Program Review Update Division Summary 2019

Division/Area: Arts and Humanities

Dean/Administrator: Amy Mattern, Dean

Other Readers: Dana Nakase, Collin Thormoto, Irena Keller, Jennie Graham

Programs Included: American Sign Language   Interior Design
                     Art/Art History   Mass Communications
                     Communication Studies   Music
                     Dance   Photography
                     English   Reading and Writing (RAW) Center and Smart Shops
                     English as a Second Language Theater Arts
                     French
                     Graphic Design & Digital Media
                     Humanities/Philosophy

I. Executive Summary (Optional): Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, plans and obstacles to success. Your summary should be no longer than 500 words in length.

The Division of Arts and Humanities is one that serves the larger campus and community in many ways, from offering theater, music, and dance productions throughout the year, to hosting speech and debate tournaments for students across the country, to its award-winning newspaper, journal of arts and literature, and magazine, to providing campus programs with design services through the Design Shop capstone course, and much more. Students have the opportunity to learn English as a Second language and take world languages for transfer and/or personal enrichment. Many of the programs are engaging regularly with the local community, as well as with industry advisory boards. With the hiring of a full-time Art History faculty member, the Art Gallery has regular shows and the new Museum and Gallery Studies course provides an opportunity for students interested in this field to put study into practice as they assist with the exhibitions. CTE programs prepare students to enter the workforce with the requisite skills identified working in collaboration with industry partners. Theater Arts has developed relationships with the City of Pleasanton and Douglas Morrison Theater, as well as developed an Actors Conservatory certificate program that will launch in fall 2020. Several disciplines are seeing an increase in Middle College and concurrent enrollment students, which is a great opportunity to continue building educational pipelines with our K-12 partners. Similarly, English as a Second Language (ESL) regularly partners with the local Adult Schools to create more seamless educational pathways for the ESL student population. English will host the inaugural Literary Arts Festival in spring 2020, open to the community. Arts and Humanities disciplines regularly collaborate with on- and off-campus partners to provide equitable access, services, and opportunities for students.

Several disciplines in Arts and Humanities are focusing on the Guided Pathways work, including creating program maps, considering carefully when courses are scheduled, developing certificates and degrees, cross-listing classes in order to offer courses that may be lower enrolled but are needed for program completion (e.g. capstone courses or lab courses). Many A&H disciplines have courses that typically run small due to the nature of the course, limitations of the specialized room where it must be held, or for contractual reasons. As a result, they are not as productive as district targets. This challenges us to ensure we are still offering these courses, valuing arts and humanities education, serving the larger community and industry needs, and, most importantly, enabling students to complete their pathways. Aside from FTEF, many courses also have added financial need, workload, and human resources needs.

 Arts and Humanities is also a Division faced with many challenges, including insufficient facilities, budget and FTEF allocation, as well as staffing levels in some areas that have never recovered from past cuts or been able to make new gains. For the English department, although they have been committed to acceleration and multiple measures for many years, responding to the stringent regulations of AB705 in a short time period has been a serious challenge. The English team has worked diligently to understand how to properly assist students to find

the course that best fits their needs/desires and how to serve students of increasing variable levels of preparation in existing and new transfer-level courses. English and ESL have delved into non-credit as a way to serve students, with ESL looking to develop a non-credit Vocational ESL certificate program. Planning priorities for 2020-2021 will need to focus on these various areas of challenge, and require continued data analysis, advocacy, and creativity in the face of budget deficits.

II. Recommendations: Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

- Continue to promote the value of arts and humanities education, including focus on career, transfer, and personal growth opportunities.
- With a focus on supporting the Guided Pathways framework, evaluate FTEF allocation and course scheduling. Advocate for additional allocation for classes that are filling consistently, as well as to provide opportunities to pilot new classes or offer courses needed to enable students to complete their academic pathway outlined in program maps. Continue to focus on equitable access to courses through strategic scheduling and enrollment management.
- Evaluate success rates in distance education (DE) courses and explore additional supports to build in to the courses or provide to the students in various ways (e.g. technology, academic support, access to student supports).
- Continue to advocate for budget, staffing, and facilities in light of many areas that are currently insufficient to meet the demands of various programs in the A&H disciplines, as well as historical losses that have not been recovered. Ensure equitable access to spaces that serve the needs of the discipline. Participate in the planning efforts for the new B2100, and the STEAM building once the planning begins.
- Continue to focus on curriculum that is culturally relevant and responsive, including globalizing the curriculum, as well as other equity efforts throughout the Division.
- Collaborate with Student Services to provide sufficient support for students related to mental health and serving students with disabilities or other specialized needs.
- Continue ongoing work related to AB705, including analysis of fall 2019 and spring 2020 data, evaluating course scheduling and enrollment patterns, and fine tuning pedagogy. In collaboration with campus partners, enhance in-class and campus-wide support for students.
- Focus on outreach and recruitment, and advocate for new or continued support in marketing for A&H offerings.
- Focus on support for and greater inclusion of part-time faculty, including part-time faculty who are coordinating programs that do not have a full-time faculty member.

III. Program Review Themes by Category

Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Review Updates, please write "Not Applicable."

a. Community Relationships and Partnerships
Such as outreach, recruitment, internships, industry collaborations.

A&H disciplines cultivate and foster ongoing partnerships and collaborations. These are often with other educational institutions (K-12 and Adult School), local community organizations, and industry partners. The partnerships result in positive relationships with our community, opportunities for students to intern, and clearer ideas about how students can more successfully prepare through our disciplines to enter careers. More assistance is needed to connect with high school partners, demonstrating the need for more outreach work.

- The **Art and Art History** department is utilizing gallery space in 4000 to feature LPC and community artists. With a full-time Art History faculty member in place now, the department has been able to develop a full calendar of exhibitions for the 2019-2020 academic year that includes collaboration with school departments and learning communities, as well as artwork from local artists. Now that the Art and Art History departments are able to more regularly book shows into the Art Gallery, the space needs insurance and security so that artists and collectors from the community feel comfortable loaning artwork.
- The **Communication Studies** faculty participate as judges, sponsors, and contributors in local speech tournaments, as well as hosting a national high school speech tournament. They are interested in involving more community members in local speech tournaments as judges, sponsors, and contributors. In addition, the Forensics Team hosted their annual food drive.
- **Dance** and **Music** partnered with the Cheza Nami Foundation to provide a dance and drumming workshop entitled, "Embodied Learning through Cultural Awareness," for LPC students. This was made possible through a grant from the LPC Foundation.
- **English** is planning for the inaugural Literary Arts Festival which will involve collaboration and partnerships with many off-campus organizations and individuals. They have also launched their Creative Writing certificate which will be further promoted through the Festival.
- **ESL** continues to collaborate with Mid-Alameda County Consortium (MACC) and public libraries across the Bay area, as well as with local business to assess employer needs. They plan to create an ESL Bridge-to-College course, partnering with local Adult Schools. They also plan to develop a non-credit Vocational ESL (VESL) certificate program, including developing MOUs with local businesses. ESL has also been regularly collaborating with sister college, Chabot, to share resources and information.
- **Interior Design** has built strong relationships with high schools, including articulating the Intro class, and is looking to further develop these partnerships. Through connection with alumni serving on the Advisory Board, as well as other local firms, they offer many internship opportunities.
- **Humanities and Philosophy** have had some successful outreach to high school students, and would like to expand this. They are considering mini-lectures for Middle College students.
- **Mass Communications** held a successful event entitled, "Press Pass, a High School Media Symposium," with over 200 students and teachers from local high schools in attendance, followed by an ongoing Press Pass Series which allowed LPC students to interact with industry professionals. They plan to run the Press Pass series again due to its success and continued CTE funding.
- **Music** hosted performances on campus, as well as participated in off-campus performances. They have continued their recruitment efforts in high schools and throughout the Tri-Valley region.
- **Photography** would like additional assistance with reaching out to high schools, and more help with internships, jobs, and exhibition opportunities for students.
- **Theater** has developed partnerships with the City of Pleasanton and Douglas Morrison Theater.

b. Curriculum Committee Items
Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.

Arts and Humanities faculty have developed and revised curriculum throughout many disciplines, developed new certificates, and created and updated AA, AA-T, and AD-T degrees. Several programs are working on globalizing their curriculum and making it more culturally responsive. For many disciplines it has been challenging to offer new curriculum or full degree programs due to insufficient FTEF allocation or lagging enrollments.

- **Art History** added two new courses, Art of the Ancient Americas and Asian Art, for 2019-2020 academic year. They also offered the Gallery and Museum technique course in spring 2019 for the first time to coordinate with Art Gallery space preparation. The department is working to offer curriculum that is not Eurocentric. In addition, they launched the AA-T in Art History.
- **Communication Studies** plans to create a non-credit abroad Intercultural Communication course. In addition, a workshop collaboration with ESL is now a Non-Credit course that ESL will house, but CMST and ESL faculty will co-instruct. Several CMST courses are now being offered online.

- **English** is updating their AA-T. They are offering a Creative Writing Certificate and considering putting it on the OEI. Curriculum shifted significantly due to AB705 with more transferable courses and only one basic skill course remaining. Faculty developed and implemented English 1AEX (1A with support) as an alternative to 1A to comply with AB705. A non-credit course, NENG204, was added to mirror the only basic skill course left, English 104. They are looking to develop a "Word Jam" (similar to Math Jam- non-credit supportive course). English is working to globalize their curriculum, making it increasingly culturally relevant and responsive. This includes creating new curriculum and also surveying instructors to see how they are approaching this in their existing curriculum.
- **ESL** revised nine courses, and three new courses were written and approved. Several of the revised and new courses directly addressed needs due to AB705 and will be piloted and analyzed in 2019-2020. They have goals to develop the ESL Bridge-to-College course and the non-credit VESL courses and are applying for SCFF Rollback Funding. They plan to pilot new non-credit, spelling and vocabulary courses.
- **French** faculty participated in OEI training and offered the first Hybrid course in Fall 2019.
- **Graphic Design and Digital Media** is working on an AD-T and a new online certificate, "Adobe Creative Cloud Core," as well as updating some courses to be C-ID compliant. They plan on adding new courses, including online. They partnered with Art to align the color theory courses in Art and GDDM in order to offer this curriculum more consistently. They would like to offer a 3D modeling class and are working with Tri-Valley ROP instructor to develop.
- **Humanities and Philosophy** has continued to revise the curriculum and is working to recruit more Humanities majors to increase enrollment. Faculty created a new Film Studies AA and Certificate of Achievement. They also created a Humanities Certificate of Achievement and AA, and are planning to work on OEI alignment and POCR review for DE courses.
- **Interior Design** is offering a better selection of courses, and planning to propose curriculum for more advanced courses.
- **Mass Communications** will be changing the name of their program as a result of statewide confusion between Communication Studies and Mass Communications. With Radio LPC on hiatus, they are also looking at developing more updated curriculum for relevant media (e.g. digital audio, podcasting, streaming) with advisory board input.
- **Music** added 4 new classes, distance education options, online certificates, and applied lessons. They are seeking to get National Association of Schools of Music (NASM) Accreditation.
- **Photography** has updated their curriculum and added an AA and certificate in PHOTO active in Fall 2019. They plan to add a smaller unit certificate (16 units).
- **RAW & Smart Shops** is looking to create and launch a training program designed to teach student leaders how to lead a Smart Shop style workshop on academic honesty that could travel to classrooms throughout the semester upon request. They also plan to create a college preparation certificate that will convert Smart Shop workshops to non-credit courses.
- **Theater** created the Actors Conservatory which will launch in fall 2020.

c. Enrollment Management
Changes to section offerings, such as adding/removing sections or increasing/lowering class size.

Several disciplines are focusing on Guided Pathways work (e.g. program mapping) and in so doing are considering aspects such as when they are scheduling courses that will enable students to pursue the pathway and cross-listing courses to offer those that may be lower enrolled but are needed for program completion (e.g. capstone courses, or higher in the course sequence). Many A&H disciplines have courses that run smaller or are not as productive as District targets, either due to the nature of the course, limitations of the room, or for contractual reasons. This challenges us to ensure we are 1) still offering these courses, 2) valuing arts education, 3) serving the larger community and industry needs, and most importantly, 4) enabling students to complete their pathways. Several disciplines mentioned the impact of Middle College and serving more first-time college and high school students. Many disciplines are seeing a drop in evening enrollments, while simultaneously seeing increased demand for and enrollment in online courses.

- For **Art and Art History**, the student headcount and enrollments in both programs have been increasing. The major limitation to increasing course offerings is limitation in studio space.
- **Communication Studies** has been offering the Oral Interpretation and Readers Theater class which is a requirement for AA and AA-T, however, it has been canceled due to low enrollment. The class needs promotion or re-evaluation. They need to offer more major (i.e. degree specific) courses to recruit more students to the major. CMST faculty plan to host a CMST degree night in the Spring and Fall semesters to make students from all backgrounds aware of the CMST degree path. They have been offering increased DE courses, and continuing to grow these offerings. It was noted that for CMST 1, courses with 28+ students were less successful than classes with lower enrollments.
- **Dance** needs more FTEF in order to collaborate with the Theater Program, especially with the new Actors Conservatory, so the discipline can offer courses that acting students need. More FTEF overall is desired to grow the Dance program and Dance identity for LPC, although the program understands the budget limitations. Faculty would like to offer all types of Dance, from technique to composition to choreography.
- **English** developed and implemented English 1AEX, but had issues with slow enrollments during the summer. Four sections were cut in Fall, with one being re-added later. Because of the cuts, they had to add courses at the last moment which resulted in three additional DE regular sections for English 1A, 4, and 7, and three late-start sections of English 1A, as well as one hybrid 1A. Faculty really want to avoid the last minute additions and suggest that cuts be considered more carefully to prevent such situations. English100A and 104W have been discontinued. Non-credit course NENG204 was added to mirror English 104. English also continues to offer courses for the Umoja and Puente learning communities. They want to offer 1AEX in summer and online.
- **ESL** is concerned that there is a lack of course options for evening students. They are piloting mirrored non-credit course options to encourage evening students to attend and complete more units per semester, and they hope this will also boost enrollments in the evening classes. They continue to offer morning and weekend courses. Faculty have added 3 courses and one non-credit course, and plan to develop a Bridge-to-College class and VESL non-credit certificate. However, they need FTEF and funding for this. Overall, ESL expressed concern about decreased FTEF since 2014.
- Due to its low FTEF, **French** has very few offerings and lacks consistency for students. They are unable to offer any advanced courses even though these courses are options in the Humanities AA degree. French faculty are offering hybrid courses to try to increase enrollment.
- **Graphic Design and Digital Media** continues to offer new and more classes, and have been continually requesting more FTEF to allow students to graduate in a timely manner and have a stable program map. The availability of a larger classroom has helped with some offerings. They have offered new courses, as well such as Intro classes, that allow students to assess their interest and perhaps continue with the pathway.
- **Humanities and Philosophy** schedule courses in a more appropriate way for part-time, young and first-time students as response to an increase in those populations. They continue to offer online classes, but struggle to fill the night classes. Humanities added 2 new courses which fulfill GE/CSU/IGETC requirements; however, they have struggled to fill these courses resulting in their cancellation. Humanities is also planning phasing out some courses. Philosophy offered an Honors Class, but was not able to fill it. They may need more FTEF for new PHIL 2 DE after it is certified with OEI.
- **Interior Design** has increased their course offerings which has resulted in increased enrollment and faster completion for students. Faculty would like to offer more advanced classes for interior designers to take for professional development. Additionally, offering more classes for Interior Design would help with meeting state and regional levels for completion. Classes are not offered regularly enough to complete quickly.
- **Mass Communications** has removed the Radio courses due to lower enrollment. They are offering survey Mass Communications courses year-round, and are exploring the possibility to offer other courses using the Radio space. The Guided Pathways focus has led to changes in course offerings.
- **Music** is concerned about WSCH/FTEF ratio due to the low enrollment required in applied Music courses. Faculty feel CEMC is not representative of A&H disciplines. Music has been requesting more large-load

classes. They have a desire to teach classes at the Dublin Women's Correctional Facility, but need FTEF to do this.

- **Photography** notes that it looks like enrollment has dropped because the summer classes are not accounted, but by adding more summer classes as an outreach strategy, it increases high school student numbers through concurrent enrollment. Photography 66 is being re-booted and SLOs are in the works.
- The **RAW Center** is serving more students due to H-rate pay for tutors which allows for more hours to be offered. Faculty would like to add online and evening/night hours, as well as online class format for **Smart Shops** workshops.
- **Theater Arts** would like to lower caps on intermediate classes and divide THEA 48A-D into two smaller sections.

d. External Factors
Such as state/accreditation mandates or advisory board directives.

- **English** curriculum and offerings had to shift significantly due to AB705 by offering more transferable courses, including the new 1AEX course to provide "expanded" support, and only one basic skill course (ENG 104) remains. This has been very challenging to respond to quickly and effectively, and English will need to review the data once it is available to see the related impact/outcomes.
- For **ESL**, AB705 requires students to complete English 1A within six semesters, however, this is not a common goal among the ESL population at LPC. Only 53% of students actually move on to take English 1A. This creates a big problem for the program as the state mandates this requirement. There are also many implications for the assessment process still to come from the State to which ESL will need to respond. ESL also made an important mention of the impact of the political climate on many of their students. There is concern for students' mental health, access to resources, and reliable information.
- **Philosophy** 8 was denied C-ID status and they are trying to appeal (Note: the appeal was granted in late fall 2019 after the Program Review was written).
- **Interior Design** notes that California has a high employment for interior designers overall and a high employment rate in the Bay Area in particular. This should drive enrollment and a growing program to meet industry demand.
- For **Mass Communication**, their Advisory Board's concern about the Radio program led to reviewing program offerings and format, ultimately putting the program on hiatus. Additionally, potential confusion regarding the program name as Speech and Debate has transitioned to Communications Studies may be leading to low enrollment. Faculty are working on a program name change.
- The perception that the **RAW Center** is only for English has been a barrier among administration when advocating for funding. RAW provides support across all curriculum in reading and writing.

e. Facilities, Supplies, and Equipment
Purchasing or upgrading

Overall, several disciplines describe space limitations impacting their programs. This includes not having enough specialized classroom space, not having access to the "right" type of classroom, and not having spaces for courses that disciplines would like to begin offering. In addition, disciplines note that the difficult processes for making purchases or obtaining funding for supplies and equipment often serve as barriers. There is much anticipation related to the new STEAM building.

- **American Sign Language** has been happy that some of their classes have moved from trailers to Smart Classrooms. Faculty keep repeatedly requesting all classes to be in smart classrooms approved by ASL teachers. The technology and layout is important for students to see the teacher signing. Classrooms must be ASL friendly.
- **Art and Art History** faculty cleaned, organized, and improved the prop closet in 501. They have found that 502 is insufficient as a studio space leaving them with only one studio space. This limits course

offerings and enrollment caps. They need capital goods and insurance for improving the Art Gallery and growing the Gallery program. There is also a desire for sculpture and ceramics facilities.

- **Communication Studies** would like more portable technologies to provide visual aids for competitions and instruction. They would like funding for a Communications Studies Laboratory.
- **English** is actively involved in planning for the new B2100. They are concerned about room scheduling for classes during construction and due to demolition of current space. English 104 and 1AEX classes require the physical proximity of the Instructional Assistants and a computer lab or laptops for approximately 45 minutes per section. This could be a problem if options are limited.
- **ESL** is concerned about finding classroom space when 400, 500, and 600 are demolished. Administrative support is needed to secure space.
- **French** expressed concern regarding the Language Lab which lacks budget for training and software; there needs to be further discussion regarding this space.
- **Graphic Design and Digital Media** has noted positive outcomes related to their additional classroom. With that said, they still need some space modifications (e.g. moving stations) and help of IT to install keyboard trays to make much needed space on tables.
- The **Humanities Cluster** would like the campus to have a private sacred contemplation space for faculty and students.
- **Interior Design** would like more facilities and have plans for the new building. They need design space with drafting tables and a computer lab, as well as storage.
- **Photography** needs to continue updating equipment. They used CTE funding to update lighting and lenses.
- **Mass Communications** wants a centralized location for the department. In anticipation of the STEAM building, they are planning to visit media spaces around the Bay Area to help conceptualize.
- **Music's** Room 4130 was improved and new recording equipment purchased. They had upgrades in 4226, and are waiting on the install for speakers. They are requesting: isolation booths, expanding footprint into courtyard for recording studio, making 4226 ADA compliance, fixing the acoustic interference in 4130, getting temperature control for pianos, getting more rehearsal and performance pianos, more practice rooms, software and hardware upgrades for certificate programs, and storage for 4000 building. There is a major concern for security of musical equipment due to the rehearsal rooms being shared spaces with GE classes. There is also concern about wear and tear due to constant set-up/tear-down of equipment.
- The **RAW Center** needs a bigger space to meet more students at a time for tutoring. They can currently only meet 3 students/hour. They also need a better system to schedule and keep track of data that will allow increased funding (e.g. through non-credit funding models for **Smart Shops**).
- **Theatre Arts** needs a storage warehouse. This is critical for storage of costly materials to maintain and preserve these resources. The Center for the Arts was not built with adequate storage.

f. Financial/Budgetary
Program budgets or special funding.

In reading the Program Reviews, a common theme arises related to providing any or adequate compensation for various activities. Examples include funding for participation in professional development, leading outreach or student support work (e.g. ESL Open Houses and recruitment activities). In addition, several disciplines mentioned not having any coordinator reassign time, and some feel they need additional reassigned time for duties beyond discipline coordinator. Several disciplines also mentioned the need for marketing in order to promote and fill classes.

- **Arts and Art History** need a process to expedite requisitions for last-minute studio needs.
- **Communication Studies** faculty have been advocating for growth of the forensics operating budget which used to be $6400 and came from district funding. This has not been reinstated despite continued request for it to be restored. Similarly, their co-curricular budget was reduced and they have been

     advocating for its restoration. They are seeking compensation for co-instructing with ESL faculty, including being listed as the primary instructor. They need funding for more technologically advanced visual aids and would like funding for a Communication Studies Laboratory. Finally, they are seeking reassign time for program coordinator.

- **ESL** was able to secure funding to support the ESL Open House through the Basic Skills Committee, but seeks more secure funding for outreach efforts such as open house, orientations, and application workshops. They feel it is important to maintain an ESL-specific Open House. ESL would also like to secure institutionalized funding to maintain ESL Extensive Reading Libraries. Their major concern is that ESL needs FTEF in order to offer non-credit courses such as the planned VESL courses. They have lost 1.0 FTEF since 2014. They would also like funds to hire a student for outreach efforts.

- **English** is focusing on equitable support for their classes and are thus seeking budget to hire an instructional assistant to support summer and DE classes. They also request that funds be prioritized to support services to help students who are struggling psychologically and academically. DSPS support is a big concern, and in particular they would like funds to be allocated to pay note-takes. They also seek funding to create an Online Writing Certificate aligned with the OEI. If additional summer or DE sections are needed for English, this requires increased FTEF allocation.

- **French** notes that training and software are needed if the Language Lab is to be used.

- For **Graphic Design and Digital Media**, the lack of FTEF is a persistent challenge that makes scheduling courses frequently enough a challenge.

- **Mass Communications** has had to reduce printing for publications due to budget cuts, as well as the number of times per semester it is printed.

- **Music** would like to secure a consistent budget. They request an increase in funding for guest artists and master classes, marketing, and to hire a professional orchestra to play student composed pieces during their final assessment. Funding for these categories is requested to be in the Music General Fund.

- The **RAW Center** desires full funding for the program from General Fund, as opposed to one-time monies. With funding from Basic Skills, they successfully offered summer hours during which they helped many students. SEA funding has also enabled some academic year weekend hours. RAW needs more funding for night and online hours, and to expend weekend hours. They need help from administrators and a better tracking system to account for hours. Unlike the RAW Center, the **Smart Shop Series** does not have a constant source for funding, and relies exclusively on one-time monies. It is a very difficult and repetitive process to seek funds each semester.

- **Theater Arts** desires consistent funding for low-enrollment advanced courses, and consistent funding for summer productions in order to compensate faculty and directors. They are also challenged by the limitations of a part-time pianist for music and theater programs who is not given enough time to fulfill all the needs. Moreover, the rate paid to the classified pianist position is outdated, at less than ½ of industry standard.

g. Human Resources
Hiring and staffing needs.

Many of the Arts and Humanities Program Reviews discussed the need to better support part-time faculty. Several also mentioned need for greater diversity in hiring, additional classified support, and the missing critical positions in Theater (i.e. performing arts center operations coordinator or theater manager), and a classified position in Communication Studies that was cut and never restored. They have requested these repeatedly year-after-year without result and this has a significant impact on the faculty, students, and program overall. Some departments also face staffing challenges in terms of having sufficient numbers of part-time faculty. Several disciplines have only part-time faculty members with no full-time faculty member, which makes all the coordination duties fall to these part-time faculty members without compensation or full teaching load. Although these individuals work very hard to do the work, they also have to make choices at times about where to focus their limited time.

- **Communication Studies** has been requesting a replacement instructional assistant for the Speech and Debate program since the position became vacant in 2007. They have been consistently denied a replacement position by the budget committee. They are also seeking a 4th full-time faculty member.
- **English** wants to hire an instructional assistant to support English 1A for the DE sections, as well over the summer which would enable them to teach 1AEX in the summer and online. They cannot even submit curriculum to take 1AEX online until they have the instructional assistant in place. The faculty also lacked the human power for the SCFF Rollback application; faculty were overloaded. English faculty expressed concern and need for more stable administrators as the turn-over is very frustrating. They provided some actionable suggestions related to administrator retention and support. They also want better support around administrative tasks. They want to see more diverse faculty. They expressed concerns regarding lack of DSPS leadership and loss of the Learning Skills program which are likely due to staffing shortages or vacancies.
- **ESL** needs funding to hire an outreach person, which could be a student position through Student Work Study.
- **Humanities and Philosophy** want reassigned time for the Humanities Cluster coordinator, primarily for fall semesters. A solution can be spreading assignments into the Spring; too many responsibilities happen in fall. The faculty also suggested the hiring of an extra position to help the LPC webmaster so websites could be constantly updated because the demand is too great for one person.
- **Interior Design** needs a full-time faculty member to expand offerings and further develop the program, as well as be the spokesperson for the program. A full-time faculty member would run the program, advocate for high school students, oversee community based programs (practice/internship for students), and add more classes. They would also like to discuss hiring an intern to keep the design library updated and organized.
- **Mass Communications** is seeking funding to solidify embedded tutors/mentors. They are appreciative for the new outreach specialist position in A&H.
- **Music** is glad to have the collaborative pianist position and the full-time Stage Technician, but request increased funding for more hours and better pay for the pianist who is only part-time and paid below industry standard. They request an additional full-time faculty position and a Performing Arts Manager. They also are happy to have the CTE Outreach Specialist in A&H.
- **Photography** wants more people power to complete increasing tasks related to program building and to maintain FTEF.
- **Smart Shops** has benefited from having a dedicated coordinator and the **RAW Center** has benefited from the H-rate for Tutoring. The H-rate has led to 90 more tutoring hours/semester for a total of 270 more student visits. They need help of administrators with tracking. RAW would like to embed faculty tutors in all 1AEX labs to help our most unprepared students.
- **Theater Arts** would like a costume lab technician and Theater manager, as well as more funding for the piano accompanist.

h. Learning Support
Services provided to support student learning, such as tutoring and library support.

Arts and Humanities disciplines offer many types of learning support, and seek to expand this support. Many programs offer peer tutors and mentors. RAW and Smart Shops have seen great success as a result of faculty tutoring and learning support. Several disciplines consistently request instructional assistants or other support staffing without result, particularly the Communication Studies Program which lost its Forensic Assistant many years ago.

- **Communication Studies** wants the instructional assistant position replaced to support the CMST students. This position has been vacant since 2007.
- **English** offers courses for the Umoja and Puente learning communities. They want more help to support students who struggle academically and psychologically, and asks that the DSPS services be

stabilized. They would like to include an introduction to campus resources (e.g. DSPS, EOPS, the Health Center, the RAW and Tutorial Centers, the Library) in all English 1A and 104 courses since most LPC students take those. They would like to implement a "Word Jam," similar to Math Jam which is a non-credit supportive course.

- **ESL** offers support courses through ESL Smart Shop Workshops and is also offering non-credit courses. They would like to create an ESL learning community.
- **Humanities and Philosophy** supported a high number of Honors Program projects.
- **Interior Design** offers a close-knit design community that fosters peer learning. They want to create a community-based program where students will practice what they are learning in class by serving actual clients from the community.
- **Mass Communications** offers embedded tutors and mentors in its programs.
- **Music** offers individual tutoring to music students.
- **The RAW Center** provides a wide range of reading and writing support for students across all curriculums. The Smart Shops Series served 967 unduplicated individuals on a variety of subjects.
- **Theater Arts** provides costume lab technicians and mentors for students.

i. LPC Collaborations
Collaborative projects bringing together different programs/areas within LPC.

The Division of Arts and Humanities collaborates regularly with colleagues, programs, and services all across campus. From participating as partners/leaders for learning communities, to working closely with campus partners in Student Services, to working with faculty members in disciplines across the Divisions, and more, A&H is constantly finding ways to reach beyond the Division. Faculty and classified professionals regularly work with the Library and Tutorial Center to connect students with invaluable resources and support services, as well as colleagues.

- **Arts and Art History** has developed an Art Gallery collaboration with clubs, Puente, and Umoja.
- **Communication Studies** has developed a collaborative workshop with the ESL program for advanced students to work on public speaking development. It has been turned into a non-credit course. They also collaborate regularly with the LRC.
- **ESL** has been collaborating with General Counseling and English, especially in light of AB705. They have ongoing collaboration with International Student Programs, Smart Shops Workshops, and the Library regarding the BELL section. They are exploring the development of an ESL learning community with partners across campus. There is a significant need for collaboration with the Equity Director and Counseling to support students facing political obstacles and mental health challenges, as well as with LPC Outreach and Admissions & Records regarding recruitment and application/registration of new students.
- **English** plans to work with Counseling to address drop rates in some courses which may result from misunderstanding regarding courses/requirements. They presented on Reading Apprenticeship practices, as well as on Focus on the Arts at various Flex Days. Faculty are also planning the first LPC Literary Arts Festival for Spring 2020. They are working with the Academic Senate on updating campus resources to support academic honesty. English faculty have been involved in campus-wide efforts such as those showcasing African-American and LatinX heritage and culture, as well as participation/leadership in Umoja and Puente Learning Communities. The faculty have also created materials for faculty across campus to enable students to incorporate their identity into their academic work.
- **Graphic Design and Digital Media** students work on designs for the college through the Design Shop capstone class. They have also collaborated with the Art program to align their Color Theory classes.
- The **Humanities Cluster** has successfully collaborated with Middle College and the Honors Program.
- **Interior Design** collaborates with Horticulture to offer CAD courses that are useful to both programs. They would like to collaborate with GDDM related to web design and Photoshop courses.
- **Mass Communications** collaborates with English on the Havik Journal of Arts and Literature, and the Havik mentor will likely be involved in the LPC Literary Arts Festival.

- **Music** makes an argument for A&H representation on CEMC. They point out this is not to "represent" A&H per se as there is no vote that is for particular areas, but to have voice and vote on the committee that can understand and speak to the nature and complexity of these types of disciplines. This would also serve well other CTE disciplines that have complex needs.
- **Photography** has a very active Camera Club that provides photo services for different on-campus entities.
- **Smart Shops** is an interdisciplinary workshops series offering topics in English, Math, Biology, Psychology, Counseling, Library, Transfer, Financial Aid, and ESL taught by relevant faculty. Like Smart Shops, the RAW Center serves the whole campus community.

j. LPC Planning Priorities
Available here: https://goo.gl/LU99m1

- **American Sign Language** needs appropriate classrooms that are ASL-friendly to improve success rates and equity.
- **Art History** has been focusing on increased representation of non-Western cultures in the curriculum by adding Art of the Ancient Americas and Asian Art History courses.
- **Communication Studies** would like a better way to measure success of marginalized students. Students disappear from the roster when they drop making it hard to see who originally enrolls. Seeing which students are lost over the course of a semester would help to see where they may need to improve retention. They would like to be able to maintain original opening day rosters.
- **ESL** is using scheduling to better serve the student population. They secured funding through Basic Skills so full-time instructors could offer guidance and in-class registration for continuing students using the frame of Guided Pathways, which seems to be very successful strategy they would recommend to other programs. The challenge is finding resources to support/encourage part-time instructors to do this in-class registration. ESL may develop an ESL learning community. They have seen increased success rates overall. Additionally, they have been hosting an Open House for incoming students, are providing mentoring, and also provide FAFSA application workshops. Note that the state-wide metrics for student success might not be applicable as many ESL students do not work toward a degree or a certificate (at least not initially), they just want to learn English.
- **English** has created a Writing Certificate which they also hope to offer online. They serve many students with disabilities in the English courses. They are working on supporting non-native speakers to select correct courses. They plan to work with the IR office to determine the reasons for different enrollment patterns for African-American students in English classes.
- **Graphic Design and Digital Media** has worked on its AD-T and updating courses to be C-ID compliant. They plan to add online certificates and DE classes. The major challenge is not being able to offer courses often enough due to lack of FTEF. This can impact time to completion and completion rates.
- **Humanities and Philosophy** are creating a number of degrees, working on accreditation, supporting many Honors Program projects, and ensuring DE classes are accessible. They have worked on Guided Pathways program maps. They are offering Feminist Philosophy to increase rates of women students. They are also trying to address decreased success rates.
- **Mass Communications** has embedded tutors for their program. They have used a Guided Pathways focus for transfer degree and certificates, and are working on the pathway for their CTE degree.
- **Music** has expanded music tutoring, and faculty have attended conferences and workshops.
- **Photography** has added an AA and Certificate that became active in Fall 2019. They also want to add a smaller Certificate of 16 units.
- The **RAW Center** is a significant source of tutoring and support for students. Online tutoring offerings are needed to meet accreditation mandates. They also plan to add more weekend, night and online hours for greater equity in services.

k. Pedagogy/Teaching Methods
The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.

- For **American Sign Language,** the classroom greatly impacts the pedagogy. Students must be able to see the instructor signing.
- For **Art and Art History**, the facility limitations pose a significant challenge to pedagogy and teaching.
- **Communication Studies** would like funding for a Communications Studies Laboratory which would enhance student learning.
- **English** works to incorporate technology into teaching, including how to use Lacuna Stories annotation software. They would like to implement a "Word Jam" (similar to Math Jam which is a non-credit supportive course). Many faculty members incorporate student identity into their curriculum, and work to make it culturally relevant and responsive. For example, they may consider the diversity of authors and texts being incorporated into their coursework.
- **ESL** instructors try to act as mentors, not just teachers, to help students navigate the culture, community and resources.
- **French** has been adjusting their pedagogy to focus more on listening and comprehension, and adjusted their SLOs accordingly to assess.
- **Humanities and Philosophy** faculty teach courses in a more appropriate way for part-time, younger and first-time students as a response to the increase in those populations that they see reflected in their courses. To address the decrease in success rates while still keeping the rigor, they try to incorporate both creative and enjoyable low-stakes course activities, along with more challenging higher-stakes assignments.
- **Interior Design** is focused on teaching to career readiness through placing students in work-based learning environments, which they feel is an approach that could be used more broadly on campus. They want the classes to be more practical for the profession of a designer.
- **Mass Communications** is looking to re-develop online courses to increase success rates.
- **Music** has professional musicians play student-created compositions so the works could be more fully actualized the way they were written.

l. Professional Development
Activities and resources to enhance employee knowledge and skills.

A&H disciplines are offering professional development as they can, but need additional funding and resources to be able to achieve professional development goals. They also identify a need to better provide professional development to part-time faculty members.

- **English** has organized Faculty Inquiry Groups (FIGs) for English faculty to present to each other on their students' needs and feedback, curriculum development, non-credit/mirrored courses, and use of Grammarly. They also hosted a Flex day presentation on Reading Apprenticeship (RA) and promoted RA practices by RA-trained Faculty, including the use of Lacuna Stories annotation software. They want to add professional development activities on the theme of "Approaches to Essay 1." They would evaluate strategies to structure assignments and activities that would prepare students for writing an essay.
- **ESL** has provided various opportunities for part-time instructors to participate in funded department projects. Their goal is to increase part-time faculty support and mentoring and provide more professional development opportunities for all faculty.
- **Humanities and Philosophy** instructors need a lot of help making DE courses more accessible and would like to see institutional support for this.
- The **RAW Center** plans to offer training on best practices for using RAW website materials in courses where reading and writing are required. This activity depends on receipt of SCFF funding.

m. Services to Students
Non-instructional services provided to students. Not limited to Student Services programs/areas.

- **Communication Studies'** Forensics team competes nationally and internationally. Faculty also invited a Financial Aid representative into their classes to share information about the process.
- **English** expressed concerns regarding consistent access to support services related to DSPS services, mental health, students in crisis, and intervening with students who express "violent or dangerous impulses" in a timely manner. English is going to investigate incorporating an introduction to campus resources into all English 1A and 104 sections. They are also exploring offering a "Word Jam" modeled after Math Jam.
- **ESL's** full-time faculty offer in-class workshops to advise and assist continuing students with registration. They also offer ESL Smart Shops, collaborate with the Library on a BELL section and Conversation Corner. They mentor students and help them find resources, hold an Open House, and are hoping to create an ESL learning community.
- **Humanities Cluster** noted they are joining the DE committee and DE instructors in asking for institutional support to ensure all DE content is fully web accessible. This would be served with more staff support. They also advocate for a sacred contemplation space on campus.
- **Interior Design** would like to create a design space/lab for students to work. They want to create a community based program where students serve clients from the community to put the teaching into practice.
- **Mass Communications** sent students to a State Convention and a conference in Stockton.
- **Photography** organizes an exhibition for and by students, as well as hosting screening events for video students.
- **The RAW Center** increases success rates in English by 18-22% for students with a GPA of 2.5 or lower. They would like to obtain similar data regarding students in other disciplines. They plan to create a student leader program in which they would teach academic honesty workshops in classrooms as needed. RAW offers extended hours on weekends.

n. SLOs/SAO Process
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc., as applicable).

- **Art and Art History** have 3 courses in need of SLO approval.
- All **ASL** courses have SLOs, but faculty are working on revising and updating the language.
- Only **CMST** 4 was listed as needing SLOS, but they have been submitted and are waiting on approval by the committee. As for the review of SLOs, neither qualitative nor quantitative results of the SLO assessment process were given. The "actions taken so far" were meaningful and well thought out, but they do not, on the surface at least, seem to stem from the use of data.
- **Dance** rewrote all SLOs and plans to develop a system to enter into eLumen.
- **English** 1AEX was listed, however, should be the same as English 1A. English 1A and has been submitted to the SLO Committee.
- **ESL** has a new point person revising department SLOs who organized the eLumen page, revised SLOs, and conducted outreach to part time faculty regarding inputting and tracking SLOs. They are working on writing new Reading SLOs. SLOs are written for NESL 220A, NESL 220B, NESL 231A, NESL 231B, but need to be added in eLumen.
- **French** updated the SLOs to include speaking and listening comprehension, and plans to assess in the future.
- For **Graphic Design and Digital Media** all courses have SLOs.
- **Humanities** just started working on SLOs and needs the help of the SLO Committee. **Philosophy** is working on new course SLOs.
- **Interior Design** is working on standardizing language in SLOs.

- SLOS were updated and coordinated across the program for **Mass Communications**. They are concerned that for MSCM 31 the first SLO is too broad, and have some ideas about how to address. They plan to consult with the SLO Coordinator and committee. In looking at the PSLO for the AA-T, they are concerned that students are not doing enough production work. Guided Pathways work will hopefully help address the issue. Only the new course MSCM 34B is in need of an SLO which has been submitted for approval by the committee.
- All **Music** courses have SLOs.
- **Photography** wants to improve SLO data entry and analysis. They have SLOs for all except one class which is in progress.
- **Theater Arts** made changes to THEA 14 to shift away from "devising productions" to literary and aesthetic evaluation. Changed assessment used in THEA 3B to better align with desired outcomes

o. Student Equity
Actions taken to increase equitable access and outcomes for underserved groups.

As mentioned in a prior section, many A&H disciplines are working on globalizing the curriculum and making it more culturally relevant and responsive. Many programs offer support services and learning support to work toward more equitable outcomes. Several mentioned a need to provide greater support for online courses as the number offered in the Division is growing.

- **ASL** requires a better classroom to level the field for students with different levels of disability. The layout is important for all students to see the teacher signing.
- **Art and Art History** suggest that it would be helpful and more efficient for data summaries to be provided to programs rather than coordinators being asked to analyze statistics. Data analysis is not an area of expertise for many faculty members.
- **Communication Studies** would like a better way to measure success of marginalized students. Many disappear from the roster when they drop and it is not possible to see who originally enrolled. It would be helpful to see which students are lost over the course of a semester to see where the discipline may need to do work to improve retention. Faculty would like to be able to maintain original opening day rosters. They also plan to ask all faculty in their department to have Financial Aid representatives come to their classes.
- **Dance** is trying to make accommodations for temporary injuries, however, they are not able to accommodate all students with disabilities. This has been a big challenge in the dance discipline. Faculty would need a whole different program/class/space for disabled students. One example of how this is done is the Axis dance company in Oakland.
- **English** offers courses and participates as coordinators in two learning communities, Puente and Umoja. They suggest having more communities for other underrepresented students. Faculty have developed and implemented English 1AEX (1A with support), as well as mirrored non-credit courses to level the field for students who could benefit from basic skills courses, but are enrolling into transfer-level courses from the start. They plan to work with the Institutional Research office to determine the reasons for noted different enrollment patterns for African-American students in English 104 versus 1AEX. They are trying to work on correct placement of non-native speakers, to accommodate many students with disabilities (e.g. Kurzweil PDFs on Canvas), and to globalize the curriculum to include diverse cultures. They want more help to support students who struggle academically and psychologically, and are asking for a more stabilized DSPS to ensure proper services are provided. They would like to implement a "Word Jam." Many faculty members are involved with organizing events during Black History Month and Latinx Heritage Month. The RAW Center provides materials to be used by faculty in their classrooms that discuss the use of student cultural identity voice in academic assignments. English has also added a new course, English 42, Literature of the African Diaspora in America. They expressed a need for an additional look at equity issues, for example offering summer and online 1AEX sections, providing Instructional Assistant support for distance education (DE) courses, and providing computer access for all sections of the same

course. They also want to look at success in DE and late start sections to ensure they are best serving students.

- **ESL** is using scheduling to meet the needs of students, for example by offering night courses. They will be studying data from AB705 implementation. Faculty are also meeting with Institutional Research to dig into equity data. The challenge is that metrics may not apply to students until *after* they complete ESL courses and seek degrees, so data may be incomplete. They need to investigating other ways to gather relevant data. They also need LPC to collaborate to support international, undocumented, immigrant status students by making students feel welcomed and safe, especially given the political climate and undocumented status of many students. ESL is trying to create a learning community to level the playing field for ESL students. They address the various needs of the very diverse ESL student population through individual mentoring and workshops (e.g. FAFSA application workshop). They need to examine changes in throughput and retention for males v. females which has reversed.
- **French** has been working to decrease materials costs for students, is offering hybrid options, and adjusting the curriculum to focus more on large concepts in order to remove "explicit task based anxieties in the foreign language classroom."
- **Humanities and Philosophy** keep offering Feminist Philosophy to increase women students' rates. Humanities does: 1) intentional outreach, and 2) early and mid-semester "check-ins" with students from the impacted groups (e.g. have students fill info sheets). Faculty have also globalized the curriculum, adding diverse cultures. They are also working on accessibility of the DE courses.
- **Interior Design** is 90% women, 22% each Latinx and Asian (total 44%) and 38% White. The program desires a full-time faculty member to expand the program to DI populations and conduct more outreach to high school students.
- **Mass Communication** has higher success rates for African American, low-income, and disabled students than those not in those groups. The want data on LGBTQ+ groups.
- **Music** has been fighting for ADA compliance in Room 4226, they plan to add more DE classes, and believe more funding for Performing Arts work will help expand program to better support DI groups. They are interested in teaching classes at the Dublin Women's Correctional Facility.
- **Photography** is checking-out equipment to students who would not be able to afford it otherwise.
- The **RAW Center** would like to recruit more faculty of color, especially African American men and women, and Latino men, as well as those trained in working with students of color. They are also looking to explore targeting Disproportionately Impacted groups in their promotional efforts. Data shows use of RAW Center increases persistence rates for Asian and Latinx students, as well as African American students, though the sample size was small (n=11). They are working on creation of culturally and LGBTQ sensitive and inclusive handouts and/or curriculum.
- **Theater Arts** would like more diversity in faculty and staff, and to address the lack of student diversity in more advanced classes.

p. Technology Use
How technology is used to instruct/serve students or for other college functions.

- **American Sign Language** utilized the technology of Smart Room Classrooms.
- **Art and Art History** updated their program websites.
- **Communication Studies** would like to investigate "portable" technologies for bringing visual aids to competitions/presentations.
- **English** uses Lacuna Stories annotation software, but has issues with the provider (Stanford University) and their server. They might need to replace the software with an alternative or find a way to host the information on LPC server; they need the help of IT. They lack equitable computer access amongst different sections of the same course. This could be resolved with having at least two extra laptop carts with 45 laptops each. They are working on updating campus resources to support academic honesty, including the "TurnItIn" online tool.

- **Graphic Design and Digital Media** is grateful for new computers in the new classroom which they use heavily.
- **Interior Design** heavily uses CAD technology which they access in a local computer lab shared with Horticulture.
- **Mass Communications** is putting emphasis into online communication, though DE success rates are lower than face-to-face courses. A recent website crash caused issues.
- **Music** uses mixing/recording technology and music sampling technology.
- **Photography** has still photography and video production equipment, including cameras, lighting, metering, audio and other equipment.
- **The RAW Center** currently uses Tutor Trac, but has found it to be insufficient for needs. Not having multiple tracking and log-in locations is a barrier to student use. They had to return to SARS to collect data.