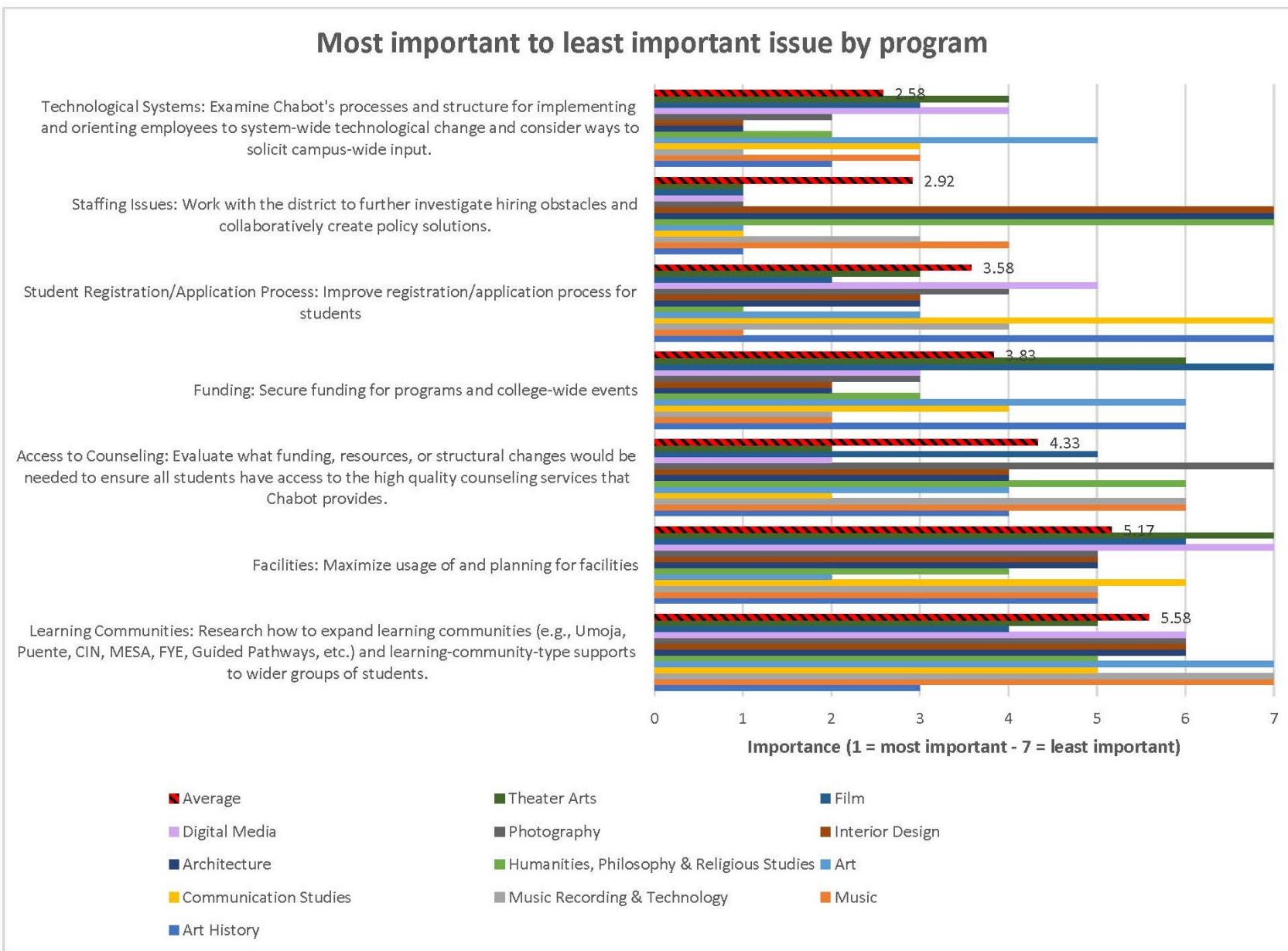


## Fall 2022 Arts, Media, and Communication Division Summary Report

12 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
Architecture	Adrian Huang & Paul Chu	Academic Programs
Art	Bonnie Stipe and Clayton Thiel	Academic Programs
Art History	Diane Zuliani	Academic Programs
Communication Studies	Jason Ames, Stephanie Eisenberg, Philip Enguancho, Veronica Martinez	Academic Programs
Humanities, Philosophy & Religious Studies	Patricia Shannon, Ryan Scherbart, and Deonne Kunkel-Wu	Academic Programs
Interior Design	Adrian Huang	Academic Programs
Mass Communications	Chad Mark Glen and Tom Lothian	Academic Programs
Music	Tim Harris and Jon Palacio	Academic Programs
Music Recording & Technology	Tim Harris, Michael Rosen & Lucas Schwyter	Academic Programs
Photography	Aaron Deetz	Academic Programs
Theater Arts	Dov Hassan	Academic Programs
TV Station	Sujoy Sarkar	Academic Programs

## Priority Areas to Address Ranked by Programs within Your Division/Area



## Other Priority Areas to Address to Carry Out the College Mission

12 Responses

Name of Program,  
Discipline, Area  
or Service

Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).

Architecture

N/A

Art

Non-compliance with FON under AB1725 when ranking new hires at faculty prioritization meetings

Art History

N/A

Communication  
Studies

All previous goals are equally important. And the overall umbrella of all of our work is to increase the success of students by supporting the whole student. Sometimes our work takes us away from this goal but we must keep the classroom a priority.

Based on DEMC and PBC meeting content, I believe the college is at crossroads concerning its future and its identity as a liberal arts college. Rather than being driven by outside forces, I think we should use local market and demographic data, to decide what should be a reasonable, but hopeful, enrollment goal, with reasonable growth (by year) goals. At this time, I believe that the number the state is using (from our peak WITH summer rollover) is unattainable, and our current moment, which seems to a stable albeit slightly growing is where we have to start from. We are in a moment where, because of the current funding level, we have the opportunity to right-size ourselves rather than the state or the district doing it for us. Unless we act and act now, the path we are currently on, I believe, is going to downsize us to less than 10K. The consequences to our programs and personnel will be dire, drastic, and tragic as programs that are low productivity (high touch) and unprotected by district and college commitment will be cut in order to retain similar programs with those protections, e.g., nursing, dental hygiene, etc. We will lose the core of what it means to be an education institution that serves the broad needs of our students. Instead, we will serve narrow transfer and career pathways. The movements to reduce the arts and humanities to two courses, and the social science to U.S. History/Pol. Sci and ethnic studies courses (only two courses needed, and those two are needed for BA/BS graduation) will in the end decimate disciplines. The effects of the combination of enrollment and changes in the GE/CSU/IGETC patterns will be devastating.

Interior  
Design

N/A

6 Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.  
 4 Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.  
 1 Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.  
 7 Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high-quality counseling services that Chabot provides.  
 5 Facilities: Maximize usage of and planning for facilities.  
 3 Funding: Secure funding for programs and college-wide events.  
 2 Student Registration/Application Process: Improve registration/application process for students.

Music

The recruitment of new students and retention of current students with the declining enrollment at the college and within the district should be our number one priority.

Music  
Recording  
&  
Technology

N/A

Photography

The list is adequate.

Theater Arts

N/A

TV  
Station

N/A

## Learning Outcomes Assessment Results (SLOs & PLOs)

Is the assessment for all SLOs in your program up to date?

11 Responses



12 Responses

Name of Program, Discipline, Area or Service Please fill in courses due for SLO assessments and the date you plan to complete those.

Theater Arts N/A

Photography N/A

Interior Design N/A

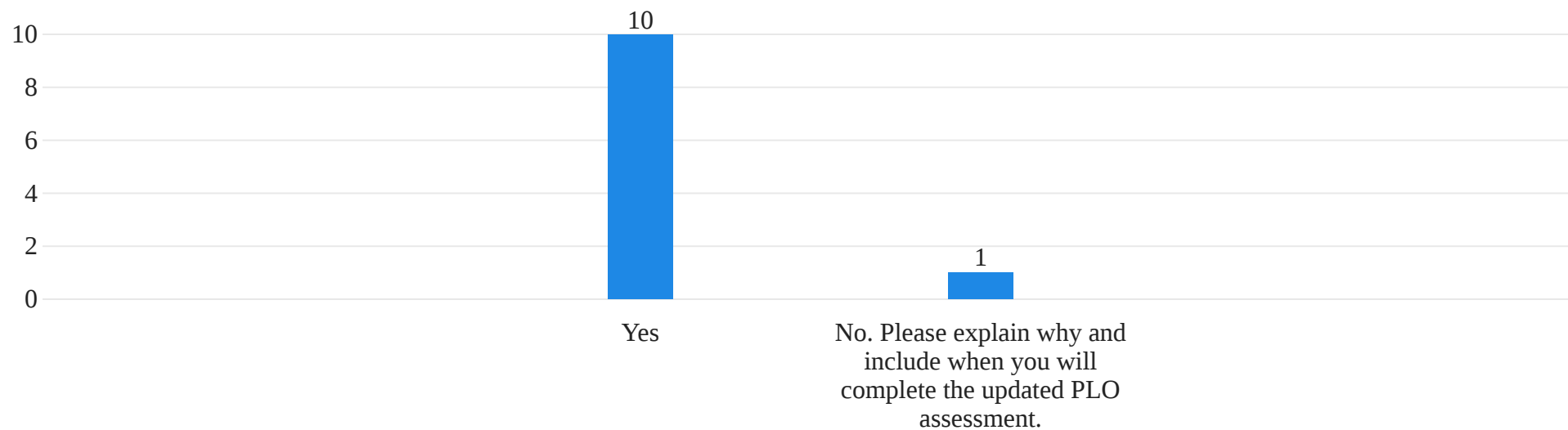
Architecture N/A

Humanities, Philosophy & Religious Studies N/A

Art	N/A
TV Station	N/A
Communication Studies	N/A
Mass Communications	N/A
Music Recording & Technology	MURT 50 was offered last year and will be assessed this semester.
Music	N/A
Art History	N/A

Is assessment for all PLOs in your division/area up to date?

11 Responses

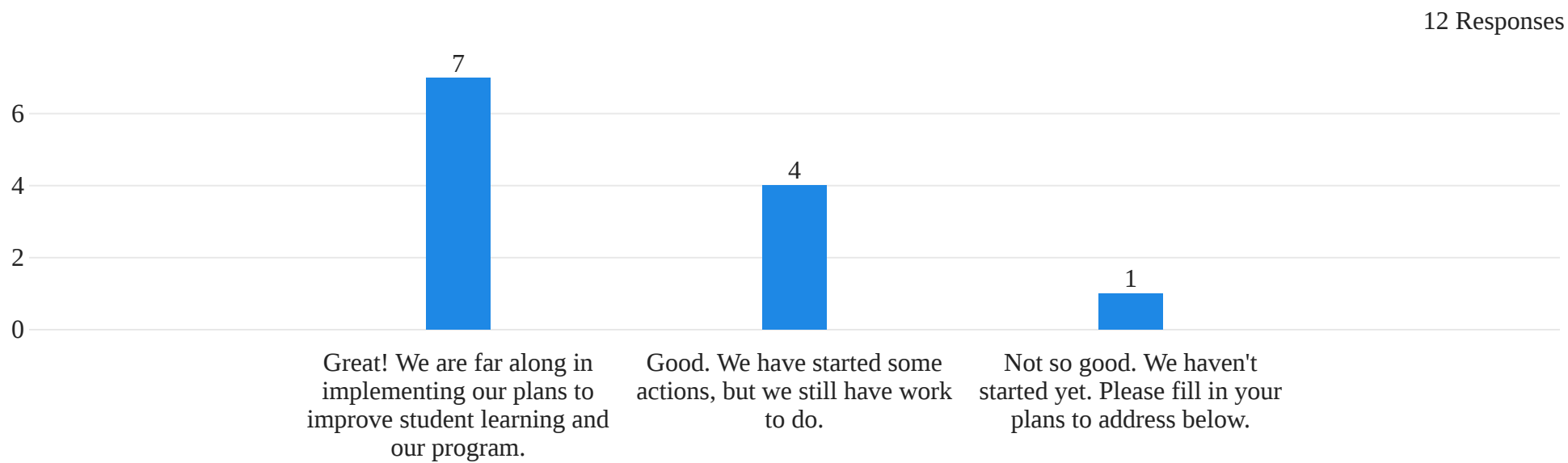


12 Responses

Name of Program, Discipline, Area or Service	If you selected 'No' above, please explain why and include when you will complete the updated PLO assessment.
Architecture	N/A
Art	N/A
Art History	N/A
Communication Studies	N/A
Humanities, Philosophy & Religious Studies	Brand new program. We won't assess PLOs until next fall. We are prepared for that assessment.
Interior Design	N/A
Mass Communications	N/A
Music	N/A
Music Recording & Technology	N/A
Photography	N/A
Theater Arts	N/A
TV Station	N/A



Please check one of the following boxes to describe how your discipline is doing regarding plans/actions for improving student learning based on SLO/PLO assessment data.



12 Responses

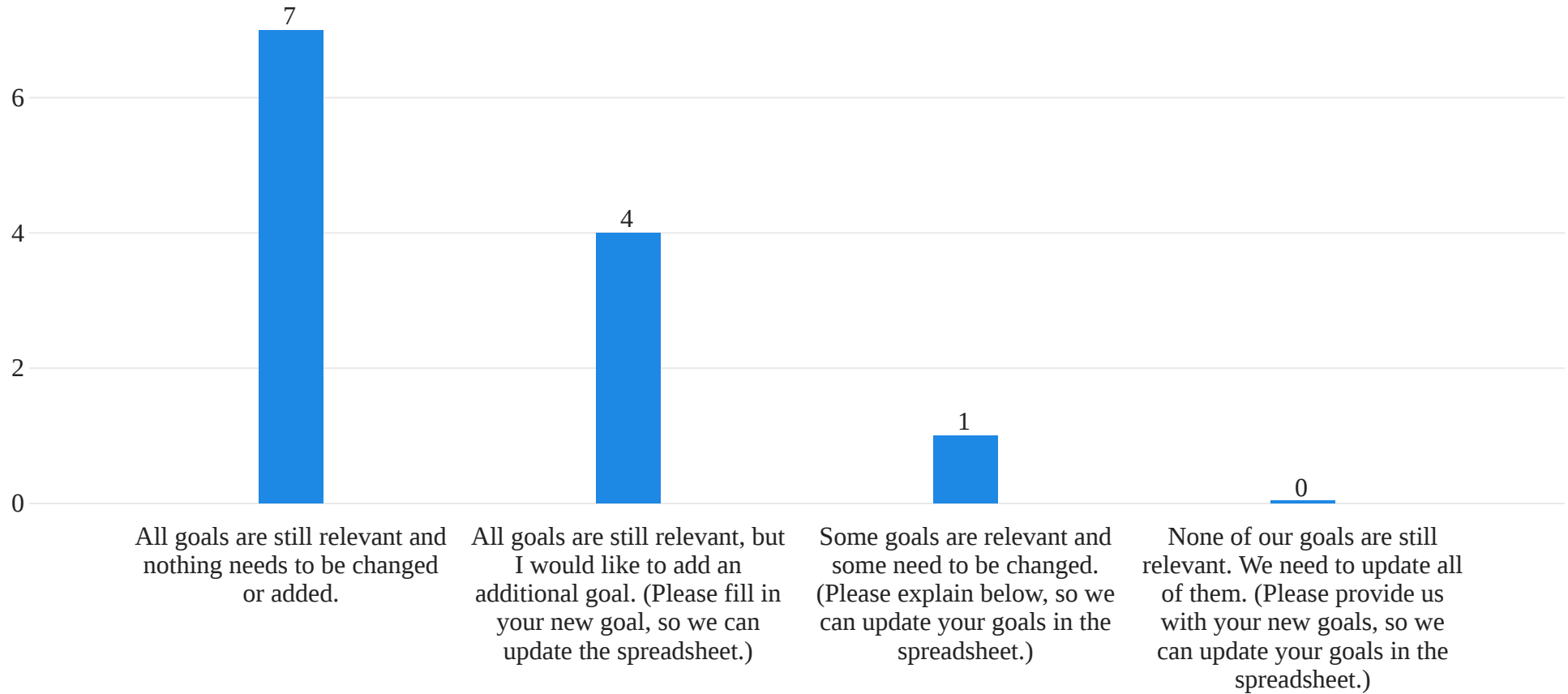
Name of Program, Discipline, Area or Service	If you selected 'Not so good. We haven't started yet' above, please fill in your plans to address below.
Architecture	N/A
Art	N/A
Art History	N/A
Communication Studies	N/A
Humanities, Philosophy & Religious Studies	N/A
Interior Design	N/A

Mass Communications	N/A
Music	N/A
Music Recording & Technology	N/A
Photography	N/A
Theater Arts	N/A
TV Station	Going well but we still need help with a 2nd person.

## Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

12 Responses



12 Responses

Name of Program, Discipline, Area or Service

All goals are still relevant, but I would like to add an additional goal [fill in].

Architecture

N/A

Art	Getting the electrical and HVAC system up to health safety standards in building 1000 upgraded.
Art History	N/A
Communication Studies	N/A
Humanities, Philosophy & Religious Studies	N/A
Interior Design	N/A
Mass Communications	N/A
Music	N/A
Music Recording & Technology	N/A
Photography	N/A
Theater Arts	Improve theater facilities
TV Station	Yes all the Goals are still relevant

12 Responses

Name of Program,  
Discipline, Area or  
Service

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

Architecture

N/A

Art

N/A

Art History

N/A

Communication Studies

N/A

Nurture our new philosophy AA/AA-T students. Maximize the number of majors and degree completion. "10 degrees completed. Measurable Goals: 100 students served, 20 transfers." We have only one major currently declared for our area. We will be doing outreach this fall to all students currently enrolled in a philosophy class to see if there is more interest. This is a brand new degree brought online during the pandemic.

Customize the Chabot College websites for all our disciplines in a student-friendly and compelling manner. Measurable goals: 5% increase in FTES. No work has been done on this goal this fall. We will be hosting a majors/program event in November, but I will work on the websites in the spring.

Humanities, Philosophy & Religious Studies  
 NEW GOAL Build back enrollment, specifically F2F. Our fill rate for PHIL was 88% in Fall 2019 and fell to 74% in Fall of 2021. Our current fill rate is somewhat higher, but we still have problems. Our students do not seem to want to come back to campus. Our online classes on day 1 were all fully enrolled, including one double section. Our face to face sections are at about 50% of capacity. Enrollments in the Humanities are similar, while our online enrollments were over 75%, in general, the one face to face section had to be flipped, and it quickly filled. Religious Studies has the same problem. While our enrollments face to face in Fall 2022 are better than Fall 2021, if we used traditional enrollment cutoffs, our face to face classes would have been canceled. It is our opinion that we should put the vast majority of our classes online, in fact, even add classes online where we can justify them, AND we should put one "key" class in each discipline as face to face, specifically, one section of PHIL50 or 60, one section of HUMN68, and one section of RELS50. By funneling face to face into only these three sections, we can get enrollment in these sections healthy, and hope that as our world moves more post-pandemic, more students come back to campus. Then, we can transition more of our online offerings to face-to-face. If we insist on using a mandated balance, we will not increase our enrollments overall.

Make substantial revisions to all of our course outlines, using the model of the new logic course, so that they are more contemporary and rigorous. Measurable Goal: Updated course outlines in Curricunet for PHIL 50, 55, 60, 65, & 70; HUMN 50, 60, 65, and 68; and RELS 50 and 65 over three years. Updating course titles so as to more effectively reach students, address the variable content, and ensure that course content is well understood by both faculty and students. Updated course titles in Curricunet for PHIL 60 & 70; HUMN 50, 60, & 65. Trish had some personal issues last spring and with META in development, she decided to wait on doing HUMN68. Now that META is in, it will, and one other course this spring. Due to curriculum requirements, all courses will be lightly revised (to ensure compliance), including where possible the course titles, but the deeper revisions will still be completed over the next two years.

Interior  
 Design

N/A

Mass  
Comm  
unicati  
ons

N/A

Music

N/A

Music  
Recor  
ding  
&  
Techn  
ology

N/A

Photo  
graph  
y

N/A

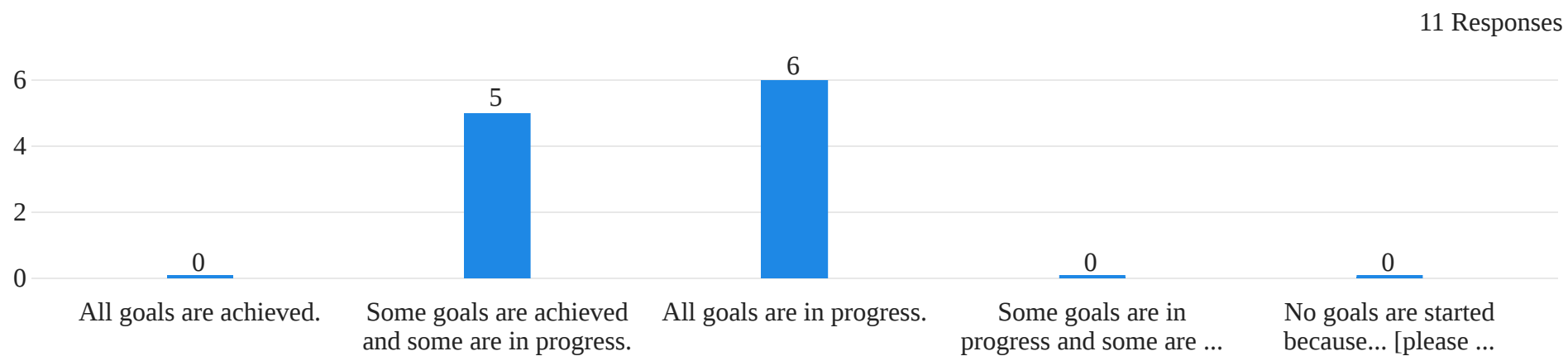
Theate  
r Arts

N/A

TV  
Statio  
n

N/A

## Status of Your Program's/Area's Goals





## Trends in Accomplishments and Challenges in Reaching Goals

12 Responses

Name of Program,  
Discipline, Area or  
Service

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Architecture

Going well: students more engage in the program and participated in outside classroom field trips.

Challenges: in person class enrollments are low in comparison to the online classes. Students tend to take synchronous or asynchronous classes over face to face in person on campus classes.

Art

We are in the process of writing the self-study this fall for our NASAD accreditation. Additional professional development funding will be needed to complete the process. At least one of our faculty will be attending the NASAD conference this fall. We have met with other Art and Design program to set a timeline and establish roles. We have upgraded the 1000 building air filtration system through the purchase of VOC air purifiers. With climate change, during excessive heat events the air temperature in the 1000 building studios can reach 100+ degrees. A cooling system is needed in all 1000 building labs. The head of maintenance and operations has brought electricians to evaluate and clarify what electric upgrades are needed to operate the new electric kilns purchased for 1016. Safety equipment in the foundry needs to be replaced before offering further lost wax casting classes, and before our onsite NASAD visit. Safety equipment removed during the light remodel of 1006/1008 also needs to be replaced before the NASAD onsite visit. The need for a paid lab tech still remains, labs functioning on our current volunteer labor is not sustainable or ethical. Our goal is to receive CTE funding for our much needed Lab Tech

One goal that has been met is the letter to majors, which was sent out for the first time prior to this current semester (Fall 2022), thanks to Dean Kunkel-Wu, who kept the matter “on the table” and even provided faculty in the division with template letters. I know that the mailed letter was noticed, because one of the Art History majors mentioned it to me.

Art History Other goals regarding communication with majors are still in progress. The most important of these include course embedded information and workshops for majors. These goals are not particularly difficult to achieve; the challenge for me has been finding the time. The discipline of Art History is managed by one full-timer, and keeping all parts of the general program running smoothly takes time. Plus, I fully believe these kinds of materials must be built thoughtfully and presented expertly or they’ll have the opposite effect they should have. I had hoped to devote time to this over the summer, but instead I taught a course, attended a month-long workshop on HyFlex courses, and worked towards another program goal (the conservation of the non-western art study collection). So, communication with majors is still very relevant, but getting there is taking time.

Another goal that is still in progress but moving ahead noticeably (also thanks to the commitment of Dean Kunkel-Wu) is the conservation/preservation and storage for the non-western art study collection. After researching and selecting a preparator to come assess each item, every object was recently housed in an archival storage box for long-term preservation. These boxes were constructed not only to cradle each object, but also to fit inside the current storage cabinet. It remains an open question whether that cabinet will be the permanent location of the objects; this is currently being researched. Other tasks still need to be done on this project include: the purchase and customization of a second cabinet for the large objects that don’t fit in the existing cabinet; and continued research into the sculptures, so they can be understood and interpreted accurately and thoughtfully to students.

Communication Studies Our department has made progress towards our goal of increasing success rates for African American/Black students and PI/H students as well as to increase our number of degree and certificate earners by beginning the development and design of a student survey to find out why COMM students drop courses and what they find helpful and successful with regards to completion. Unfortunately a big roadblock has been getting the assistance we need from OIR to finish the design and complete the distribution and decoding of the survey. In addition to more assistance from OIR, the challenge we have for our third goal of finding funding for our special programs has impacted our ability as a discipline to take on additional large projects such as a survey like this one. We feel that all three of our goals are intricately tied to each other, in that finding funding for special programs would not only allow our full-time faculty to focus more on student outreach and support as well as this survey project, but also students involved in our special programs frequently complete degrees and certificates at a very high rate.

Humanities, Philosophy & Religious Studies Given our student’s reluctance to come back to campus, reaching our FTES goal seems challenging. We will be doing outreach to students currently taking philosophy courses, and we will see if that has any effect on the number of majors. We should be able to move more quickly to update the curriculum. Repeat from above: While our enrollments face to face in Fall 2022 are better than Fall 2021, if we used traditional enrollment cutoffs, our face to face classes would have been canceled. It is our opinion that we should put the vast majority of our classes online, in fact, even add classes online where we can justify them. We would like to be in a position to set traditional class caps and add courses when enrollments justify.

Interior Design Going well: very good guidelines for students to follow and lot of practice on Interior Design projects. Challenges: in person class enrollments are low in comparison to the online classes. Students tend to take synchronous or asynchronous classes over the face to face in person on campus classes. Project presentation is a bit difficult to achieve.

## INCREASED EFFICIENCY:

- Core MCOM classes were scheduled around other programs classes to allow more students to enroll in classes with fewer conflicts between programs.
- Class times were reduced with cross-listed courses taught at the same time.

## SERVE MORE STUDENTS:

- The enrollments in the radio courses have increased.
- Academic advising increased.
- Provided students with a program informational meeting.

## INCREASED SUCCESS RATES

- Expedited substitutional waivers for courses not offered or already taken under a different rubric.
- Academic advising increased.
- Provided students with a program informational meeting.

## INCREASE DEGREES AWARDED

- Increased academic advising.
- Utilized industry experience to help attain a degree.

## ASCERTAIN THE FUTURE OF OUR TV AND RADIO FACILITIES

- One of our full-time faculty members, Tom, has joined the Facilities Committee.
- The major challenge is getting leadership to address and commit to a plan for the radio and TV stations' future on the campus in the FMP.

Mass  
Communi-  
cation  
s

Music

We saw a 6% decrease in success rates in the fall semester compared to a year ago however we saw a 10% increase in spring success rates amongst the student population. The MUSL 2A-D Harmony & Musicianship course sequence continues to be a struggle for many students. We saw the numbers of majors completing the degree fall from 8 to 5. In looking at the numbers it is clear that declining enrollments and success rates in the MUSA 2A-D Harmony & Musicianship course sequences mirrors that of the majors. Far too many students are enrolling in MUSL 2A and are not finishing with success four semesters later. Some of this decline is likely due to the loss of full-time faculty member Eric Schultz and the college not prioritizing the replacement of his position. Some of it we also feel is due to this course which really needs to be taught in person having to be taught online during the pandemic and students are not prepared as the course got more difficult throughout the sequences and leveling.

Music  
Recordi-  
ng &  
Technol-  
ogy

We are in the process of hiring a marketing firm to market and advertise the new MURT AA degree and two certificated to the community as the MURT program is a “non-traditional” program that is not offered in most high school settings. Our request for a full-time hire was not prioritized for hire by the college.

We set a goal improving student success rates in the discipline by 20%. We had a 5% increase in success rates for the fall term with no change for the spring term. This will be a continued area of focus for us. The success rates dropped 4% for our African American student population which was a goal of the program to increase.

Most of the program goals are nearing completion. The primary goal of applying for full NASAD membership will be completed in Spring of 2023 when Chabot College will be visited by the accreditation team. Our second goal of finding a permanent solution for a digital photography lab and lighting studio is 50% complete. We are

Photography

nearing completion of the digital printing lab that will be open for student use in Spring 2023. However, the lighting studio will need additional facilities commitments in order to move forward. Goal number three of redesigning 1000 and 1100 is a long term goal that is currently in progress. The fourth goal of revising curriculum with the goal increasing student success has been achieved, new courses were offered for the first time in Fall 2022. The final goal of funding more staff support is currently in progress.

First, the challenges; The Covid epidemic and shut down hit our program enrollments very hard. To highlight two examples, here are the enrollment statistics for two of our core THTR courses, looking at each of the fall semesters from Fall 2019, before Covid, and ensuing semester as enrollments were affected:

THTR 1 – Intro to Acting (This course is our primary entry course. New Theater Majors take it, as well as historically being a popular course for satisfying CSU and IGETCE breadth requirement); In Fall 2019 this course had 3 sections, with an aggregate enrollment of 97 students. Each fall, these numbers dropped significantly. In fall 2022, we are down to 1 section of THTR 1, with 16 students enrolled. That’s about an 85% drop in enrollment. In the 20 years I’ve been at Chabot, we’ve never seen anything close to this kind of drop off in enrollment for that course.

Theater Arts

THTR 30A-D – Emerging Work (This course has historically been a core course for our theater students to work with each other, complete projects, and build the important relationships that help our program thrive. It is part of our AA and AA-T as well as our two acting certificates) In Fall 2019, THTR 30 A – D had an aggregate total of 26 students. Fall 2020 the total was 13, as we shifted to teaching it online. Fall 2021, there were 11 students. Fall 2022, we had to cancel the course because only 3 students enrolled.

Theater is a subject that really requires being in person. It’s the nature of the field. So, it is going to take time for these courses to rebuild.

The good news is pretty much based on anecdotal impressions and less on data. Because of the communal nature of theater, our program thrives on a kind of cultural liveliness among students. As students work on various projects and live performances, they bond, and find increased inspiration to take more courses. We currently have two acting classes, Improv and Acting on Camera, that have reasonably high enrollments, given where we are at today. My sense is that a group of dedicated students is taking shape and this will help increase our enrollments over the coming semesters.

TV Station

Lack of proper personnel. Current person has to work extra hours (flex/OT) to keep things running. And perform extra duties that normally are done with more than 1 person.

## Rationales for Resource Requests

12 Responses

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
Architecture	Lack of funding to support low enrollment classes, students cannot take classes as they were planned per study plans. Often those classes got canceled.
Art	<p>Our PAR goal of receiving full accreditation from NASAD, includes insuring the health and safety standards of our classrooms. Because of equipment failure last spring, we are in need of 2 fire suits to replace worn out safety equipment. We also need eye wash stations and MSDS binders in each of the classrooms. We are asking for an additional \$2000 in lottery funding to permanently fund our equity closets, a vital tool in allowing students to participate in class who are struggling financially.</p> <p>As part of our NASAD accreditation we are required to attend the Annual Conference, and it is something that need to be funded yearly.</p>
Art History	None of the existing PAR goals need augmented or new resources.

GOALS : Increase the success rates for African-American/Black and PI/H students.

Increase the number of certificate and degree earners.

Find funding for special programs (Great Debate/Assistant Director of Forensics).

The Communication Studies Department continues to work on previous plans toward achieving our goals, including working within the Umoja Program, increasing the connection to our majors with a new Canvas site, and working with our Division leadership to find creative ways to support our Great Debate and Forensic Program. As for new plans /resources, the COMM department has discussed the three following ideas:

1. We plan to continue to reach out to the Chabot IR department. We understand the value of asking our students for more information regarding class format preferences, resource needs, obstacles to completing courses, and explanation of why they may drop a class. We would also like their perspective on additional resources we offer such as the Communication Lab, Comm Club, and involvement in several Learning Communities. We completed a draft of questions but need the IR department to help us refine those questions and then implement the survey so we can gather this information and thus be able to improve our work.
2. We will explore the possibility of an Instructional Aide (or Intern) for our Department. Over the years we have had the opportunity to expand beyond our course offerings. We collaborate with CIN, PACE, Umoja, RISE, and FYE. We are also at the forefront of the ZCT initiative. We have an award winning Forensic Team and plan to bring back the Great Debate. Our full-time faculty participate on Senate, the Faculty Union, and IST just to name a few groups. There is no way to maintain our effectiveness without support. An IA could help us coordinate events, respond to our majors, support our Comm Lab and Forensic Team, and help facilitate outreach/marketing efforts. To be clear, we understand the Department Coordinator does much of the work in these areas but an IA would be able to offer day to day administrative duties.
3. As we mentioned earlier, the support from our Division office is vital. Whether this is for finding creative funding or simply checking in with our Good News. We appreciate the work of our Dean, Administrative Assistant, and others behind the scenes working on equity, marketing, scheduling, etc. And understand sometimes the conversations are more challenging, including classroom caps, contract language, etc. Our Division leadership is often our voice to the campus community. So we will continue to offer our best collaboration when we are offered the support of our Division office.

Humanities,  
Philosophy  
& Religious  
Studies

None

Interior  
Design

Lack of funding to support low enrollment classes, students cannot take classes as they were planned per study plans. Often those classes got canceled.

Mass  
Communications

Note: The building housing the radio and TV stations is slated to be demolished after construction is complete on the new facilities and there is currently no plan for the future of our TV and Radio facilities, leaving TV and radio effectively homeless.

Music

Continued funding of current budget allocations and funding for NASM site accreditation visit next academic year.

Music  
Recording  
& Technology

The recommendation of post graduate or industry certifications into the program by our CTE advisory committee may require funding as some are free but many of them required students to pay for them.

Photography

None.

Theater Arts

Given our main goal is to increase enrollments, our main need is in reaching potential incoming students. We will need resources for marketing in order to effectively reach High School drama teachers, students and programs.

In order for students to achieve SLOs as stated particularly in THTR 47 A – D, and THTR 30 A –D, both courses that involve live performance and have monetary needs for technical aspects, all part of our Tech Theater CE program, we will need funds for hiring designers and paying for building supplies.

TV  
Station

N/A



## Service and Instruction Mode of Delivery (Optional Question)

12 Responses

Program/Area Name	As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?
Architecture	N/A
Art	We have determined that hybrid classes are not effective in our area. We are sending out a survey to our program majors to assess interest in synchronous online
Art History	The shift to online classes was made inevitable by the pandemic, and enrollment data is quite clear that the online modality is now a preference for the majority of students. One repercussion of the scheduling of larger numbers of online sections is that it has become difficult to find part-time faculty who are interested in teaching in-person. That is certainly the situation in Art History, both here at Chabot and at Las Positas, and I would assume the same is true in other disciplines as well. I have no solutions on this matter to offer at this time; I just don't know if this condition has been acknowledged, or is being discussed so I have added it here.

Online vs Hybrid vs Face to face Instruction - This is an important question that should be on-going. The COMM department has discussed this quite a bit and we've also listened to our students. Here are three key things to add to the conversation:

1. It depends. Students have identified several factors in determining which mode of instruction is "best" and it just depends. Some students excel at online learning and some do not. Some faculty excel at teaching online and some do not. And some courses are best taught online while others are not. There is no easy answer but now that we have the choice, we should strive to identify what's best for student learning rather than relying on trends from the last two years, ease/convenience, or pressure to fill classes at the expense of student success and learning.

Also, given this point, we should move forward with flexibility. This means offering all modes of instruction and allowing faculty and departments to choose what format works best for them and/or offer training to improve (with compensation). And this means recognizing some classes do not fit the online format as easily as others. In COMM, we are still learning but we now understand some of our online limitations as well as the expansion of online options. But overall, Communication Studies instruction is often best face to face. For example, many students have noted that the final decision to choose one major over the other came from the energy experienced in a classroom.

2. There are still so many unknowns. There has been important discussions to determine student preference in this area but there is still so much to learn. Many of our current students have been online for two or more years, so we must remember that students who choose online courses are likely doing so based on familiarity and perceived convenience. For example, when they were given the choice last Spring of 2022, many students chose online so we converted some of our face-to-face classes back online. But this does not mean that online is better for students. From grades and speaking to students in our classes, it seems that grades have improved after returning to the classroom. But not all students recognize this. Online classes have become their comfort zone both familiar and less daunting. And now it seems students are not getting the full college experience. They can turn on their laptop from their bedroom and never experience the energy of classroom, the interactions in the halls, the resources all over campus, and the added opportunity for clubs, library, and even the cafeteria. We cannot forget that some students do not have easy access to technology, study space, and food at home. We also had a large number of students who dropped out of college during the last two years and we do not have their input, especially in terms of what would it take to bring them back.

3. What is clear is that there are benefits to all modes of teaching and offering a combination of face-to-face, online, and hybrid classes works best. The question is at what ratio should we offer each format. Our department is looking at our SLOs and the needs of our students to make sure that our instruction is still fulfilling the communication requirements. We have made adjustments to our fully online asynchronous COMM 1 classes to require a specific audience size (currently 7 students) in order to maintain the "public" component of public speaking. We have been utilizing new technologies such as GoReact that allow asynchronous students to still work together synchronously without committing to a synchronous online course schedule. We will continue to work with adjunct faculty and take into consideration state requirements regarding our courses to ensure that any online courses meet the needs and expectations of public speaking and small group components. The COMM department has accepted that this will be a learn-as-we-go situation and we will keep this discussion going.

Humanities, Philosophy & Religious Studies	<p>While our enrollments face to face in Fall 2022 are better than Fall 2021, if we used traditional enrollment cutoffs, our face to face classes would have been canceled. It is our opinion that we should put the vast majority of our classes online, in fact, even add classes online where we can justify them. We would like to be in a position to set traditional class caps and add courses when enrollments justify.</p> <p>Also see the very FIRST essay answer we provided (begins Based on DEMC and PBC...)</p>
Interior Design	N/A
Mass Communications	N/A
Music	We need to continue to offer students flexible options. We as a discipline are having difficulty hiring applied lesson MUSA 40 instructors for smaller studios. We need to continue to offer the option of applied lessons via Zoom.
Music Recording & Technology	We need to continue to offer flexible options for students in regard to course offering however we need to make sure that the course can be taught effectively with the various formats. Many of the MURT courses are “hands on” courses that must be taught in person.
Photography	N/A
Theater Arts	We are in a time of finding a new balance between all of these options. I suggest that the three modalities of Online, Hybrid and F2F should not be looked at through a “versus” lens, but rather through an “and” lens. In other words, we need all three. My take is, this is how students are making college work for them now. They don’t want only one or the other. They like the convenience of online, while at the same time, like to be able to be on campus for interaction with other students and with instructors. So they are building their educations by blending modalities. For our program, specifically, we have limited courses that are more or equally effective online as they are in the classroom. We only plan to continue with our THTR 10 – Intro to Theater course fully online. All other courses will continue to be taught F2F.

TV  
Station N/A