

Division Summary Form - Arts & Humanities, Jan. 2021

List of Accomplishments & Notable Items

Themes: “Rising to the occasion and beyond”

- *The Programs in this division were able to successfully transition to online learning. This was sometimes extremely difficult, especially for courses identified as hard to convert. There was an incredible amount of new learning, creativity and flexibility evident.*
- *Converted a variety of live arts events online - producing such works take a large amount of technological know-how and effort.*
- *There were several Programs with strong community connections, utilizing a variety of outreach, social media, marketing campaigns, and advisory boards.*
- *There are many award-winning teams and championship level performances and publications within this Division.*
- *There are many specialized facilities within this Division that serve both the campus and Tri-Valley community.*
- *Programs are creating new courses as well as restructuring existing coursework and pathways. This includes new certificates and degrees.*
- *Intentionality related to diversity in Program staffing, offerings, content, and delivery.*
- *Faculty are going above and beyond their “normal” hours to make successful and engaging Programs; people are doing a tremendous amount of extra work.*
- *Strong response and efforts around AB 705, Guided Pathways and other statewide initiatives.*
- *Many faculty participated in the Online Course Development Program.*
- *Faculty outreached to students to ensure their equipment and other learning needs were met.*

American Sign Language

- ASL opted to not do Section One. Their response to COVID-19 was excellent. They were extremely concerned with the shift to online instruction, but found ways to adapt. Enrollment is very strong, even at the intermediate and advanced levels, which usually lag with language classes.

Art and Art History-

- Hired new faculty to teach “Watercolor.”
- Successfully transferred classes online due to COVID.
- Non-Western ARHS courses were added.
- Enrollment grew for ARHS.

Communication Studies

- ESL offered non-credit workshops to help ESL students with public speaking.
- Hosted a speech tournament (with high school and community involvement).
- CMST faculty participated in online training and also received POCR approval for CMST courses.
- Created four new CMST courses, and updated SLOs.
- The Talk Hawks won two online national tournaments (synchronous and asynchronous).

Dance

- Nothing mentioned

English

- English launched 1AEX course for students which removes placement barriers that keep students in basic skills unnecessarily, and also provided support for transfer level students entering with a GPA of 2.5 or below.

- Instructional Assistants, as well as faculty members, supported the successful conversion to online instruction, particularly with ENG 104/204 and 1AEX courses.
- Completed online course development training department-wide, and transitioned to online classes during COVID, in both asynchronous and synchronous formats.
- Implemented the online collaborative annotation app, Hypothesis, to be used across disciplines, and received funding to include it in Canvas for 2021.
- Developed Next Level English lessons, the BlacknessX series, and many other examples of deep work to address equity and anti-Blackness.

ESL

- Organized and completed a wide number of workshops.
- Implemented AB705 standards.
- Created new SLOs with improved tracking, including outreach to part-time staff.
- Updated and redesigned ESL department website.
- Created a new ESL placement tool.
- Formatted a new Canvas site for ESL instructors to share resources.
- Created new courses (vocabulary and spelling).
- Reevaluated course offerings and the structure of classes to make them more accessible to students.
- Offered non-credit grammar classes.
- Collaborated with the International Students Program.
- Continued collaboration with MACC partners and English partners.
- Established SLO point person.
- Created new marketing videos.

French

- Created and implemented a Hybrid French 1A course for Fall 2019.
- Implemented online French 1B in Spring 2020.
- Completed the first-ever Program Review for French, through the work of the lone part-time instructor.
- Dean's Note: Developed a Guided Self-Placement process that was not mentioned in the Program Review.

Graphic Design and Digital Media

- Converted courses to Distance Education format and implemented recorded Zoom lectures, so students could review later.
- Enrollments steadily increased.
- Provided in-class tutoring support.
- Successfully converted Adobe licensing for student at-home use, and prepared digital tablets so students could check them out for use at home.
- Classroom 714 update resulted in increased enrollment.
- A reconfigured teacher station helped with instructing larger classes.

Interior Design

- An Advisory Board met twice during the year.
- The Program saw increased enrollments.
- The Program offered classes through Community Education.
- Current software was updated for computer classes.
- Classes successfully transitioned to online instruction; student enrollment was retained via synchronous instruction, and lending students computers to use at home.
- INTD offered their computer class online using Splashtop software, which allowed students to remotely access the computer lab's specialized software.

- The Program offered internship opportunities, and built strong partnerships with firms.

Mass Communications -

- Organized the Press Pass Symposium, a virtual five-day conference which emphasized social justice/equity and received positive feedback from its participants. Content from the conference was incorporated into coursework.
- Developed three degree pathways: a Journalism A.A.T.; an A.A. in Journalism and Media Studies; and a Certificate of Achievement in Journalism.
- Students earned some of the most prestigious awards in the Program's history.
- Created an online version of the LPC Express.
- The journal, *Havik*, and the magazine, *Naked*, were still produced despite the students and faculty having to do all the work remotely to bring this to fruition.
- CTE and Foundation grants have been vital to the Program's success, especially during the pandemic.
- A CTE Outreach Specialist has supported this Program and its communication needs.
- Student success rates for students with disabilities and African-American students were high, and for lower-income students, success was higher than for the college as a whole.
- Improved success rates for online instruction vs. face-face.
- Incorporated mentors and a professional expert into the Program to support student success, though the Program faced considerable delays related to AB-5 legislation in starting these individuals, and COVID-19 caused some disruption as well.
- Successfully approved the new name, Journalism and Media Studies, through the Curriculum Approval process.

Music

- Made successful outreach visits to local high schools, in person (pre-pandemic) and via Zoom, that gave our students opportunities to perform.
- Gave multiple public performances on campus and at music festivals.

- Hosted a monthly Jazz Jam Session in downtown Livermore.
- Held a public online masterclass featuring student composers.
- Instructors participated in, and represented Las Positas at educational music festivals and competitions.
- Maintained an active social media presence.
- Created an online Certificate of Achievement in Piano Teaching Fundamentals
- Increased the unit load of Vocal Ensembles to reflect student commitment.
- Updated degree requirements and DE addenda.
- Continued working to create a functional recording space.
- Improved acoustics in room 4130.
- Implemented a plan for preserving and maintaining the piano fleet, particularly during the summer. Also added additional pianos to the fleet.
- Updated software licensing, including remote access to workstations.
- Successfully converted to online instruction through increased use of technology, as well as obtaining equipment to loan.
- Worked collaboratively with campus partners, including providing music at special events and even sending out a virtual choir performance after the transition online.

Philosophy and Humanities

- Met student interest in media in a variety of ways, including a Global Cinemas class that has reached maximum enrollments.
- Students expressed interest in majoring in Film Studies.
- Observed an increase in Humanities majors.
- Attained IGETC approval for Phil 8.
- Completed Program mapping.
- Increased online course offerings.

- Increased enrollments.
- Philosophy faculty learned more about curriculum and instruction during Sabbatical leave, which will positively impact online instruction moving forward.
- Focused on increasing content diversity, and how this may impact enrollments across certain ethnic groups.
- Piloted new Film Studies course, and a Culture & Arts Humanities sequence.
- Significant progress was made in serving students with disabilities in online courses.
- Partnered with the Puente Program to see increased Latino student enrollment in the Spring.
- Focused on women and Latino representation in course enrollments.
- Focused on adding diversity to content in order to appeal to a wider range of students.

Photography

- Adapted to online instruction, particularly through students borrowing needed equipment.
- Provided part-time online assistance with the Lab Tech, and new videos; hands-on demonstrations were created for online delivery.
- Made successful outreach efforts for the new AA and Certificate in Photography.
- Maintained many forms of communication and outreach through blogs and online galleries.
- Launched an Artists' Speaker Series.
- Mentored and advised an active Camera Club.
- Completed several DE addenda.
- Hosted many and various art exhibitions, both live and virtual, before and during the pandemic.
- Enrollments have steadily increased since offering summer courses.

Reading and Writing Center and Smartshops

- Pivoted to offer all RAW services online within just 2 days of the campus closing due to COVID; this was a huge support to students and accreditation mandates.

- Created a Paper Drop-off service, through Pisces.
- Developed new outreach to students.
- Transitioned Smart Shops online.
- Received SEA funds for some operations.
- Addressed and working towards a more efficient online platform to retain students, particularly ESL students.
- Focused on equity and diversity, both with new lessons being shared with faculty and students (NLE), and by hiring a diverse group of faculty tutors.
- Development of Next Level English by RAW coordinator and English faculty colleagues provided “culturally responsive lessons that target all populations, and that especially address the unique needs and concerns of students of color and LGBTQ students.” These are available on the RAW Center webpages. This is also being incorporated in the Smart Shop slide decks used by all English faculty.

Religious Studies

- Ongoing and increased collaboration between the Program and a range of faith communities in the Tri-Valley facilitated opportunities for both individual and group student visits, interfaith discussions, and focused field trips for students.
- Successfully transitioned to all-online instruction, including new strategies for student outreach and support.
- Completed the DE addendum process.
- Students steadily favored online versus in-person courses.
- Course enrollments mirrored the demographics of the College and surrounding communities.
- Engaged in many instructional and support strategies to increase educational equity in RELS.
- Began planning to provide students with meditation spaces on campus.
- Employed a variety of tactics to make courses more inclusive/equitable (reducing textbook costs, allowing flexibility in assignment due-dates are a couple examples).
- Began planning for PSLO assessment.

- Added synchronous meetings as an online option.

Spanish

- Implemented a Guided Self-Placement process on Class-Web that was wrought with issues.
- Completed DE addenda for 5 Spanish classes to transition to online during emergencies such as COVID.
- Began conversations regarding a Language Lab on campus.

Theater Arts

- Created new certificates of achievement (Actors Conservatory, Musical Theater, Acting).
 - Created a paid internship, the Scenic Build Partnership, with the city of Pleasanton.
 - Retained students, who are taking more classes than before.
 - Worked on recruiting and enrolling the second group of students for the Actors Conservatory Program.
 - Worked on developing relationships for CTE students to use their skills in public theatres.
 - Worked on making it possible for students to do live performances.
 - Launched the Actors Conservatory, an accomplishment that should stand alone. It was a huge, multi-year undertaking and is so much more than a Certificate. Launching it in Fall 2020 as scheduled, despite the COVID pandemic that forced theater online, is an even more significant accomplishment.
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List of Challenges and Needs

Themes:

- *Inadequate levels of staffing across the College impacts many Programs in this Division directly.*

- *There are a number of Programs that are understaffed and who need more FTEF.*
 - *There is an inability of Programs to grow, even to the extent that they don't have a FT instructor - this is also indicative of a lack of diversity in Program delivery, course offerings and support for students' timely completion.*
- *There are several hard-to-convert classes within this Division and both faculty and students have been very challenged during Spring 20 - Fall 20.*
- *Programs need additional equipment to lend out to students for extended periods.*
- *More training and support is needed for both the transition to, and continued online instruction; this includes the purchase and licensing of software and apps.*
- *Programs want more options for hybrid courses, including options for teaching outdoors.*
- *There is a distinct lack of funding for classified professionals and other support for areas such as tutors, mentoring, and running facilities.*
- *There are unmet facilities, equipment and storage needs.*
- *The lack of insurance limits the willingness of artists to loan their work; this also means less access to the gallery.*
- *Programs want to be able to communicate with, and outreach to, students other than those who are currently enrolled in their classes.*
- *Students are facing a great number of challenges, such as mental health, illness, financial concerns, etc. They may not enroll or persist in courses, and may have difficulty achieving at the level desired.*
- *Several Programs note the inadequate compensation of reassigned time.*
- *Several Programs need consistent and/or increased levels of funding and budgets.*
- *Part-time faculty need more office space.*
- *Most Programs are struggling with low enrollments.*
- *More support is needed for low-enrolled courses to be run despite not meeting set enrollment minimums, particularly so students can complete their pathways.*

- *Programs need more institutional support to improve their equity outcomes, particularly through increased FTEF, greater access to IR data, more diverse hiring, and professional development opportunities.*
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American Sign Language

- Nothing mentioned

Art and Art History

- In need of equipment in order to instruct students of multiple levels (large scale TV), moveable walls for gallery, and storage for gallery materials and artwork. Lack of resources for a gallery in general, with space needed for the gallery itself. It looks like more funding is needed as well for the art studio and faculty are purchasing supplies and equipment on their own.
- Gallery operations require a secure source of funding to support the purchase of proper display materials (such as plinths).
- Gallery operations require a funded position for dedicated staff to provide information and security.
- The gallery requires insurance in order to secure its collections, particularly those that may be on loan.
- As with other disciplines, students are facing challenges due to pandemic. "Sickness, mental health, tech issues, and the overarching struggle to stay focused."

Communication Studies

- Forensics has chronic and consistent staffing shortages. The workload placed on full-time faculty as a result has led to resentment, since they have long been compensating for the loss of an instructional assistant.
- Need financial assistance for travel, hotel and tournament fees. Our championship team could compete more, both nationally and internationally, if it had better funding.

- Low enrollment in some classes despite publicizing.
- Need better forms of visual aids with updated portable technologies.
- Faculty is requesting CMST faculty to be compensated for teaching ESL/CMST collaboration.
- Work on a balance between student demand and LPC Administrators who want more CMST 10 classes, and instructors who believe CMST 1 is a more important transfer requirement.

Dance

- Limited course offerings due to FTEF allocation, which leads to a lack of diversity in representation in terms of courses and instructors.
- Program growth is literally impossible without an increase in FTEF to allow the hiring of a second part-time instructor.
- Staffing to update curriculum and teach courses such as hip-hop, salsa, tango, African dance, etc.
- Need higher level dance classes for more experienced dancers.
- Lack of consistency in beginner dance courses.
- Limited classes offered means limited evening and weekend availability for the recreational dancer.
- Student success decreasing with the transition to online classes.

English

- Full-time faculty position requested.
- Compensation is needed for part-time staff for time spent developing the English Program, and other professional responsibilities.
- The Program expresses the desire to continue expanding the diversity of its faculty in hiring.
- Additional support/positions are needed for TLC/online teaching and learning. Need more support to help with training, workshops, best practices, and discipline pedagogies as they relate to online courses.

- Additional support positions are needed for Institutional Research due to the lack of expertise reading data by the English department. This hinders the English department to make data driven decisions important for student learning outcomes.
- Additional reassigned time is needed for the department coordinator: 3 CAH is not sufficient due to the department's size and coordination with curriculum, Guided Pathways, SLOs, etc.
- Additional Instructional Assistants are needed: 2 additional at 24 hours/week, plus at least one of those positions in a 12-month contract to cover summer.
 - Also note we need to rehire the currently vacant Instructional Assistant position. This position was vacated right before the start of fall 2020, therefore it was caught in the hiring pause due to budget uncertainty within the District and State. The Instructional Assistants are stretched incredibly thin, keeping in mind English was already asking for 2 positions beyond our current 4. Right now we have only 3 in place.
- The Program would like to offer a wider range of tutoring hours, including nights and weekends.
- The Program wants to “institutionalize Instructional Assistant embedded support in all English 204N/104 and 1AEX courses.”
- Current understaffing creates inequities across the Program.
- The Program would like help from Outreach to market 1AEX; they have difficulty planning the number and type of sections to offer.
- The Program would like to see better emergency communication tools for instructors, instructional assistants and students, such as Pronto, which has been used by the Puente and Umoja Program and can be integrated into Canvas.
- The Program would like to see more student space for internet use and quiet beyond the regular allotted schedule of the Tutoring Center.
- More online tutoring services are needed for mornings, late nights, and weekends, not only during the workday when students are often working themselves.

- More options for online learning are needed - potentially a block schedule to help ease Zoom fatigue and to complete courses more quickly with less time spent on Zoom.
- More support is needed for students in 104 and 1 AEX, including embedded counseling, embedded outreach to disabled students, mental health outreach from the health center, and support for student's reading with the integration of the Hypothesis app. The Program wants to establish a stronger link to campus support services.
- For full-time and part-time staff support, more professional development activities are necessary and initiatives such as Blackness X English are operating without compensation. Also, more support is needed for Writing and Reading online.
- The Program would like to "provide staff development around equity, particularly anti-Blackness in the field of English."
- The English Department is asking for more transparent processes and policies around teaching online. For example, can office equipment be brought from school office to home office? What are the policies around personal and sick days off in an online format? A clearer policy for online office hours is needed.
- Faculty express discomfort with Proctorio and are seeking alternatives, so they may conduct timed writing assignments that make allowances for LD students while discouraging the use of disallowed resources. They suggest a collaboration with ESL to address the issue.
- The Program notes an increased incidence of plagiarism with the move to online study.
- The Program would like to see data collected on students of Middle Eastern/North African descent in order to help promote equity.
- The Program requests Professional Development time in order to support their expanded focus on equity.

ESL

- The Program needs FTEF for offering more non-credit courses. Decreased access for students has led to decreased enrollments, which affects FTEF and offering evening courses.
- The Program needs a full-time Assessment Specialist.

- Someone should be hired to replace the lost ESL-dedicated counselor.
- A lack of adequate ESL staff resulted in the absence of application workshops and assessments. Administration has said that there will be no more support for these types of events. This has likely led to lower enrollment numbers!
- Administrative and funding support has been lost for ESL events necessary for equity, including the ESL Open House.
- Students are struggling with Guided Self-Placement, and it sounds like a big time suck for everyone involved. The students and their scores can't be tracked, which makes it difficult to place them. This information is no longer available to full-time staff, who need access to assessment data. Faculty want to return to their original assessment process as soon as possible.
- Fast-Pass Orientations are unsuccessful.
- There may be a lack of classroom space in the future, due to buildings being scheduled for demolition.
- The ESL student population has specific challenges during the pandemic, both economic and political.
- Some ESL instructors need to complete Distance Education training.
- Loss of institutional support resources contributed to a >50% decline in enrollments from Fall 2019 to Spring 2020. This also resulted in loss of FTEF for the 2021-2022 academic year. ESL advocates for additional FTEF as they build back the loss in enrollments.
- The Program needs administrative and funding support to create a Virtual ESL Open House.
- Faculty express the desire to return to in-person assessment as soon as it is safe to do so.
- Students are struggling due to COVID-19, which has a disproportionate impact on this vulnerable population.

French

- There is an overall lack of consistency in course offerings; no Intermediate/Advanced French classes are offered, and Beginning French is no longer offered in the Spring.
- Training is needed for a Language Lab, and the funding for software - which will also require training - is at risk.

- Materials costs for students must be decreased to address inequity.
- The hybrid curriculum must be adjusted to “remove explicit task based anxieties.”

Graphic Design and Digital Media

- There has been a significant increase in student withdrawals (+13.6%) due to the pandemic.
- It is impossible to expand course offerings without additional FTEF.
- It is impractical and detrimental to student learning to continue teaching different classes at the same hour in one room. Cross-scheduling classes in order to offer higher level courses drain on students and faculty.
- Obstacles to obtaining an AA degree (and therefore, to enrollment) include the unavailability of required courses. This means that our students can't plan to take courses for graduation, and some have been asking faculty members if they can take these classes at other colleges to fulfill requirements.
- The classroom needs two new laser printers (color, and black and white), and more keyboards in order to maximize the desk space that students need.

Interior Design

- Distance learning was challenging, and faculty worked to keep students engaged. Some students struggled with the amount of time required by online instruction and dropped. This is a hard to convert discipline in many ways and benefits from in-person instruction. The student population also prefers the opportunity to come to campus as most are adults with families and they need time out of the house.
- A survey showed that 50% of students preferred asynchronous classes, while the other 50% were evenly split between preferring synchronous and hybrid options.
- Limitations on classes offered next year will hinder students' ability to graduate in a timely fashion within two years.
- Some students are taking classes outside of the US, which hinders the Program's ability to foster them into careers here.

- The INTD job market is currently increasing, so students need to graduate sooner to access the opportunity.
- The Program would like to hire a full-time faculty member in order to offer a Design Club, facilitate Interior Design services from our students to the community, help increase enrollment, offer more small certificates, and work with students to find career pathways.

Mass Communications

- There are ongoing plans for a Media Lab on campus, including a computer lab, conference room, recording studios, and space to display media.
- A new State law limiting independent contractors makes hiring more difficult, particularly for mentors used in the Program.
- The hiring freeze has stopped the use of mentors, negatively impacting the success of our students.
- Ongoing funding is needed for production costs; the current allocation from the general fund is insufficient.
- Data on success rates will be less reliable for Fall 19 and Spring 20.
- There are many challenges trying to produce the various publications remotely, including students and mentors not being able to work on campus during the final production/distribution process.
- Enrollment decreased, though there was a slight increase in Spring 2020.

Music

- Faculty state they “are unsatisfied with our current percentage numbers regarding service to students in historically marginalized communities.”
- The Applied Program is hindered by a lack of FTEF to meet student demand for courses.
- Program maintenance and growth is hindered by a lack of FTEF to meet student demand for courses.
- There are continued challenges in working with M&O to create a recording space.
- Room 4226 is not ADA compliant and is too small for its designated use.

- Room 4130 requires acoustic dampening to reduce/eliminate outside noise, and/or the source of this noise should be addressed.
- Rooms 4130 and 4138 house expensive and delicate musical and technological equipment that should be protected against theft and damage, intentional or accidental. Therefore, both rooms should exclusively serve the Program for which they have been designed and be dedicated exclusively to it. Set-up and tear-down of equipment in a shared space exacerbates wear and tear.
- The Program lacks adequate storage for “instructional equipment, concert and performance resources, and general equipment.”
- Faculty need more office space, particularly for adjunct instructors.
- There is a shortage of practice rooms.
- The Program is two pianos short of becoming an “All-Steinway School designation – a powerful recruiting tool and a major goal for the college since the tenure of Dr. Russell as President.”
- The Program needs 10 more hours per week for their staff pianist, as well as a rate of pay that is comparable to other schools.
- Performing Arts Programs agree on the need for a full-time Performing Arts Manager.
- The Program perceives institutional inequity in the compensation rate offered to department coordinators across the College.
- Faculty members are challenged by our inability to “contact the campus student body,” which makes promoting events extremely difficult.
- The Program needs a new faculty member with a specialization in classical music.
- Digital latency issues make live virtual rehearsals and performances impossible, and technological solutions to this are inequitable.
- Faculty express concern at potentially losing students to other colleges that offer hybrid in-person classes.
- Declining enrollment can be attributed, in part, to digital inequity during the pandemic.
- Faculty express concern for the success of students with learning accommodations.

- Faculty strongly advocate for “a partial re-opening of in-person learning,” if “the hybrid options being employed elsewhere are showing success.”
- Faculty attribute a steady decline in enrollment, in part, to the prioritization of low-cap CTE classes over GE classes in the allocation of FTEF.
- The SCFF model that encourages low-cap CTE classes has the net effect of lowering headcount.
- The Program requests an additional 6 CAH per semester in order to add a “100 cap large lecture MUS 5, 3, or 13 – which are highly productive.”
- “Short term software needs include higher levels of online music recording/editing software such as Jamkazam, Soundtrap, Sightreading Factory, SmartMusic,” and Splashtop.
- The Program requests a dedicated document scanner for sheet music.
- Faculty require upgraded computers and updated software in order to teach remotely.
- The Co-Curricular Funds budget has been thrown off by the lack of revenue from live ticket sales.
- The Program requests a recurring budget for guest artists and clinicians, as well as piano tuning and maintenance.
- The Program requests increased hours for a music tutor.
- Faculty request compensation for work on OEI courses.
- Faculty express a desire for more diversity in Program hiring.

Philosophy and Humanities

- There was a 30% drop in enrollment in Spring due to COVID, and faculty on sabbatical leave.
- Reassigned time for Program coordination is needed for both Programs, not only one.
- Overall enrollment trends are positive, but there was a higher rate of withdrawal in online courses.
- Enrollment declined in the Program overall, and specifically by Latino students.
- The Program is unable to offer the Feminist Philosophy course for the foreseeable future.

Photography

- Faculty members found it challenging to teach online with little to no experience, so there was a heavy time investment and cost to convert courses.
- Since it is very difficult to explain things that would normally be demonstrated in hands-on ways, the lack of access to campus facilities slowed students' learning and progress.
- Additional equipment is needed for extended check-out to students during the pandemic, and for our future return to campus.
- An IER for lighting equipment for the SP 21 lighting class was submitted, so that all students can have access to lighting kits for the semester.

Reading and Writing Center and Smartshops

- There is a break in data gathering before the implementation of Pisces, and while waiting for the SmartShop data to be input.
- There has been a significant reduction in RAW hours due to a lack of funding during the pandemic; a reduction in RAW hours means less support for students.
- There are ongoing needs for increased funding for the RAW Center, and stable funding for the SmartShop Series, which is currently funded with one-time monies and no process for securing funds. Funding for summer hours is needed.
- The lack of funding means some faculty contribute to Smartshops voluntarily, but may then cancel; this is not good for the Program or the students.
- The Pisces system has major flaws that have impacted student use and funding ends soon; a better system will be needed. A new system will require new training, and this will be the third time in two years.

- Workshop options have declined.
- SAOs were not discussed.
- The COVID-19 pandemic caused some Smart Shops to be temporarily suspended, so there were reduced offerings for students.
- Both Programs need institutionalized funding and support that is stable and ongoing.

Religious Studies

- The Program has noticed a slow decline in enrollments over the last two years and is investigating possible reasons.
 - One may be the increasing number of courses that satisfy the same GE breadth requirements, and that students want to enroll in courses that fulfill more than one GE requirement at a time.
- There is high student interest in the Religions 1 course, but not others.
- It is harder to maintain the many community collaborations in the COVID learning environment.
- The Program needs to obtain a portable labyrinth for students' use.
- The Program would like to create a space on campus for student wellness (meditation, labyrinth).

Spanish

- Teaching Spanish online is extremely challenging.
- Upper level Spanish classes should be allowed to run even with low enrollments to keep consistency and for optimal sequencing.
- Faculty request a dedicated Spanish classroom, as the Language Laboratory “is not a proper teaching and learning space for a class lecture,” and its dual usage makes it serve poorly as both classroom and lab.
- The Program would like to hire a Language Laboratory Assistant, but there is currently no budget for such a position.

- It is important to preserve the sequence of classes despite low enrollment in order to allow students to complete the Program in a timely manner.

Theater Arts

- There are significant and ongoing challenges with not being on campus for their courses. Student enrollment is dropping and students report higher rates of depression and frustration. They feel undervalued by the College due to not being able to appropriately pursue their learning, while other community colleges are allowing live performances.
- There was a large drop in success rates once classes moved online in Spring 20.
- The Program is studying the factors that may increase enrollments on a steady basis (outside of the pandemic).
- Student enrollment is less ethnically diverse than other Programs on campus.
- Several ongoing staffing needs were identified across many Program review cycles: Permanent solutions are needed to hire a Performing Arts Center Specialist (so they can rent the theater), a Costume Lab Technician, and a part-time Accompanist.
- Several ongoing Program needs were identified across many Program review cycles: They need a storage warehouse; a permanent funding mechanism of \$30K or more; and institutional support to offer needed courses, even when they do not meet enrollment caps.
- Public theaters were lost due to the pandemic.
- Faculty are concerned that student enrollment will continue to drop due to the nature of this Program, and the importance of face-to-face learning in theater.
- Students and faculty are disheartened at not being allowed on campus while other Programs (athletics) are.
- There is a great need for staffing.
- It's important to note the need for a Performing Arts Center Operations Specialist is a College need, not just a Theater Arts or Music need. Campus and off-campus entities want to reserve this space and that requires this position.

- The budget is insufficient for staffing summer productions, though the College wants to offer these.
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Priorities and Recommendations

- I. List of Universal needs/priorities - identified by all or most Programs in the Division
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)
 1. Several Programs need additional equipment for extended check-out during the pandemic, and our future return to campus. They can seek CARES funding, utilizing the new round of funding. The Dean will email Discipline coordinators for proposed items that are needed.
 - B. Interim (more work required but can be done within the academic year)
 1. Provide Institutional support for Guided Pathways and Program Mapping projects.
 2. Provide Institutional support for online instruction.
 3. Explore and advocate for hybrid, in-person options for Hard-to-Convert A&H Disciplines, pending County/State orders. Look to do limited activities ASAP, Spring 2021 if possible.
 4. Provide additional support for students impacted by COVID-19, particularly those with disproportionate impact. Push out services more readily, assess needs more often, and communicate resources regularly to faculty and staff.

C. Structural process (longer-term work to be done to "resolve")

1. Build and maintain Program enrollment levels.
2. Provide Institutional support for Professional Development, particularly with regard to online instruction and services, and purchasing of tools and apps that can be of assistance.
3. Courses that are needed that don't reach enrollment capacity expectations, for example CTE courses and higher-level/capstone courses.
4. There is insufficient FTEF allocation to maintain or grow Programs, complicated in some cases by low cap courses and/or lagging enrollments due to various conditions.
5. Permanent funding is needed for several Programs.
6. Some Programs need to hire faculty and/or staff.
7. Program coordinators need more reassigned time as fair compensation.
8. Funding should be secured for instructional assistants and Program support specialists.
9. Funding should be secured for specialized spaces dedicated for Arts and Communications Programs which lack the resources and staff necessary for their successful operation, including storage space and insurance.
10. We need improved communication methodologies; this includes communicating with existing students more effectively and marketing to gain new students.
11. Focus on improved recruitment and retention strategies to ensure a diverse employee base at LPC that reflects student population and community at large.

12. Provide better support for serving students with disabilities, including faculty training and embedded support where possible.
13. Provide better support for serving students who experience disproportionate impacts and may possibly be stopping out as a result of the COVID-19 pandemic or other ongoing issues, e.g. ESL, SEA-identified DI student populations, students experiencing mental health concerns, students in hard-to-convert disciplines, etc. Move from discussion to implementation.
14. Continue to interrogate our curriculum, Programs, and services to ensure anti-racist and equity practices. English's BlacknessX and Next Level English can serve as models.

II. List of Program needs - identified by only one or a few Programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. Better communication between faculty and students, particularly with regard to promoting classes, events, and workshops, and in the event of campus emergencies.
2. Continue work with Communication Studies on balance of CMST 1 vs. 10 course offerings, and establish agreed upon thresholds and cycle of consultation. This is already happening and can be more formalized.
3. Review any small supply needs that might be satisfied within the existing budget allocation. Ensure Disciplines are aware of what they already have available and understand how to use those funds.

B. Interim (more work required but can be done within the academic year)

1. Update and increase professional photographic equipment for student use and teaching.
2. Address noise issue in room 4130 and ADA compliance in room 4226.
3. Fund Summer RAW hours, which are needed to meet the accreditation mandate, and the success rates associated with RAW Center usage.
4. Purchase equipment, and establish a process to allow instructors to hold classes outdoors.

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Secure funding for the JAMS publications.
2. Review Media Lab and other facilities needs.
3. Set a long-term goal of building a permanent labyrinth and other mindfulness spaces on campus to provide pedagogical support to facilitate student learning, not only in the Religious Studies area, but across Disciplines.
4. Provide support for creating a new Mindfulness Program.
5. Create a process for securing SmartShop funding, and provide clarity and transparency regarding who will create PAFs and receive time sheets, while a larger discussion and decision is being had/made about how we might institutionalize funding for this popular, culture-shifting student support.
6. Secure funding for Arts programs staff in gallery and performance spaces, and operations.

7. Increase FTEF allotment to Programs whose growth is stifled by the lack of it.
8. Provide support for continuing AB-705 and Guided Pathways implementation.
9. Review ongoing requests for reassigned time (i.e. increases and new), as well as compensation for other non-instructional duties or work.
10. Figure out a balance of course offerings in terms of modalities, especially in light of the COVID-19 pandemic and the transition to fully-online instruction.

Division Summary - Business, Social Sciences & Library, Jan. 21

List of Accomplishments & Notable Items

Anthropology

- Quick and successful transition to online format
 - ANTR achieved a relatively high student retention and success rate despite the transition
- Newly developed online laboratory
 - A significant accomplishment as few examples existed.
- Archaeology field laboratory course (ANTR 2L) was able to excavate on campus and partially complete four test units that will be used by future students in subsequent classes
 - Successful test of UAVs (drones) which will be an important component of field laboratory curriculum.
- Worked with Ann Kroll in the Facilities Bond Program and the Facilities and Sustainability Committee to secure a designated space and display cabinets for the Colombian Mammoth remains.
- Hired new adjunct faculty member
- Augmented web presence with information about student projects, discipline related materials, and crafted a clearly guided pathway for AAT.
- Nothing to Add

Business

- Business Studies is a robust program that offers 5 Associate's degrees and 7 Certificates of Achievement and continues to serve a relatively large number of students.
- Experienced an 11.6% increase in headcount and 15.5% increase in total course enrollment from 2015 to 2019.
- Business awarded 169 degrees in 2020, which is an 114% increase in comparison to 2015.

- African American enrollment in Work Experience increased by 85% between 2018 and 2019 due to increased marketing to the Umoja program.
- Hired 3 part-time WKRX faculty; resulted in an increase of 38% in enrollment. In addition, Outreach Specialist was hired to promote more visibility to WBL and grow relationships with employers.
- WBL continues to grow existing employer relationships with companies such as Kaiser Permanente who offer LPC students apprenticeship and internship opportunities. Nine LPC students joined the Kaiser Permanente program this year, joining 15 already participating in it.
- Explored Handshake as a new platform for the job/internship board.
- Hosted two largely successful Business and Entrepreneurship Speaker events.
- Successful promotion helped to increase student participation in job fairs.
- Continue to advise the Business Club and look for job opportunities to partner with Umoja and Puente Learning Communities
- Successful creation and launch of Non-Credit Business certificate program (NBUS) that includes a large cohort of students from the all-female Federal Correctional Institution (FCI) in Dublin.

Early Care and Education:

- Curriculum Development:
 - Continued progress on development of Elementary Education AD-T degree.
 - Successful transition of classes to online modality during Spring 2020. This included the ECE 90 lab practicum course, an effort that required significant collaboration among the Child Development Center, ECE, and numerous stakeholders.
 - DE Addendums submitted to and passed by the Curriculum Committee for ECE 60, 63, 78, 79, and 90.
 - Created ten new courses based on the California preschool learning foundations and curriculum framework. These courses will be offered beginning in Spring '21.
 - Revised ECE 10 (Introduction to Education) for inclusion on IGETC list.

- Collaboration with Math Department to offer Math 50 with extra support for ECE/MATH learning community.
- Outreach presentations and recruitment activity geared toward local high school students in Dublin, Livermore, and Pleasanton, as well as the Tri-Valley ROP.
- “Sneak Preview” session for prospective students in Fall ‘19; another session, planned for Spring ‘20, was canceled due to the COVID-19 shelter in place.
- Ongoing collaboration with Teaching Pipeline Project.
- Numerous part-time faculty completed online teaching training.

Global Studies:

- Global studies demonstrated commitment to strengthening their program through internal and external outreach and relationship building through hosting film screenings, guest speakers, maintaining a relationship with Stanford Global Studies and Stanford’s Educational Partnership for Internationalizing the Curriculum, and ensuring their program’s website is current.

History:

- Improved their ability to assess their courses in a meaningful way by revising SLOs and PLOs.

Library:

- Extended the Embedded Librarian Program
- Increased DE student and faculty engagement with library resources
- Supported DE and electronic library resources that promote equity and accessibility (loaning electronic equipment, reducing late fines, focusing on online and e-book collections, etc.)
- Developed BELL (Basic English Language Learner) Collection with ESL faculty
- Implemented the Library Services Platform
- Summary: Library has been successful in offering equitable services and meeting the diverse needs of students by increasing their embedded services into the classroom, increasing DE student use of library resources, securing a collection of books that are categorized by ESL proficiency level, loaning electronic equipment and modifying late fines.

Psychology:

- Submitted DE addendums for all remaining non-DE courses
- Created Guided Pathways map for Psychology AA-T degree
- Expanded Behavioral Health Program
- Purchased equipment to teach Psychophysiology
- Brought guest speakers to campus as part of the Distinguished Speakers in Psychology Program
- Started work on department webpage
- Summary:
 - Psychology has continued to engage the campus and meet campus needs through guest speakers, expanding the Behavioral Health Program and updating the department's webpage.

Sociology:

- Smooth DE transition for instructors because all were already trained in DE
- Guided pathways mapping completed for Sociology AAT program
- Nothing to add

Tutoring:

- Complete overhaul of all aspects of the Tutoring Center, which takes budget cuts into account while still trying to maximize the number of students tutored.
- Change from one-on-one scheduled tutoring to drop-in hours only has resulted in a huge increase in the number of students using the tutoring center (students being served nearly doubled after the change was made)
- Complete transition to online tutoring, including successfully integrating tutoring into Canvas (improving ease of use) and also into particular courses
- Maintains targeted tutoring services to learning communities (ex: Umoja and Puente)
- Coordinates with different departments on campus: Provides embedded tutoring for the Math, English, History, Political Science, Graphic Design, and Music departments. Coordinates extensively with the RAW center and with the Math department.
- Students now able to use tutoring center as a study space while campus remains closed
- Upgraded furniture in Fall 2019
- Tutors undergo extensive training in learning theory, and now also undergo training in the new online format

- The tutoring center has deactivated redundant NetTutor services, saving the college money
- Accomplishments include maintaining equity-based programming, removing barriers to access, and extensive tutor training

Women's Studies:

- DE addendums submitted for WMST 1 and 2
- New SLOs submitted for both courses
- LGBTQ Studies ADT approved

List of Challenges and Needs

Challenges:

Anthropology

- Since all ANTR 1 lecture sections occupy the same room, when LPC returns to face-to-face teaching, there will not be sufficient laboratory space to meet the student demand for afternoon sections.
- Problems with Anthropology Lab space:
 - lack of storage for excavation equipment
 - carpeting is a poor choice for a wet lab scenario.
 - sinks have low kitchen-style fixtures instead of common high neck spouts which make it difficult to fill high rimmed buckets.
 - inadequate ventilation.

Business

- While Business successfully transferred their courses to the online model, they anticipate the following challenges: student learning and interaction, retention, student engagement, success outcomes, students suffering from increased stress and anxiety with limited access to campus resources.

- COVID impact to Work Based Learning (WBL) resulted in students hours being reduced to job loss, internship cancellations, and employment posting to job/internship board.
- The COVID-19 public health emergency, and its negative impact on teaching and learning, is the only challenge facing this otherwise vibrant program.

Global Studies

- COVID, experienced high number of withdrawals in Spring 2020 for GS2
- No reassign time for program coordinator; program is requesting to use flex days for program/faculty meetings.
- Low number of African American student representation in courses; requesting campus-wide marketing of majors.
- Insufficient outreach and inreach efforts and opportunities/promotion by the college
- Insufficient opportunities and institutional support for campus-wide coordination and resource bundling among programs offering courses with global orientation.

Early Care and Education:

- Significant challenge moving all courses online in Spring 2020
- Due to COVID-19 challenges - including the closure of many child-care centers, ECE 90 was not offered in Fall which delayed progress and completion for many students.
- Lack of sufficient CDC front desk staff presents security risk of faculty and parents opening the door to individuals who should not be admitted to the center. This is especially so during the COVID-19 crisis.
- Remote meeting requirements due to COVID-19 restrictions hampered efforts by the ECE Professional Development Coordinator to process and support new students to the program.

History:

- None - refer to needs

Library:

- Effectively utilizing Measure A funds to obtain library materials that reflect the needs of the discipline faculty, and

making sure there is financial support to manage the purchased resources.

- Budget reductions and staffing vacancies.

Psychology:

- High enrollment in PSYC 25 means new sections would have to be added in 2021-22 school year to meet student need. Both courses are currently over-enrolled.
- Large number of student withdrawals in Spring 2020 due to COVID.

Sociology:

- Even though DE-trained faculty were able to smoothly transition to online teaching, the students' performance in a DE environment was negatively affected in Spring 2020.
- There has been a steady decline in enrollment in Sociology classes over the last several years.
- Nothing to add

Tutoring:

- Keeping up tutoring services and morale with an uncertain budget that often requires the Center to hire too many tutors, and then lay off tutors if money does not become available.
- Time is wasted dealing with budget concerns and the problems that come with variable sources of funding
- While targeted embedded tutoring remains for some programs (like Umoja and Puente) it had to be removed from many classes due to budget cuts.
- Impossible to address/resolve inequity issues with uncertain/unreliable budget.

Women's Studies:

- The switch to online classes mid-semester in Spring 2020 resulted in a lot of student withdrawals.

Needs:

Anthropology

- Remodel/expansion of Anthropology Lecture and Lab space:
 - Replace carpet with hard flooring.
 - Replace low sink faucets with high-necked faucets.
 - Install ventilation hood(s) and fan(s).
- Laboratory technicians are needed once the campus is back to face-to-face classes, as faculty are spending an increasing amount of time to set up, break down, and store laboratory materials in the current facilities.
- Fifteen laptops and a rolling laptop cart to be used with laboratory and lecture courses needed.
- Movable storage cart for photographic equipment.
- Need for a policy that would allow the acquiring and utilizing human remains.
- Need for an additional five sets of articulated skeletons with carrying boxes, additional storage boxes for existing elements, and expanded teaching materials for primates and early hominids.
- More dedicated classroom space for lecture courses to open up laboratory for lab-specific courses.
- Expanded and more suitable dedicated outdoor laboratory/research space for field archeology courses.

Global Studies:

- District policy allowing credit-bearing and financial aid applicable study abroad opportunities to promote equitable travel and learning opportunities
- As a new program, GS needs the college to sponsor a Majors Faire
- Reassigned time for the GS coordinator

Early Care and Education:

- Additional staff for Child Development Center: front desk and specialist for opening and closing.

History:

- In need of an additional full-time instructor; they lost their approved opportunity to hire due to anticipated

financial deficit. As a result, the program had to cut 2 new courses and 3 existing courses from their fall course offerings. Able to rectify some spring offerings with a p/t instructor.

- Resume hiring process for a full-time instructor with an expertise in World History.

Library: (Summary: needs more \$\$! Long-term budgeting/planning required.)

- Funding to hire a replacement laboratory technician (or library hours will be reduced 30% due to lack of staffing)
- Increased funds for summer library staffing (to increase open hours) especially when tutoring is unavailable
- Increased funding for student assistants and computer lab tutors to help support extended library hours.
- Increasing budget for supplies and program operating supplies
- Library is at risk of the following:
 - Cutting hours by 30% if they are not able to fill the Library Tech position left open as of August, 2019.
 - Reducing summer hours due to lack of funds (\$30k) to assume salary increase.
 - Not meeting the growing needs of students; library is in need of more office and operating supplies in addition to resources to provide computer lab assistance to students all estimated to total approx \$30K.
- Resume hiring process to fill vacant Library Technician position.
- Increase summer Librarian budget by \$6,900 to a total of \$30,000.
- Restore budget of \$21,455 for student assistants and computer lab tutors.
- Restore Program Operating Supplies budget to \$6,100 and then increase it by \$2,400 to fund the processing of Measure A acquisitions.
- Restore Office Supplies budget to \$2,500.

Psychology:

- Needs stable source of funding for library resources (including research article databases, and videos)
- Needs designated on-campus spaces for the psychology computer lab (2416), a student research lab, and the behavioral health program.
- Nothing to add or summarize
- Needs FTEF to offer more sections of PSYC 25 (Research Methods) as these have become over-enrolled to meet student demand.

Sociology:

- Need to hire a part-time instructor. They do not say why they have not yet been able to do this (whether it is financial, lack of time, or lack of qualified candidates), but they mention the hiring process was originally halted by COVID in Spring 2020.
- Nothing to add

Tutoring:

- Needs a secure, institutionalized source of funding for hiring tutors. Hiring 30+ tutors on a budget designed for 8 tutors is unsustainable.

Women's Studies:

- No needs identified
-

Priorities and Recommendations

- I. List of Universal needs/priorities - identified by all or most programs in the Division
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)
 - B. Interim (more work required but can be done within the academic year)

Professional development, with teaching and learning best practices, for continuing program development in all online courses for post-COVID offerings.
 - C. Structural process (longer-term work to be done to "resolve")
- II. List of Program needs - identified by only one or a few programs, but still needs consideration
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)

B. Interim (more work required but can be done within the academic year)

- Increased funding for the Library and the Tutoring Center.
 - The Library requires \$62,500 in additional funds to meet its staffing needs (summer faculty pay increase, student assistants and computer lab tutors), restore its program operating and office supplies.
 - The Tutoring Center needs a secure, institutionalized source of funding (regular budget) to employ student tutors and to meet the diverse needs in different student populations (equity).
- Resumption of hiring for the following positions: library technician and history faculty.
- Lab technician needed for Anthropology.
- Additional FTEF for Psychology to offer more sections of PSYC 25.
- Reassigned time for Global Studies coordinator.
- Anthropology needs the following items:
 - Fifteen laptops and a rolling laptop cart to be used with laboratory and lecture courses needed.
 - Movable storage cart for photographic equipment.
 - Five sets of articulated skeletons with carrying boxes, additional storage boxes for existing elements, and expanded teaching materials for primates and early hominids.
- Psychology needs a stable source of funding for the purchase of library resources.
- Early Care and Education supports hiring of additional personnel - Front Desk and Specialist - in the Child Development Center.
- Early Care and Education requests that its Professional Development Coordinator position become a 12-month rather than 11-month position.

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

- Anthropology requires improvements to its laboratory room:
 - new flooring suitable to a wet lab,
 - increased storage space,
 - adequate ventilation,
 - and gooseneck faucets in the sinks.

- Anthropology also requires additional classroom space for lecture courses to free up the laboratory for lab-specific uses, and expanded and more suitable dedicated outdoor laboratory/research space for field archeology courses.
- Psychology needs designated on-campus spaces: a psychology computer lab (2416), a student research lab, and the behavioral health program.
- Need for a policy that would allow the acquiring and utilizing human remains.

Division Summary, Enrollment Services, Jan. 2021

List of Accomplishments & Notable Items

This past year the Enrollment Services Division program summaries noted the following accomplishments:

- Admissions and Records provided services related to the shelter-in-place including fillable PDF forms, computer systems for staff to work from home, limited in-person services, and a procedure for Extraordinary Withdrawals.
- Admissions and Records hired and trained one full-time staff member, one part time staff member, and two student employees.
- Degree Works coordinator updated templates and added 85 new certificates/degrees templates to Degree Works software.
- Offered training to students and uploaded How To videos to use Degree Works.
- Admissions and Records added over 25 new email templates from CCC Apply that are automated responses to students and created videos for student information on specific topics for Admissions and Records.
- Assisted in creating Student Support Hub on Canvas.
- Community Education transitioned classes and summer/fall 2020 brochure to online during shelter-in-place. The program was able to provide Spring 2020 Phlebotomy class as an essential service.
- Community Education reviewed instructor and Independent Contractor hiring in light of AB 5.
- Engineering Technology developed a new on-campus Engineering Technology Learning community, before shelter-in-place. A website and logo were created and the program held in-person and Zoom office hours and connected students to employers such as LLNL.
- Engineering Technology developed a better electronic tracking and student database for the Engineering Tech Learning Community. The program implemented direct student outreach to confirm major and promote Engineering Tech Learning Community.
- Financial Aid hired three new positions in Summer 2019.

- Verification software Campus Logic, ChatBot (automated response to questions), and Cranium Cafe (meeting and collaboration platform) were implemented.
- Financial Aid is now offering free online financial literacy workshops to all Las Positas College students using the CashCourse program.
- Financial Aid Outreach specialist added Instagram, Facebook and Snapchat to increase our social media presence to students.
- International Students continue to outreach to local high schools and language programs. The program was able to provide support for international students during shelter in place, converted forms to fillable PDF.
- Prior to COVID- 19, international students program coordinator participated in the Scion Student Housing Study to advocate for student housing that would address the specific needs of international students.
- International students program completed and filed the Student and Exchange Visitor Program(SEVP) procedural change to allow us to continue to serve international students in compliance during the COVID-19.
- Veterans First Program hosted an Operation Gateway (outreach/orientation for veterans). The program implemented a mentoring program (MVP).
- The program hosted the following events: Remembering 9/11 event, Veteran's Day event, 2.2 for 22 Challenge to raise awareness about veterans' mental health and suicides. Relief fund for student veterans. Honoring Women Veterans event.
- Virtual services Zoom chat and myVRC application is used to help stay connected during shelter-in-place. The VFP holds community outreach L.U.C. monthly hour meetings with a leader from the college or community.

List of Challenges and Needs

This past year the Enrollment Services Division programs were faced with the following challenges and needs:

- Admissions and Records lost one full-time Evaluator and one Admission and Records Assistant II employee which have not been replaced. The hiring needs of the department have not been met from 2018-2019. Bridging the gap for students with limited access to technology continues to be a challenge. Finding time to meet department

needs of professional development to discuss best online delivery practices has been difficult due to all the additional manual processing of COVID-19 processes.

- Community Education experienced lower enrollments after transition to online classes. With the program coordinator being funded 50% of the time, there is not much time to deal with all the new challenges. It continues to be a struggle to find and retain instructors during this remote environment. A dedicated space is needed for an office and classroom. Resources are not available for supporting Community Education instructors using online Learning Management Systems, helping them understand how to use them, or training/supporting their access to free versions . There are limited in-person opportunities to offer classes based on the strict essential service sector list being limited.
- Engineering Technology finds it difficult to build community/camaraderie, study groups, etc. in a remote learning environment. A designated counselor is needed for non-veterans and for a core class for students to take together.
- Financial Aid needs professional development to comply with regulations. Safety is a concern in the case of an active shooter within the office as it is made of glass. The need for office and meeting space is essential as the office only has a break/storage room that can no longer fit all the staff.
- International Students program was presented with huge challenges during COVID-19, which included being isolated in a foreign country and separated from family, uncertainty over VISA status, and loss of employment/funding. The loss of the Admission Specialist position in July 2018, which provided critical support services to the program and students has never been replaced.
- Veterans First Program struggles with Faculty understanding student veterans, including older students and disabilities that may not be obvious. Some needs of student veterans include mental health support services, evening hours and PDF fillable forms to operate in a remote environment. As the student veteran population grows, a larger space on campus and a new golf cart for students with mobility challenges **are needed**. A request has been made to collect accurate data on student usage of the program to help identify what resources are needed.

Priorities and Recommendations

I. List of Universal needs/priorities - identified by all or most programs in the Division

A. Quick fix (Can be done now or soon; may take little/no extra resources)

A list of universal needs or priorities for the Enrollment Services Division programs are the following:

- Difficulty collaborating in a remote environment will hopefully be resolved by returning to campus within a reasonable timeframe.

B. Interim (more work required but can be done within the academic year)

- There is a need for more equitable technology access for students
- It is important to offer professional development (time, financial resources, and campus/district support) for best practices and training in various online platforms.

C. Structural process (longer-term work to be done to "resolve")

- Hiring needs across the board, especially for replacement positions that have not been filled in Admissions and Records is crucial to serve students equitably. Hiring of 4 missing positions due to resignations, retirements and promotions once the hiring freeze is lifted to support the initiatives during the COVID-19 pandemic.
- The lack of designated space for program classes, meetings, trainings, etc. is needed to serve students efficiently.

II. List of Program needs - identified by only one or a few programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

A list of Enrollment Services Division programs needs are the following:

- Identify a designated counselor for a core class or activity required by all Engineering Tech students in order to build community.
- Make (internal) PDF forms fillable for Veterans First Program.
 - B. Interim (more work required but can be done within the academic year)
- The loss of Admissions and Records employees this year, on top of two other positions that are waiting to be filled from the previous year are suggested to be filled as soon as our budget allows as this is an urgent hiring need.
- The loss of enrollment in community education classes secondary to possible causes are lack of discretionary income, and instructors unable to adapt certain classes to online.
 - C. Structural process (longer-term work to be done; research and investigation required to "resolve")
- The lack of affordable housing in the area contributed to a decrease in retention for International Students in conjunction with the COVID-19 pandemic.

Division Summary, PATH, Jan. 2021

List of Accomplishments & Notable Items

Universal Accomplishments

- *The PATH Division awards a significant number of degrees and certificates each year.*
- *Departments continue to coordinate on the design of the Public Safety, Advanced Manufacturing, and Transportation Complex.*
- *Each of the departments met the challenge of converting courses to hybrid and online formats due to the pandemic.*
- *New courses, certificates, and degrees in many of the departments.*

Administration of Justice

- In line with President Foster's Call to Action, AJ faculty are developing a new Certificate of Achievement in 21st Century Policing that places emphasis on critical thinking and problem-solving skills, and accentuates the importance of procedural justice, ethical conduct, and moral courage.
- Program mapping led to identification of roadblocks/delays in completion which can now be resolved with changes in course scheduling.
- Articulation agreement with National University, Development of LPC drone program, and a criminal justice summer camp for career exploration for high school students.

Automotive

- Approval of National Automotive Technicians Education Foundation (NATEF) Master Accreditation

Emergency Medical Services

- Paramedic program established three new clinical placement locations for students, developed an agreement to allow students placement in a larger service area for work study, and enrolled its most diverse class since 2017.

Fire Service Technology

- Acceleration of partnerships for transfer to fire programs with Eastern Oregon University & CSU Humboldt.
- Developed pathway for transfer using courses and CSU GEs.
- LPC Women in Fire outreach program has been established to provide career exploration and preparation.

Nutrition

- Ongoing exploration of how to expand offerings. Active Nutrition Club

Welding

- Project-based learning through partnerships across campus and throughout the community
 - Collaboration with local Ironworkers to offer one degree and four certificates for apprenticeship program.
-

Priorities and Recommendations

- I. List of Universal needs/priorities - identified by all or most programs in the Division
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)
 1. More appreciation and awareness across the campus. The departments in this division feel undervalued and their accomplishments and contributions to the campus and to the community are not often recognized, despite being essential services. Their value should be better articulated across the campus.
 - B. Interim (more work required but can be done within the academic year)
 1. Diversity in student population. Outreach, recruitment, and retention to increase representation of women and other underrepresented groups.
 - C. Structural process (longer-term work to be done to "resolve")
 1. Seven out of the eight departments have only one full time faculty. Not only do these faculty have teaching loads, but also shoulder all of the tasks of a coordinator.
 2. Much of the funding for many of the departments is reliant on grants and Strong Workforce Program. Although grants can provide opportunities for funding, they can also be ephemeral and many departments need consistent funding for maintenance of equipment and lab space.
- II. List of Program needs - identified by only one or a few programs, but still needs consideration
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)

B. Interim (more work required but can be done within the academic year)

1. Automotive: Professional development is an important need for both adjunct and full time faculty.
2. EMS: High Fidelity Mannequins are necessary to meet the requirements of the Paramedic Program accrediting Committee
3. Fire: Funding for student aides and maintenance of FST equipment
4. Fire: CAH allotment for a second Fire Academy and institutionalize the Fire Academy into the LPC Master plan

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Administration of Justice: Loss of Instructional Services Agreement with Alameda County Sheriff's office was a huge loss to campus as well as to the department.

Division Summary STEM, Jan. 2021

List of Accomplishments & Notable Items

Biology

- Successful adaptation to DE format, especially for lab courses (special thanks to the Dean and the coordinators :)
- All DE addendums submitted
- Program is growing - big demand (students on waitlists)
- 3 years NSF grant to incorporate biotechnology and career pathway skills
- SOCIL-SLL Seed Grant to test new practices with adaptive technology and other online tools for collaborative student environment
- Offering Smartshops to students across disciplines (Full time and part time faculty involved)
- Sections added at unconventional times to accommodate working students
- Supervising Biology and Nursing Club
- Selected two PSLOs to review as they are interested in identifying potential equity gaps.

Chemistry

- Course SLOs for all courses were updated and entered into eLumen
 - PSLOs are being drafted so this section of the PR was left blank, but did fill in a CSLO for the non-majors course. The SLO will be implemented starting in spring 2020 (think they meant 2021 based on the table). Rationale for selecting this SLO is that they don't have any PSLOs to review. But nothing is given for why this particular CSLO is of interest to their program.
- All classes moved to online but synchronous mode during Covid - to allow direct interactions with students

- Student graders improved (?)- Wondering if the improved grades were due to losing the C/Failing students to XW or if the grading standards by faculty changed and/or there was more cheating.

Computer Studies

- Success with Code Jam (reaching out to underrepresented groups, encouraging participation, and fostering a sense of community)
 - Equity success - more female and minority students participated in the Jam (in contrast to the industry trends)
- Successful summer intervention to reach out to underrepresented students and preparing them for Fall
- Innovative use of a free online courseware platform from Google that helps students to obtain the designation of IT Support Professional.
- Developing two free non-credit certificates in Help desk and Computer Networking
- Each discipline in the program selected a PSLO for analysis. However, rationale for why they were selected were not given.

Engineering

- 14 total degrees and certificates were approved (adjunct instructor responsible for the bulk of the work)
- A lot of students transfer to 4 year universities (based on informal surveys)
- Developed a strategy to teach electronics-based DE labs and got lab kits for students to use at home (thanks to CARES act money and the Dean :))
 - Spearheaded by an adjunct faculty member
- 10 students were provided laptops with software needed for the classes

Environmental Science

- Successful work on getting students access to technology during the shift to online learning (e.g. hotspots).

Geography

- Many and diverse courses with some new curriculum units specifically addressing equity. For a department of their size (1FT and 2PT) they have 6 different classes and offer 5 of them each semester. Added in teaching some of the Global Studies courses as well.
- Helps in maintaining a weather station
- New lab assistant is helping to market the discipline
- Updated some of the lab equipment
- All the courses are now DE approved
- PSLOs selected and rationale given. Looks good.

Geology

- Increased collaboration with Geography
- A lot of work was done adapting courses, including fully online labs, to distance education (this included submitting the necessary DE Addendums and implementing new computer technology. In addition, the program got Geology 1 lab in line with OEI requirements so that the OEI certification process can begin
- DE Addendums completed and submitted
- Skills and materials for online education have been massively upgraded due to Covid
- More late start/Fast Track courses, also include Oceanography
- IT funded CAPPASITY was used to create a library of 3D photos of Rocks and Minerals, videos and other materials
- Has a PSLO review plan in place

Horticulture

- First time Hybrid and DE courses (because of Covid)
- All instructor became more proficient with Canvas and other technology

- Getting a new facility in 2022 (involving advice to insure access to people with disabilities)!
- There is a plan for assessing a PSLO

Mathematics

- Adjusted course offerings in response to enrollments increase (the increase is mostly for upper-level classes and is due to AB 705, Guided Pathways and post-high school placement requirements)
- For the first time offered concurrent support classes (optional for now but might become required for some students)
- Successful Math Jams (ran two) and several Smart shops for students, using free OER as textbooks, as well as collaboration with tutoring center
- Inreach to students who need help
- Communities of practice lead to successful collaboration among faculty in transitioning courses to DE during the pandemic (funded by SCFF)
- Most classes (except 2) are DE approved and some getting OEI approval, “closed the loop” for SLOs
- Math Emporium Curriculum is growing and two new math courses were developed.
- Ranked as the best Math Department of the region (if not the state?) and ranked highly on AMATYC nationally.
- Has a PSLO assessment plan in place

Occupational and Radiation Safety

- Expansion of ES&H Advisory Board membership
- Some classes transitioned successfully to an online mode in response to Covid crisis
- Added three new part-time faculty
- Has a PSLO assessment plan

Physics and Astronomy

- Success in switching Physics 8 series to the Physics 1 series - students in Physics 1C better prepared for the calculus component
- Change in the Engineering Technology degree requirement led to better retention of students
- Enrolment nearly doubled, ratio of female to male students increased for Physics!
- Creative use of very limited lab space (using the engineering lab space?)
- New laboratory equipment was acquired to replace aging equipment
- There is a plan to assess PSLOs

Viticulture/Enology:

- LPC Viticulture and Enology Foundation received 501(c)(3) tax exempt status. Completed necessary paperwork to become a 50C3 and those required to meet federal and state requirements
- Successful Fall harvest and wines ready to see in Fall 20
- Maintained vineyard despite change in help available
- Successfully transitioned to online instruction
- Hired new PT lab tech
- Now has own budget for the program
- Began meetings on a new facility
- Has implemented virtual tastings as part of online courses
- Completed DE addendums for all 20-21 VQT courses

List of Challenges and Needs

Biology

- URGENTLY need to hire (replace) full time faculty with with expertise in cell biology and/or biotechnology
- Need an additional full time faculty for Allied Health courses
- Need more facilities for the growing program (expecting challenges with scheduling and preparation for lab classes) - Science Building. Current DE environment allows for “growth,” but that cannot be maintained when we are back on campus.
- Need a faculty lead to coordinate Environmental Studies program and help in getting additional certificate for the program.
- Need to update the discipline plan based on previous data to avoid last minute classes additions.
- Equity gap with lower success rates in Latinx and African American students
- Lack of funds for student tutors and techs for night/weekend labs.
- Need designated time to review manuals and lab activities, as well as train tutors and work on equity.
- Looking for more ways to keep quality of education in DE format (without the hands-on labs) - need more professional development on adopting biology courses to online teaching and equity.
- Potential need for money to create more send-home kits if CARE money runs out.

Chemistry

- Need to find out why grades changed? Lower faculty standards? Or more EW?

Computer Studies

- No apparent needs?

Engineering

- Although more unassigned time was allocated for the Coordinator, **it is not nearly enough**
 - The amount doubled from .25 to .5.
- Need to start the hiring process - the only full time faculty and the coordinator is planning to retire soon!
- FTES allocation decreased based on data from Covid-affected semester but it can harm the transfer program
- Need a better measure for counting transfer students
- Need a better assessment of discipline productivity - the benefits of the Engineering Department to the college is largely underestimated due to small classes, but it brings a lot of students to other Departments' classes
- Scheduling is difficult due to conflicts with the other Departments' classes (need more collaboration?)
- Offering labs during Covid was a big challenge
- Need more discussion on DE even after returning to face-to-face (professional development?)
- Not a challenge, but wasn't sure where to put this. Engr has listed a CLSO to review, due to previous years not having a PSLO. However, an online search shows that the degrees/Certs are effective as of Fall 2020, so a PSLO could have been listed that has Engr 1 feed up to it. That way they are meeting the requirement of having a PSLO evaluated within the cycle and also evaluating the Engr data. That said, they can also choose to do the same for their Fall 2021 PR as it will fall within the assessment cycle.

Environmental Science

- Course level data on demographics especially by two factors from IR would help with equity questions. As a cross-disciplinary program it is difficult to track student success with only a snapshot of data from some of the courses in the program.
- Equity gap affecting Latino and African American, but not clear why
- Need designated time for somebody to work on this degree program (including equity issues)
- PSLO chosen for review, but rationale for why it was chosen was not given.

Geography

- Enrollment is declined due to Covid but also due to competition with other courses for general ed students (needs to be examined between divisions...)
- Need even more marketing to the college and the community
- Not enough funds - shortage in some expensive lab equipment
- Some of the social science needs are not met and might have a better fit in the Social Science Division
 - Starting to see philosophical difference (social science vs science discipline)
- Issues with maintaining the weather station (due to its owners lack of responsibility?)

Geology

- Covid was a challenge, The program cited a host of Covid-related issues as an impediment to student (and faculty) success (especially students' lack of access to tech support and overload on instructors)
- There is concern that the Quotly search function of OEI is not user-friendly, and that LPC Geology courses are not showing up in searches

Horticulture

- Need another part-time lab technician because instead of one need two - with two different expertise: Horticulture versus Viticulture and the program anticipates an additional workload with the opening of new facilities in 2022.)
- Need a new front-loader tractor to replace a broken one
- Need one more adjunct instructor
- Had to eliminate non-credit classes, due to lack of a classroom (previously offered by PUSD)

Mathematics

- Covid negatively affected success rate, enrollment and teaching practices; had to cancel some classes too
- Equity for African American students is the biggest challenge (LatinX students too, but for a lesser degree) especially outreach and help with online mode (especially during the Covid crisis)
- for African American Price of mathematic textbooks (they program is exploring the use of OER for its courses)
- Even though Latinx students benefited from HSI grant and the learning communities more needs to be done
- Need to hire at least one full-time faculty (Craig Kutil's position has yet to be replaced) and instructional assistants to meet the anticipated demands of the concurrent support courses
- Need more reassigned time for coordinators, to simplify/update the schedule (because of AB 705), work on free Open Educational Resources (because the textbooks are expensive), to keep all the programs, and more
- Need more support (professional development) and compensation for extra time for part-time faculty.
- Will need more computer lab space (to accommodate the increased demand for Math 40) when come back to campus as well as designated and proctoring center
- It's vital to keep Proctorio and NetTutor, especially with the increased DE load
- Concern that because of AB 705 students are taking the shortest path to a degree without exploring the STEM track as an option

Occupational and Radiation Safety

- Transitioning to an online mode was difficult, especially for lab components in OSH/RAD classes
- Lack of internship/job shadowing opportunities for students
- Courses need to establish equivalencies between OSH/RAD classes and OSHA Training Institute Courses (need reassigned time?)
- Difficulty with meeting employer needs (need more courses/labs? Work on curriculum?)
- African American students have been underrepresented (no equity plans/actions exist? Need reassign time?)

Physics and Astronomy

- Urgent need for more classroom space to meet student demand (enrollment in physics labs have doubled) and specifically, a second designated physics lab is needed to accommodate and separate the physics equipment from the engineering.
- Urgent need for increased storage space for equipment (in addition to the lab space and NEAR the lab space)
- Vehicle-accessible Dark Sky site and storage shed for telescopes is very needed (can be as easy as paving a road to a dark location in the hills surrounding campus, and building a small storage shed)
- As the program grows, it needs better communication between the Departments (Physics, Engineering, and Astronomy) for faculty and the lab technician, in order to achieve the best balance (have some system) for sharing the time and resources among the three programs. Need Lab tech time specifically devoted to Physics and Astronomy.
- A number of Covid-related challenges, including the faculty-incurred expense obtaining technology and equipment needed to teach quality classes from home over their computers
- Proctoring exams is a big challenge for online classes: difficulties concerning academic honesty (especially in the absence of Proctorio); maybe need on-campus exams for online classes in future?
- Challenges of not being able to conduct in-person labs. Many labs were cancelled due to Covid and wildfires, and higher workload was experienced for others.
- At-home labs need double the time (maybe should be compensated better?), some impossible to do at home
- Students are having difficulties communicating and building relationships with their group members (more professional development for online teaching and creating online communities?)
- Need for tutors

Viticulture/Enology

- Facilities remain inadequate, leading to possible safety issues. Plans for construction continue but it appears the budget is insufficient to fulfill the plans identified in the facilities master plan and won't be completed until 2020
- There is a strong need to hire an independent contractor to manage the labor of maintaining the vineyard - a new labor contract is required. Hundreds of unpaid faculty hours went into vineyard maintenance during spring and summer 20.
- Need support for wine maintenance and streamlining of compliance paperwork from the Office of Administrative Services
- Need more FTEF to hire PT faculty with speciality expertise
- Need to hire a fulltime winery manager, along with more reassign time
- Need a lab tech with both viticulture and winery technology experience
- Has to cancel high demand courses due to COVID
- Need to examine the process of collecting materials fees and the possibility of a scholarship to defray the cost of these fees for some students

Priorities and Recommendations

- I. List of Universal needs/priorities - identified by all or most programs in the Division
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)
 1. Course level disaggregated data -- provide training and clarify how to request
 - B. Interim (more work required but can be done within the academic year)
 1. Strategies to identify and address equity gaps, including training

2. Continuity of teaching and learning platforms (NetTutor, Proctorio)
3. Marketing and messaging (AB 705 recruitment into STEM pathways, promotion of programs and pathways)
4. Covid-related challenges (technology needs, instructional support, student outreach and support timeliness and effectiveness, communication) will need resources (professional development, technology support, financial)

C. Structural process (longer-term work to be done to "resolve")

1. Additional facilities needs for Bio/Chem/Physics/Engineering (labs/storage/telescope) to accommodate growth and safety
2. More professional development and support for online education and best practices
3. Increased reassigned time for quantity and quality of work expected of faculty coordinators
4. Increase in lab technician hours and/or time (Hort/VWT; Engr/Physics)
5. Single-faculty departments need more support for curriculum development and other program work (OSH alignment with OSHA)
6. Provide resources (people) to support the various ways programs connect with employers (internships, curriculum development)

II. List of Program needs - identified by only one or a few programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. Re-align work of Engr/Physics technician

2. Vineyard maintenance contractor has been challenging to hire, and is critical
3. Address geography concern re: enrollment issues with GE courses in other programs
4. Weather station resolution

B. Interim (more work required but can be done within the academic year)

1. Hire FT biology faculty --this is critical
2. Additional support for compliance aspects for Campus Hill Winery--consider asking board treasurer and secretary to take on responsibilities
3. Attention to safety concerns in VWT labs
4. Geography should use IER process to request expensive lab equipment
5. Resolve how to bring instructional aide to Noncredit Horticulture
6. Analyze concurrent support program needs

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Prepare for retirement for Engineering--how to train someone when retirement is not announced and hiring process for replacement is separate
2. Examine realignment of Geography and consider how to resolve science lab and lab technician with desire to associate with social science
3. Hire new faculty to develop programs (Environmental) and to meet high demand for Allied Health

4. Increase hours and/or positions for VWT and Hort technician to eventually align with programmatic needs when new facilities come online
5. Hire faculty for vacant position in mathematics
6. Online textbook support (math)
7. Develop fulltime winery manager

Division Summary- Student Services I (E.David)

List of Accomplishments & Notable Items

CalWORKs:

- Received a donation from the Lam foundation that funded 25 students facing food insecurity to purchase food.
- Converted student resource guide and housing resource guide to online. The student resource guide included COVID-19 resources.
- Fed students - With a donation from Lam foundation, 25 students with food insecurity were provided money for food.
- Created a process with A&R and Financial Aid to support unaccompanied homeless youth.
- CalWORKs work-study program continued to support students during the shelter in place
- Based on data obtained from Canvas, participation rates of CalWORKs students was about 70% overall.
- Early intervention and follow-up resulted in about 10% increase in participation/assignment completion
- Developed a Canvas shell for foster youth and homeless youth; will assess the strategy of support in 2020-21 AY.
- To reduce stigmatization of the term foster-youth, LPC's CalWORKs use the term "Guardian Scholar".
- Created alerts in SARS for when foster youths and homeless students ("Housing Scholar") log in, which provides faculty/staff with an intentional approach during appointments.
- In support of LPC Student Equity Plan, CalWORKs developed activities and calls attention to various support programs on campus to attract and retain students.

Career-Transfer Center:

- Partnered with HBCUs for coordinated transferring, and have organized student tours of over 21 HBCUs to date.
- Worked with Guided Pathways to identify career assessment tools for students.
- Transitioned center services to online and implemented Cranium Cafe for virtual student contact.
- Increased social media presence

Counseling:

- Quickly trained all counselors in online counseling using Cranium Cafe
- Moved quickly to a virtual environment! Redesigned and adapted to continue serving students including adapting workshops and group counseling sessions.
- Converted many forms and petitions to fillable PDF to make it easier for students to complete.
- Equity work - Counseling has representation in numerous institutional areas where equity is based and equity-based decision-making has taken place.
 - Support 3 learning communities: Umoja, Puente, and HSI Gateway to Success

DSPS:

- Hiring a new director, full-time counselor, and one part-time counselor.
- Outreach efforts was broad and diverse to include LPC students, high school students, and various cohorts.
- Transition to online support included informing students and faculty on how to continue to support students enrolled in DSPS
- Continued professional development and trainings of DRC Director, and staff.

EOPS/CARE:

- Both programs showed an increase in number of students, meeting their goal of slow growth
- Tracking the students using Academic Success Program (ASP) is most likely ready to go Spring 2021
- Updated orientation to include interactive quizzes
- Partners in homeless and foster youth liaison created Canvas cohorts for these populations
- Successfully added workshops to support success of students in EOPS.
- Use Canvas to track student program assignments, contacts, and for announcements.

Psychology-Counseling:

- Moved all PCN courses to DE format due to COVID.
- Faculty participated in college wide professional development to teach online.

Puente

- Analyzed CSLOs for ENG 1A, ENG 4, PCN 30, PCN 18 for Puente cohort. The program continues to show great success in developing a community of support and success.
- Responsive to converting courses to online due to COVID; only one student had to use the extraordinary withdrawal
- Mentor program continues to be an extremely positive component of Puente

Umoja

- \$16K grant was awarded, a \$21K grant was applied for
 - Third cohort of students were recruited and enrolled
 - Office of VPSS provided textbooks for summer 2019
 - Students attended Umoja's Student Leadership Summit August 2019
 - Activities included orientation, Study Jams, various "workshops", library skills, two Honors Projects
 - Coordinated research project Umoja ENG 1A and Library Skills 1 courses, aligned with assignments in PCN 30, combined with equity data from IPEC. Presented the information to campus, enacting the Umoja Gifting principle.
 - Umoja students are involved in many activities, attending various activities both pre and post-COVID
-

List of Challenges and Needs

CalWORKs:

- CalWORKs program is impacted by the number of participants who leave the area in search of more affordable living areas. The direct result is a decline in the student participants and hence allocation of funds, which then decreases opportunities for work-study.
- Staff shortage impacts support all CalWORKs, homeless, and foster youth students.
- COVID-19 impact
 - students who did not and still do not have the connectivity required for online learning.
 - Campus closure prevents most CalWORKs students from meeting their welfare-to-work hourly requirements (which included study time on campus and work-study).
 - Other barriers are resulting since CalWORKs county offices are unable to serve an influx of requests, impacting renewal of benefits, obtaining child-care, receipt of cash-aid.
- CalWORKs students lag behind the general student population in college readiness.
- CalWORKs students disproportionately represent students of color

Career-Transfer Center:

- Difficulties tracking student use in the online format
- Promoting center services to increase center's utilization
- Connecting students to internships and/or job placement

Counseling:

- Technology is not reliable and experience frequent service interruptions.
- The most significant challenge has been recruiting and scheduling students to use the virtual counseling services. A significant impediment was the front desk hours, where the scheduling occurs, decreased from 42 hours/week (pre-COVID) to 12 hours/week (post-COVID).
- Need to recruit and hire classified professionals and General Counseling faculty.

- This is supported by student surveys whereas only 59% students agreed or strongly agreed that a counselor is available when they need them.
- 75% reduction in student appointments attended when comparing the first two months of Fall 2020 to Fall 2019

DSPS:

- Still have a vacancy of 1 full-time counselor due to hiring freeze
- Challenge imposed by the use of Proctorio and the anxiety it produces in some students. Alternatives or new strategies need to be developed to support online testing
- Equity issues of students in the DSPS program
 - Expect higher withdrawal rate due to COVID transition to remote learning
 - African American students in enrollment in DSPS is proportionally higher than other ethnicities

EOPS/CARE

- Strategize how to best serve students as the programs grow, especially in terms of contact with counselors.
- The challenge of going remote due to COVID put the most vulnerable students at risk without support of tutoring since virtual tutoring did not go well. Used different strategies to reach these students.

Psychology-Counseling:

- Unable to graduate students with the ADT in Social Work and Human Services as they were unable to build the required field placement; this is partly due to not having a point person and to COVID.
- No point person to coordinate the ADT and to be the SAO coordinator.
- Reduction in course offerings

Puente

- COVID impacted most of the Puente students who had to work to help support families
- Cancellation of in-person mixers and graduation ceremony

- Course Success Rates Dashboard does not learning communities; Institutional Research is working towards creating a database to track students

Umoja

- To continue to grow Umoja, more resources are needed. They are working with more students with unchanged resources.
 - Dedicated space / Funding
 - Summer activities are needed to maintain engagement.
 - Reassigned time is need to faculty who are not coordinators
 - Funding is unreliable; suggest that it Umoja is included in the general fund
 - Recruitment strategies need to be expanded including students who are on academic probation or have left.
 - Coordinators had their summer hours revoked due to cuts in funding for the Student Equity and Achievement Program. Of note, a counselor needs at least 15 additional hours to meet with students to set them up for success.
 - In support of students' needs, suggest late-start classes. Statistics support this since every fall, at least 10-15% of students apply to LPC or learn about Umoja too late to be included.
 - Dedicated space on campus
 - Working on using data to track and catch students earlier as needed
 - Need a dedicated year-round coordinator to manage the entirety of the program so opportunities and support are not missed.
 - Math strategies need to be developed to support the success seen in English.
 - Everybody is short staffed and short on resources
-

Priorities and Recommendations

I. List of Universal needs/priorities - identified by all or most programs in the Division

A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. College Readiness - Develop workshops, Check-ins, Setting appointments
2. Review SARS (student service tracking system) and update codes to better capture services delivered to students.

B. Interim (more work required but can be done within the academic year)

1. COVID19 Impacts - Technology (Internet connectivity, Technology Loan Request), Career & Transfer center has challenges tracking student use of services, Higher student withdrawal rate than expected, Reaching students for counseling, walk-in counseling. Virtual tutoring.
2. COVID 19 Shelter-in-Place: Counseling - Field placement, Welfare-to-work hourly requirements,
3. Obtain student contact list for recruitment, and retention efforts.

C. Structural process (longer-term work to be done to "resolve")

1. Staff Shortages - Calworks, DSPS, Counseling: Coordinate ADT/ SAO coordinator), Umoja (summer hours for coordinators cut, no dedicated year round coordinator)
2. Students lag behind general population -
3. Technology - Early Alert for retention programs, Website redesign, reliable technology.
4. Online testing integrity - Proctorio

II. List of Program needs - identified by only one or a few programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. DSPS - Review of alternate options to online testing integrity tools (current tool is Proctorio)

B. Interim (more work required but can be done within the academic year)

1. Calworks, Umoja - challenges in student recruitment for program
 - a) Late start classes
 - b) Review marketing and recruitment strategies
2. Umoja - Develop Strategies for math to replicate successes seen in English
3. PCN Program needs a coordinator to review SLOs and ADT tracking - assigned as a temporary counselor assignment. Also, field placement/internship needs to be coordinated and was impacted by the Stay-home (shelter-in-place) county and state ordinance.

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Umoja = Need dedicated space and reliable funding (General fund?)

Division Summary Form - Student Services II

List of Accomplishments & Notable Items

Overall themes:

1. *Successful transition from in-person to remote services*
 2. *Continuing to offer vital services such as in-person mental and physical health care (within county limitations) and the Market*
 3. *Many community partnerships in this area allowing for maintaining and/or increasing services to students*
 4. *Successful use of SARS to track use of services*
-

Student Health & Wellness Center

1. Reopening and operating during the COVID-19 pandemic. The Student Health & Wellness Center reopened to the public in mid-April 2020.
2. Providing medical services to students and college employees alike from throughout the college district including Chabot College and the District Office.
3. Initiating Zoom conference call and telemedicine mental health counseling sessions for students during the COVID-19 pandemic.

SWHC:

1. Able to pivot to online mental health appointments, tele-visits, and then limited in-person visits
2. Had significant outreach to the campus community through the website, emails to faculty, students, and staff
3. Continued the Chill N Chat sessions

4. Increase in services to students through community partnerships, grants, and hiring of additional personnel; including more 1:1 sessions
5. Provided workshops specific to groups such as the LGBTQ community and tabled to support other groups such as Umoja, Puente, Veterans, UnDocuAlly, and more
6. Plan to increase support to specialized communities through targeted Chill N Chat sessions

Student Life Office

1. Hosting the monthly free food distribution known as, “The Market” from May 2020 through the present missing only one month due to the COVID-19 pandemic.
2. Securing new furniture for the Welcome Center/Student Life Office that serves as a focal point to welcome campus visitors, prospective students, student club officers, and student government officers and senators.
3. Initiating Zoom conference call meetings to continue hosting Las Positas College Student Government (LPCSG) and Inter-Club Council (ICC) meetings to ensure student representation and involvement in shared governance.

Student Life:

1. Equity & inclusion are at the heart of the work of Student Life
2. Continued the Market serving over 200 families, through partnership with AC Food Bank and volunteers
3. New furniture was purchased (again through partnerships) to create a more welcoming environment in the Student Life office
4. Provided leadership training to officers in student government and clubs
5. Over 30 clubs active even when moving to remote interactions
6. Successfully switched to video-based meetings and to create congratulatory videos for graduating students
7. There was a successful election of new officers for student government
8. Updated the student government handbook
9. Both programs are using SARS to track usage of services

List of Challenges and Needs

Overall themes:

- 1. Need to maintain successful methods of outreach, while continuing to refine and find new ways to engage students in a mostly virtual environment*
- 2. The loss of using the Quad to inform and engage students has impacted both programs*
- 3. State is encouraging colleges to move away from issuing student email accounts until student registers*

Student Health & Wellness Center

1. Reopening and operating during the COVID-19 pandemic. The Student Health & Wellness Center reopened to the public in mid-April 2020.
2. Hiring sufficient Marriage Family Therapy (MFT) interns and trainees to assist college personnel to provide mental health services to students.
3. Initiating new and continuing existing programming to assist students with mental health services online and remotely.

SHWC:

1. Finding new ways to outreach to students remotely, when previously fliers were the most effective
2. Ensuring compliance with HIPAA and county regulations while also serving students, including Zoom presentations to classes

Student Life Office

1. Recruiting students to serve as student government officers, student government senators, or student club officers during the COVID-19 pandemic.

2. Securing future funding to continue to host the monthly free food distribution known as, “The Market” following June 30, 2021.
3. Initiating new and continuing existing programming to provide students with a sense of community online and remotely.
4. Guidance and support to safely reestablish their on-campus presence
 - a. Will students feel comfortable once back on campus having meetings, events, etc.?

Student Life:

1. Needs access to a full-time assistant rather than a shared position as is currently the case - leads to slower processing of documentation and information = less student support and engagement
 2. High need to determine ways to collect data so can demonstrate student need, while also maintaining some confidentiality so students will use the services
 3. Hunger-free allocation funds, currently paying for the Market, will run out in June 21 so new funding is needed for this critical service
 4. Maintaining engagement and connection in a virtual environment has been challenging for the clubs and the student government
-

Priorities and Recommendations

- I. List of Universal needs/priorities - identified by all or most programs in the Division
 - A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. Provide professional development and training opportunities to assigned personnel to learn more about software being used in the online and remote environment to better serve students and colleagues alike.
2. Continuing to outreach to students in a virtual environment; finding new ways to engage the community

B. Interim (more work required but can be done within the academic year)

1. Continue to explore ways in which services can be rendered safely during the COVID-19 pandemic in accordance with state and county public health orders.
2. Perhaps there are ways to create group texts - may require new software - to engage students in ways other than email - work with the District on this as well
3. Deepen partnerships with faculty so they can support engagement and connection to services

C. Structural process (longer-term work to be done to "resolve")

1. Continue to count on the support of the college and college district to provide financial and human resources to serve students and colleagues given the increase in demand for services.

II. List of Program needs - identified by only one or a few programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

1. Identify and solicit funding to continue to host the monthly free food distribution known as, The Market past June 30, 2021.

B. Interim (more work required but can be done within the academic year)

1. Work with Stanford Health Care – ValleyCare to renew a 2-year contract to continue to operate the Student Health & Wellness Center past May 2021.
2. Student Life needs to work with IR department to determine best ways for student life to track usage of services

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Explore ways in which to continue to support students especially those identified as being disproportionately impacted as defined by the college's Student Equity Plan through student governance and student health.
2. Student Life needs funding to have more administrative assistance during a time of hiring freezes
3. Student Life needs support in securing funding to continue the vital services of The Market

4. Continue opportunities to grow Student Life as it is a relatively new autonomous unit within Student Services (previously staffed by PT faculty)