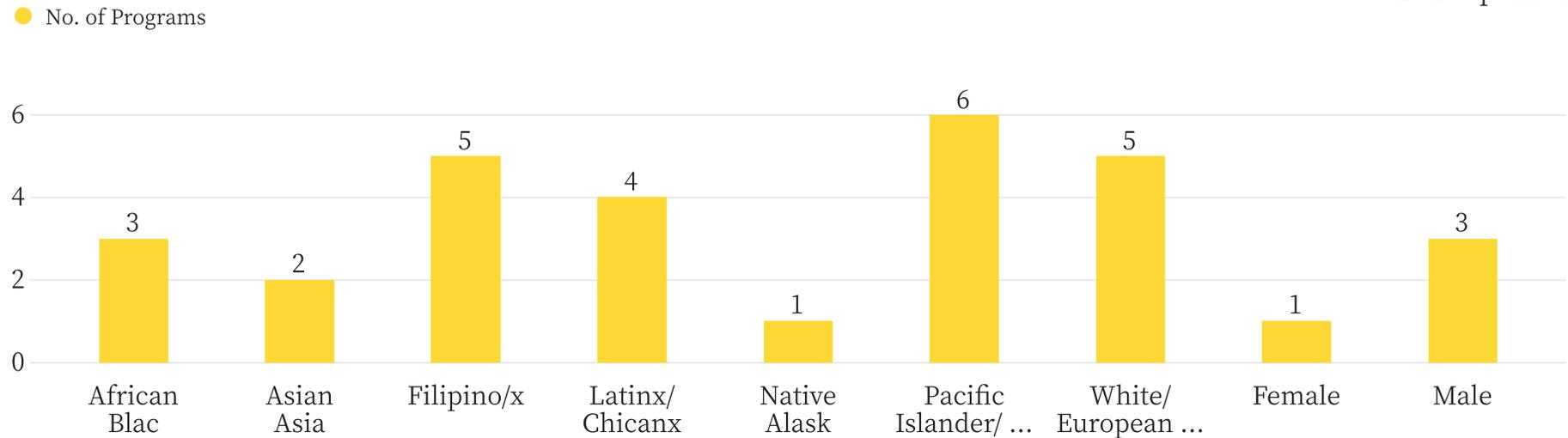
12 Responses

● No. of Programs

	Decreased	Stayed roughly the same	Increased
No. of Programs	3	4	5

Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):

13 Responses

● No. of Programs

Group	No. of Programs
African Blac	3
Asian Asia	2
Filipino/x	5
Latinx/ Chicanx	4
Native Alask	1
Pacific Islander/ …	6
White/ European …	5
Female	1
Male	3

Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group

14 Responses

|		
Architecture	Filipino/x, White/ European American, Male	I think it is the geographics in this college region. There were 33 AA degrees and 21 Certificates awarded. Might need to outreach to further regions.

Art	African American/ Black, Asian American/ Asian, Filipino/x, Latinx/ Chicanx, Native American/ Alaska Native, Pacific Islander/ Hawaiian, White/ European American, Female, Male	Our success rates across many racial, ethnic, and gender groups were significantly lower than college averages when the college was closed and students did not have access to studio, equipment, and supplies. Once we began to offer in-person instruction, the rates improved. In addition to initiatives to allow student check-out of materials.
Art History	Pacific Islander/ Hawaiian	In the 3-year data period, a total of 20 Pacific Islander/Hawaiian students took ARTH courses. 9 succeeded, 4 did not succeed, 7 dropped.
Communication Studies	African American/ Black, Pacific Islander/ Hawaiian	Generally success rates are consistent with the college average. The two consistent outliers are African American/Black and Hawaiian/Pacific Islander student success rates. These success rates are highly variable over the last three years. For instance, the HPI success rates have going from 63% in F'19, dropping dramatically in F'20 to 38% back to 54% in F'20 . All of these numbers are dramatically below the college success rate. Additionally, African-American/Black student success rates are noteworthy. The rates dropped precipitously from F'18 down to below 50% for straight semesters. That rate has risen back to the college average during the pandemic. However, those success rates are still behind other student populations. This requires introspection from our discipline as to how to better serve our African-American/Black and HPI student populations.
Digital Media	Latinx/ Chicanx	Especially in these past few semesters success rates have declined because students need the appropriate hardware and software technology to be successful in these courses and COVID has affected access. The College has put forth significant efforts to help students
Film	Latinx/ Chicanx	I believe in lecture courses like FILM14 students struggle with writing and I should work to help them use the tutoring and WRAC center to receive additional support.

Humanities, Philosophy, and Religious Studies	Pacific Islander/ Hawaiian	According to the data, Pacific Islander/Hawaiian student success was lower for our disciplines than the college average, especially in F'20.
Interior Design	Filipino/x, White/ European American, Male	I think it is the geographically in this college region. 24 AS degrees were awarded. Might need to outreach to further regions.
Mass Communications	Latinx/ Chicanx, White/ European American	We have a lot less disproportionate impact for Black students, and serve more of them than the college percentage. This is an important achievement since equity is one of our goals. The student success rates in other areas are in line with the rest of the college until spring of 2020. This corresponds to the timing of the global COVID-19 pandemic. There may be other factors but none that we are aware of. 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.
Music	Filipino/x, Pacific Islander/ Hawaiian	Access to professional level instruments and private lessons at the high school level. Access to practice rooms and additional applied lesson hours could support.
Music Recording and Technology	African American/ Black	Access to hardware, software and internet.
Photography	Asian American/ Asian, Filipino/x	Asian American and Filipino students are succeeding at lower rates than the college average. African American, Latinx, and White students have success rates above the college average.
TV Station	N/A	N/A
Theater Arts	Pacific Islander/ Hawaiian, White/ European American	The overall downward trend of two groups, Pacific Islanders and White, seems driven entirely by one course, THTR 10. This is our most populous course. Very hard to know why those two groups in particular are so dramatically affected.

Questions Related to Program Completion and Barriers to Program Completion
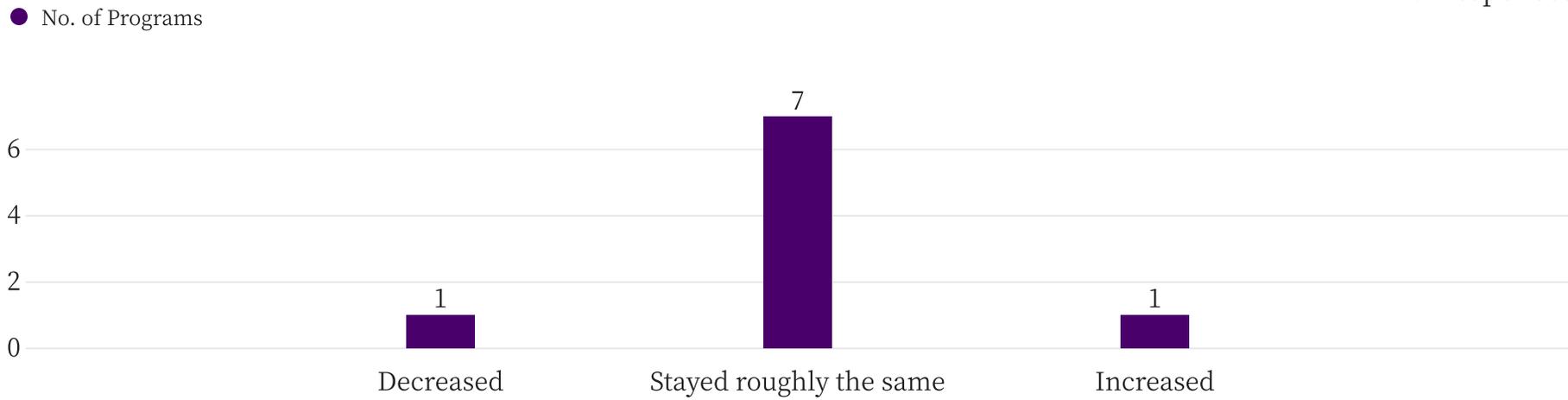
Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

12 Responses

● No. of Programs

Decreased	Stayed roughly the same	Increased
1	5	6
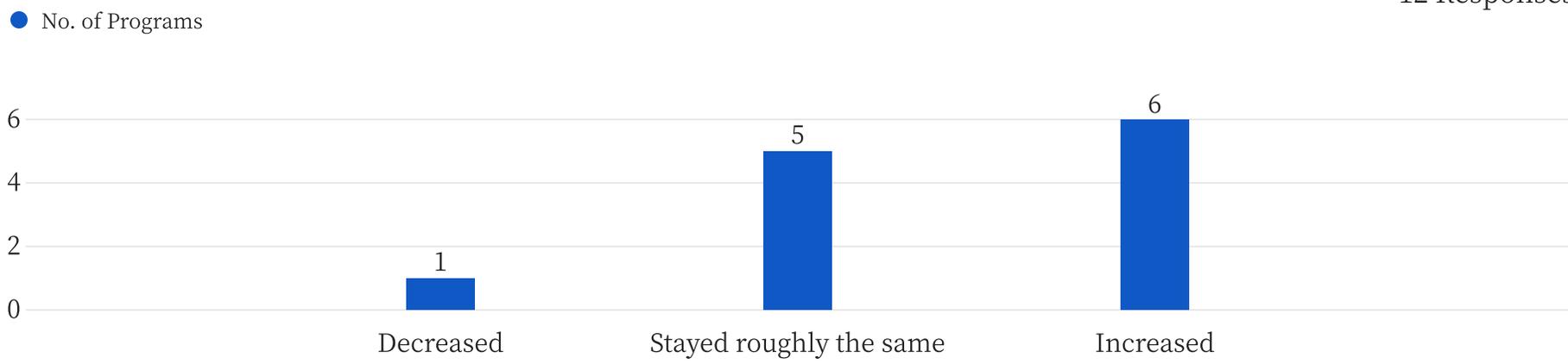
Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)?

9 Responses

● No. of Programs

Decreased	Stayed roughly the same	Increased
1	7	1

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.)

14 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.)
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.
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.
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.
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.
Humanities, Philosophy, and Religious Studies	If sections are cut from the schedule, this impacts our majors.
Interior Design	Low enrollment classes were canceled. Classes cannot be offered per the sequences of classes in the program.
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.

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.)
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.
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.
TV Station	N/A
Theater Arts	N/A

Questions Related to Changes in Staffing in Comparison to Changes in FTES/Enrollment

Academic Discipline Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
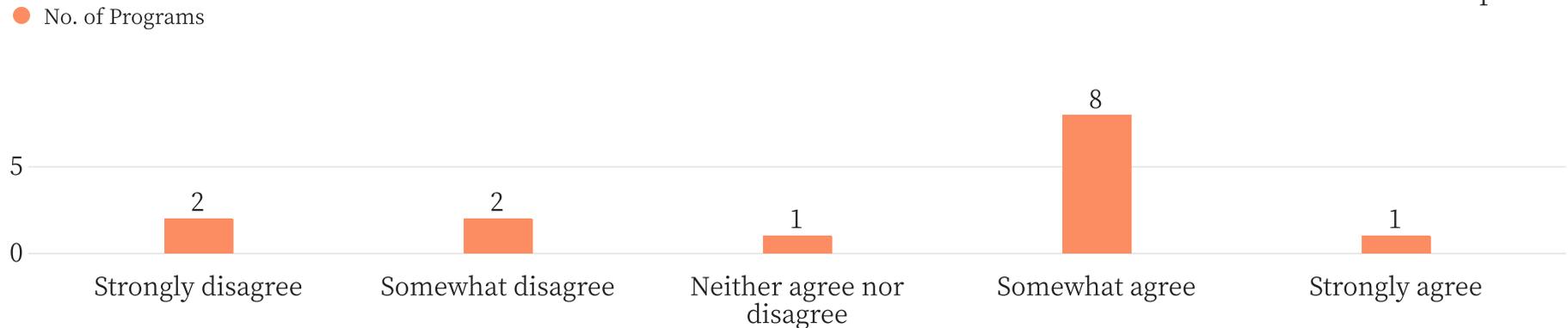
14 Responses

Program/Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Architecture	The same but the enrollment is slightly increased.
Art	When our full-time Art Faculty left, the courses she taught were not replaced with part-time faculty, resulting in a 10 FTES reduction the semester she left. We had full courses with full-waitlists. So this was not caused by a drop in student demand.
Art History	Enrollments largely unchanged, staffing largely unchanged.
Communication Studies	Note for Full-time Faculty: 3 – while we have been approved for a full-time faculty replacement for Daniel DeVere, the hiring process has not yet begun Note for Student Employees: COMM lab student employees change slightly from semester to semester, Forensics has had up to 1 student assistant in some semesters Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? While enrollment at the college is down overall, there is not a significant change to our department's specific enrollment as it relates to staffing. Our department has traditionally relied heavily on part time instructors especially as we lost our replacement full-time faculty member in the last 3 year time period.
Digital Media	There is a tendency for FTES numbers to be higher with the Full Time Faculty and I believe an additional Full Time Faculty would help with productivity.
Film	There is a tendency for FTES numbers to be higher with the Full Time Faculty and I believe an additional Full Time Faculty would help with productivity.

Program/Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Humanities, Philosophy, and Religious Studies	We have offered our RELS 65: Religions of Asia course more often in the past three years then we have historically, this corresponds to an increase in part time staffing, where we sought out instructors who were versatile in their academic training.
Interior Design	The same but the enrollment is slightly increased.
Mass Communications	There have been no changes in staffing. FTES/enrollment in our area has stayed in line with the college trends and gone down.
Music	The loss of full time instructor Eric Schultz who taught the Harmony & Musicianship courses hurt this area.
Music Recording and Technology	Loss of full time instructor Eric Schultz
Photography	Without a full-time faculty member FTES/enrollment has gone down. It is anticipated that when the faculty member returns from sabbatical enrollment numbers will go up.
TV Station	N/A
Theater Arts	Our enrollments have dropped, but it impossible to separate this trend from the impact of Covid and therefor impossible to associate FTES trends with staffing. Except to say, our part-time faculty has dropped in terms of load, because many of our courses have been cut.

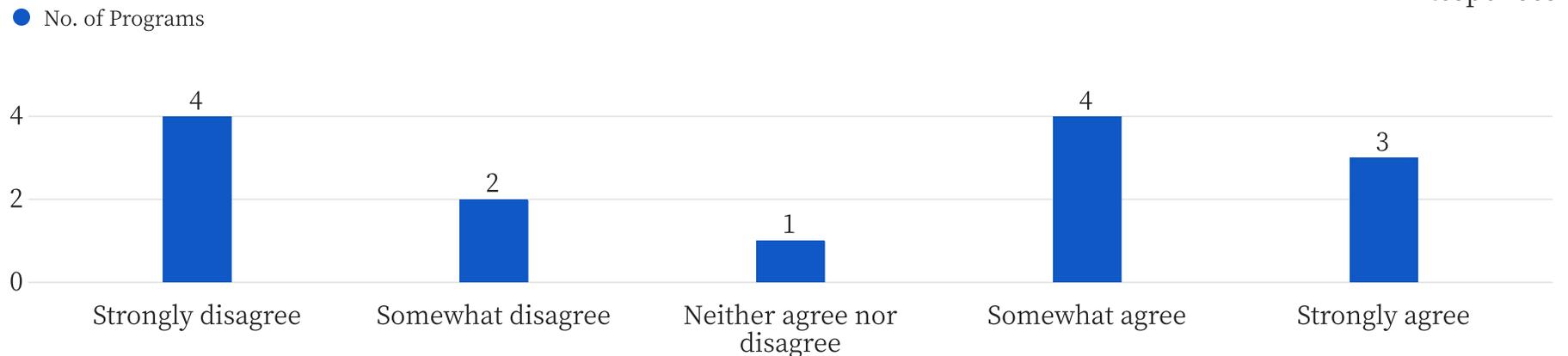# Questions Related to Technology, Facilities, and Professional Development

The <u>technology</u> in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
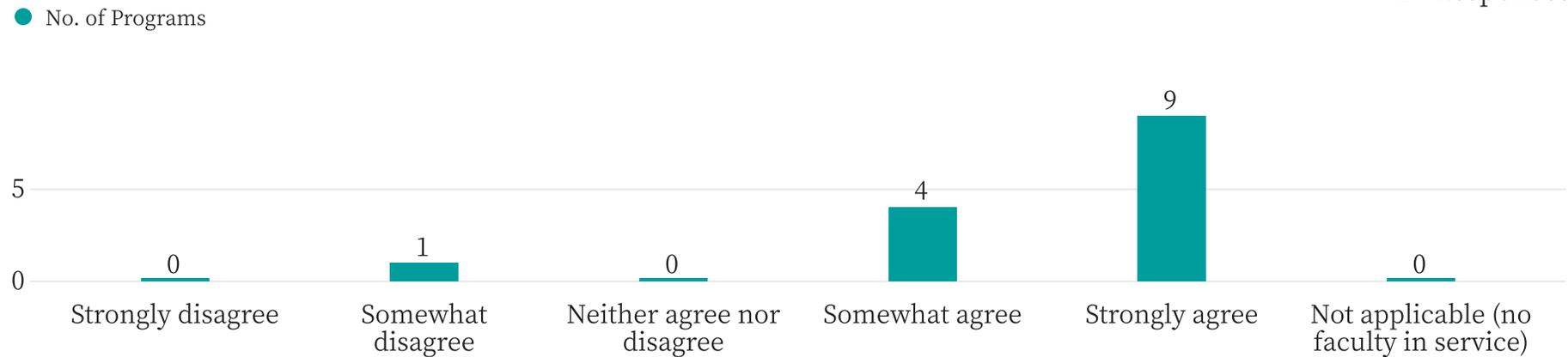
14 Responses

● No. of Programs

2	2	1	8	1
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

The <u>facilities</u> in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

14 Responses

● No. of Programs

|				
4	2	1	4	3
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

Professional Development: In general, <u>Faculty members</u> in my program/area regularly participate in professional development activities <u>offered by/at Chabot</u>.
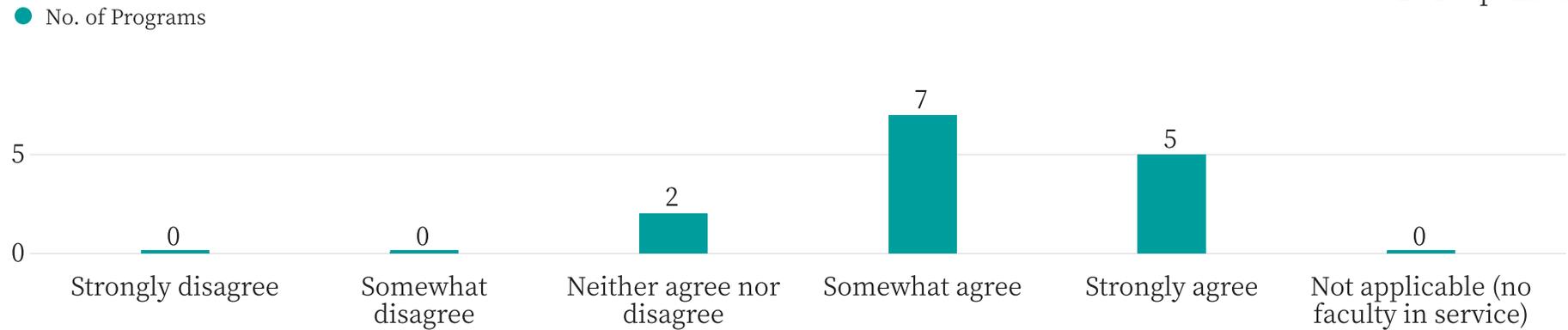
14 Responses

● No. of Programs

In general, <u>Classified Professionals</u> in my program/area regularly participate in professional development activities <u>offered by/at Chabot</u>.
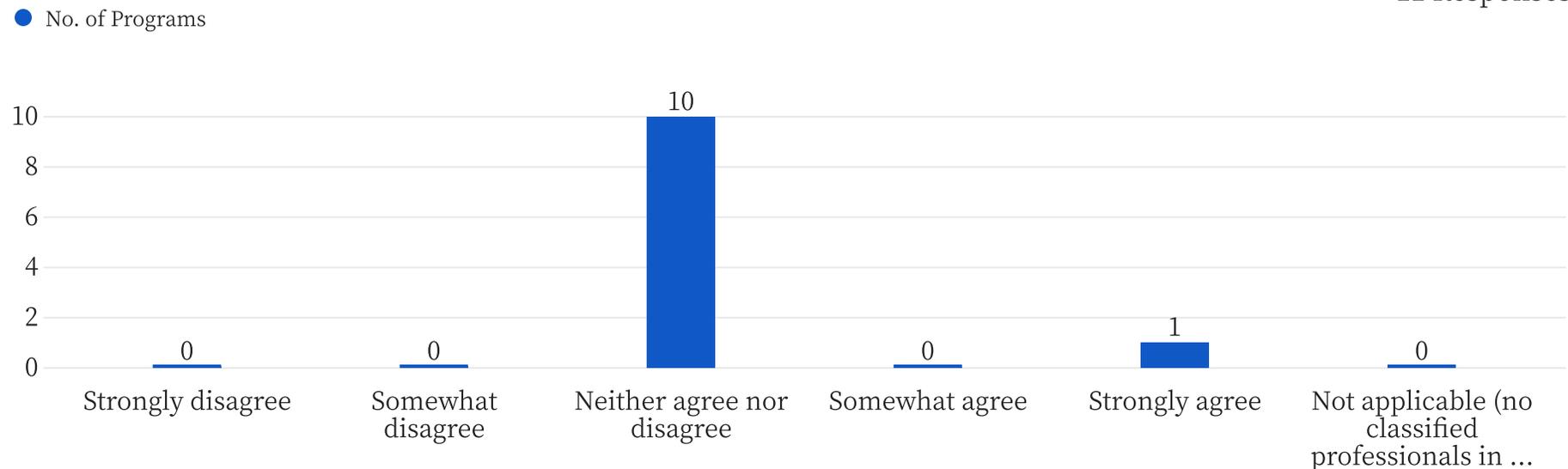
11 Responses
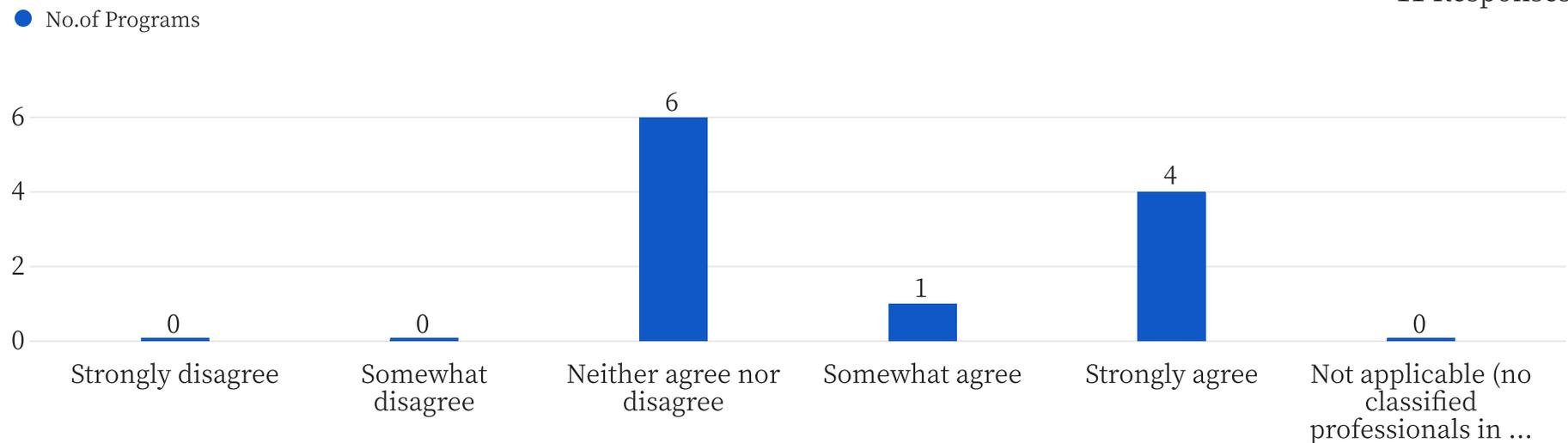
● No.of Programs

In general, <u>Faculty members</u> in my program/area regularly participate in professional development activities <u>offered outside of Chabot</u>.

14 Responses

● No. of Programs

In general, <u>Classified Professionals</u> in my program/area regularly participate in professional development activities <u>offered outside of Chabot</u>.
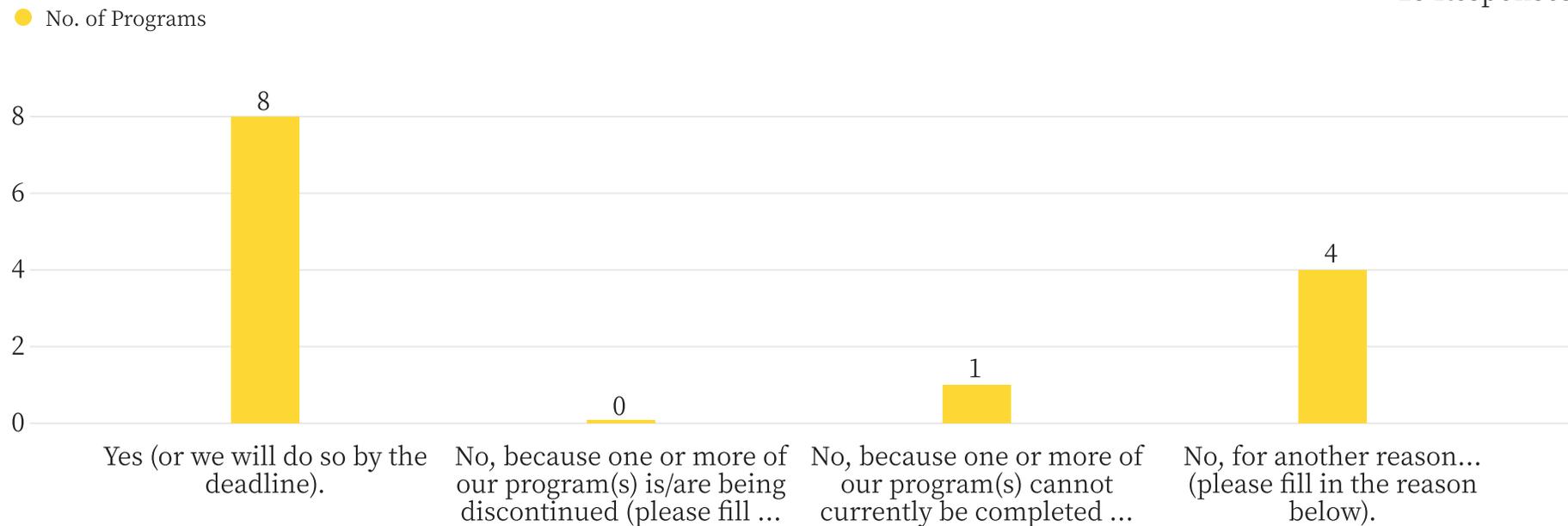
11 Responses

● No. of Programs

Questions Related to Program Maps

Have you completed all program maps for your discipline?

13 Responses

● No. of Programs

	Yes (or we will do so by the deadline).	No, because one or more of our program(s) is/are being discontinued (please fill …	No, because one or more of our program(s) cannot currently be completed …	No, for another reason… (please fill in the reason below).
No. of Programs	8	0	1	4

Explanations for Why Some Program Maps are Incomplete

14 Responses

Program/Area Name	If you checked off "No" above, please explain.
Architecture	N/A
Art	N/A
Art History	N/A

Communication Studies	N/A
Digital Media	I am still revising the program because of changes in other programs at Chabot and because of NASAD accreditation.
Film	I am still revising the program because of changes in other programs at Chabot and because of NASAD accreditation.
Humanities, Philosophy, and Religious Studies	N/A
Interior Design	N/A
Mass Communications	N/A
Music	N/A
Music Recording and Technology	Will be developed this year with the new program in place.
Photography	The Photograhy Program also indicated in their response above that one or more of their program is/are discontinued. And that one or more of their program cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years
TV Station	N/A
Theater Arts	Our program and paths need to be reconsidered given heavy cutbacks to our course offerings.