

Program Review Update Division Summary 2019

Division/Area: Arts and Humanities

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

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

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

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

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

Program Review Update Division Summary 2019

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

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

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

III. Program Review Themes by Category

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

a. Community Relationships and Partnerships

Such as outreach, recruitment, internships, industry collaborations.

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

Program Review Update Division Summary 2019

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

b. Curriculum Committee Items

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

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

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

Program Review Update Division Summary 2019

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

c. Enrollment Management

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

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

Program Review Update Division Summary 2019

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

Program Review Update Division Summary 2019

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

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

d. External Factors

Such as state/accreditation mandates or advisory board directives.

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

e. Facilities, Supplies, and Equipment

Purchasing or upgrading

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

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

Program Review Update Division Summary 2019

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

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

f. Financial/Budgetary

Program budgets or special funding.

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

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

Program Review Update Division Summary 2019

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

- **ESL** was able to secure funding to support the ESL Open House through the Basic Skills Committee, but seeks more secure funding for outreach efforts such as open house, orientations, and application workshops. They feel it is important to maintain an ESL-specific Open House. ESL would also like to secure institutionalized funding to maintain ESL Extensive Reading Libraries. Their major concern is that ESL needs FTEF in order to offer non-credit courses such as the planned VESL courses. They have lost 1.0 FTEF since 2014. They would also like funds to hire a student for outreach efforts.
- **English** is focusing on equitable support for their classes and are thus seeking budget to hire an instructional assistant to support summer and DE classes. They also request that funds be prioritized to support services to help students who are struggling psychologically and academically. DSPP support is a big concern, and in particular they would like funds to be allocated to pay note-takers. They also seek funding to create an Online Writing Certificate aligned with the OEI. If additional summer or DE sections are needed for English, this requires increased FTEF allocation.
- **French** notes that training and software are needed if the Language Lab is to be used.
- For **Graphic Design and Digital Media**, the lack of FTEF is a persistent challenge that makes scheduling courses frequently enough a challenge.
- **Mass Communications** has had to reduce printing for publications due to budget cuts, as well as the number of times per semester it is printed.
- **Music** would like to secure a consistent budget. They request an increase in funding for guest artists and master classes, marketing, and to hire a professional orchestra to play student composed pieces during their final assessment. Funding for these categories is requested to be in the Music General Fund.
- The **RAW Center** desires full funding for the program from General Fund, as opposed to one-time monies. With funding from Basic Skills, they successfully offered summer hours during which they helped many students. SEA funding has also enabled some academic year weekend hours. RAW needs more funding for night and online hours, and to expend weekend hours. They need help from administrators and a better tracking system to account for hours. Unlike the RAW Center, the **Smart Shop Series** does not have a constant source for funding, and relies exclusively on one-time monies. It is a very difficult and repetitive process to seek funds each semester.
- **Theater Arts** desires consistent funding for low-enrollment advanced courses, and consistent funding for summer productions in order to compensate faculty and directors. They are also challenged by the limitations of a part-time pianist for music and theater programs who is not given enough time to fulfill all the needs. Moreover, the rate paid to the classified pianist position is outdated, at less than ½ of industry standard.

g. Human Resources

Hiring and staffing needs.

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

Program Review Update Division Summary 2019

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

h. Learning Support

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

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

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

Program Review Update Division Summary 2019

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

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

i. LPC Collaborations

Collaborative projects bringing together different programs/areas within LPC.

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

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

Program Review Update Division Summary 2019

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

j. LPC Planning Priorities

Available here: <https://goo.gl/LU99m1>

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

k. Pedagogy/Teaching Methods

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

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

l. Professional Development

Activities and resources to enhance employee knowledge and skills.

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

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

m. Services to Students

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

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

n. SLOs/SAO Process

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

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

Program Review Update Division Summary 2019

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

o. Student Equity

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

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

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

Program Review Update Division Summary 2019

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

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

p. Technology Use

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

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

Program Review Update Division Summary 2019

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

Program Review Division Summary 2019

Division/Area	Dean/Administrator	Readers	Programs
BHAWK Division	Dr. Amir Law	Karin Spirn and Ann Hight	BUSN/MKTG, ECON HLTH, KIN/ATHL, NUTR, and WRKX

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

Curriculum updating has been a major theme for our BHAWK faculty. While a handful of courses will be addressed in the short-term, additional courses and programs in BUSN, KIN, WRKX, NUTR, and HLTH will greatly benefit our students.

Community and campus partnerships have also grown and flourished. BUSN hosts a symposium for students to learn more about careers and programs of study in BUSN and related fields. This is a model that can be used across campus. Additional partnerships with Kaiser, the labs, Innovation TriValley, youth sports organizations, restaurants, as well as a revitalized job/internship board/website have also further established LPC's reach into the community.

Adequate classified professional staffing levels continue to be an issue, namely in KIN/ATHL. With the recent resignation of a classified professional, it will be vital to fill this role, as well as temp/on-call drivers for athletic teams. Hiring drivers will allow the Athletic Assistants to stay on campus when Intercollegiate teams have away contests.

Professional Development Opportunities for coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased. Additional professional development and general opportunities to address equity challenges are below:

1. How to attract and retain more African American and Hispanic students?
2. Attracting faculty and staff that reflects our current student population.
3. Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship.
4. Improving our teaching strategies to benefit the diversity of our student population.

KIN - Our Dean has made a strong effort **to increase communication** with all of the faculty members and coaches. There has been an **increase in email communication and also face to face meetings**. We are **aggressively adding courses, certificates and IER requests** to bolster our offerings to the students. We are also **engaged in community outreach** through fundraisers such as sports camps and the holiday tree & wreath program.

- 499.78 WSCH/FTEF (Productivity for fall '19)
 - 475.43 for summer and fall 2019 trending towards 480 for the year which represents a stabilization of productivity for the KIN discipline after seven (7) years of decline.

Program Review Division Summary 2019

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

Based on the Program Reviews provided, the recommendations for BHAWK are in the following areas:

- **Professional Development**
 - For coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased.
 - General opportunities to address equity challenges are below:
 - How to attract and retain more African American and Hispanic students?
 - Attracting faculty and staff that reflects our current student population.
 - Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship.
 - Improving our teaching strategies to benefit the diversity of our student population.
- **Increased Staffing**
 - Classified Professionals – Drivers, Athletic Assistants
 - Peer tutors – BUSN
 - PT instructors – WRKX and ECON
 - FT instructor – BUSN
- **Facilities**
 - **Developing an Entrepreneurship Center:** The Tri-Valley area is in growth mode in many aspects, including population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects, such as incubators and Maker Space. Since the area is attracting many new businesses and entrepreneurs, and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity and would benefit in the following ways:
 - a. Provide entrepreneurs and businesses with a qualified workforce and resources for developing their current and future projects.
 - b. Provide students and the community with opportunities for starting and managing a business or help entrepreneurs expand their businesses.
 - c. A multiple-use facility can be built using Measure A funds.
 - d. Provide the college with additional local revenue for funding its operation.
 - e. A creative partnership with local businesses can provide capital for operations, and the program can be housed at one of LPC facilities.
 - **New KIN/ATHL facilities in Facilities Master Plan**
 - a. The new construction will help increase our course offerings, increase productivity and also increase revenue on campus through sport camps and outside rentals.

Program Review Division Summary 2019

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

Category	Themes, Accomplishments and Challenges
<p>Community Relationships and Partnerships</p> <p>Such as outreach, recruitment, internships, industry collaborations.</p>	<p>The Nutrition Department is applying for funding to initiate and implement a Culinary Arts and Hospitality Management (CAHM) program at Las Positas College. This program would provide students with culinary food and service skills and food service management training, as well as many other industry opportunities. The CAHM program would offer multiple certificates and associate degrees in Culinary Arts, Food Service and Hospitality Management. Along with a traditional CAHM program, we would also offer a certificate that aligns traditional culinary techniques with plant-based ingredients for disease prevention and health promotion. The curriculum would focus a creative repertoire of product knowledge, skills and recipes designed to provide specialized culinary education for the growing demand for plant-based restaurants and products. Only one program in Southern California has this degree, yet the demand is growing in the industry and reputable programs such as Le Cordon Bleu and The Institute for Culinary Education are providing this degree to prepare students for the increase in industry demands and increase employment opportunities for these students. <i><u>Dublin High has a full industrial food lab/kitchen and has agreed to partner with LPC during evening hours. Our program would serve students and LPC, and Dublin High School students looking to transfer into a culinary program (hopefully ours!). The SCFF funding would enable us to design and launch the program at Dublin High over the next two years.</u></i> Funding would be necessary for start-up equipment costs, staffing of culinary and hospitality classes and to hire a consultant to design and implement the program and would specifically meet these 3 goals: Enhancing career readiness through coursework; increasing completion of degrees and certificates; increasing transfers and transfer readiness.</p>
<p>Curriculum Committee Items</p>	<p>HLTH 7 curriculum was approved for DE in 2017. This course may be offered in DE format in 2020-2021. HLTH 1 (Everett) approved July 2019 for CVC-OEI.</p>

Changes made through Program Review Division the curriculum committee, such as changes to course Outlines, degrees and DE status.

Nutrition 1 and Nutrition 5 were both updated in Fall 2017. The AS-T in Nutrition and Dietetics was developed and implemented in Spring 2018.

BUSN - We had planned to update course outlines for 8 business courses in 2018-19. However, we were only able to update two of them BUSN 51, Marketing 60. Since we are planning on revamping some certificates and degrees with Guided Pathways in mind and will continue to work on program mapping.

- Update: 1A, 1B, 20, 55
- Deactivate: BUSN 63
- Program description update for Accounting Technician and Bookkeeping certificate
- Program description update for AA in Business Administration and Business Workforce proficiency certificate
- OEI approval for all courses in Supervisory Management Certificate
- OEI approval for BUSN 61 - Introduction to QuickBooks Online pending. The approval process began in the Fall 2018.

KIN - Curriculum was written and approved for 6 levels for a new course called Footgolf. Three of these levels are specific for the summer, and the other three are for the Fall & Spring semesters. We are currently in the process of changing our non-intercollegiate KIN activity courses to 1 unit, rather than a .5 - 2.0-unit range. This change supports the student population by offering activity courses that they can use towards completion. Some of which include Specifically, Archery 2, 3, 4 and making our Lifeguarding Class a hybrid one, which will be supported by the American Red Cross.

New courses written:

- KIN FG 1,2,3: Footgolf 1,2,3
- KIN FGS 1,2,3: Footgolf Summer 1,2,3
- KIN CT1: Circuit Training
- KIN GBW2: Guts and Butts 2
- KIN OM1: Optimal Movement 1
- KIN Golf 4
- KIN Archery 1
- KIN Sports Psychology has been updated and is now a DE course.

Courses to be updated (5-year requirement):

- KIN AIE Adapted Individualized Exercise
- KIN AQA AQUA AEROBICS
- KIN AAQE Adapted Aquatic Exercise
- KIN AQA AQUA AEROBICS
- KIN AWT ADAPTED WEIGHT TRAINING
- KIN HHA HIP HOP AEROBICS
- KIN TK1-3 TAE KWON DO 1-3
- KIN UF1-4 ULTIMATE FRISBEE 1-4
- KIN VB1 VOLLEYBALL BEGINNING
- KIN WP1-3 Water Polo 1-3

Program Review Division Summary 2019

Course Offerings	<p>BUSN - Mary Lauffer was hired in 2017 as a full-time faculty member with 40 percent of her time devoted to serving as Work-Based Learning (WBL) Program Coordinator. Developing a robust Work-Based Learning Program was and continues to be a major planning goal. In two years, we are well on our way to achieving that goal. Enrollment has dramatically increased to the highest levels on record, job and internship fairs have become regular events on campus, job board registrations have soared, and relationships have been forged with area employers.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 25%;">Term*</th> <th style="width: 25%;">Number of Students</th> <th style="width: 25%;">Number of Units</th> <th style="width: 25%;">Average Unit Per Student</th> </tr> </thead> <tbody> <tr> <td>Fall 17</td> <td>45</td> <td>104</td> <td>2.31</td> </tr> <tr> <td>Spring 18</td> <td>75</td> <td>171</td> <td>1.78</td> </tr> <tr> <td>Summer 18</td> <td>64</td> <td>148</td> <td>2.31</td> </tr> <tr> <td>Fall 18</td> <td>96</td> <td>316</td> <td>3.29</td> </tr> <tr> <td>Spring 2019</td> <td>122</td> <td>422.5</td> <td>3.46</td> </tr> <tr> <td>Summer 2019</td> <td>76</td> <td>246</td> <td>3.20</td> </tr> <tr> <td>Fall 2019</td> <td>125</td> <td>451</td> <td>3.60</td> </tr> </tbody> </table>				Term*	Number of Students	Number of Units	Average Unit Per Student	Fall 17	45	104	2.31	Spring 18	75	171	1.78	Summer 18	64	148	2.31	Fall 18	96	316	3.29	Spring 2019	122	422.5	3.46	Summer 2019	76	246	3.20	Fall 2019	125	451	3.60
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External Factors																																				
Such as state/ accreditation mandates or advisory board directives.																																				
Facilities, Supplies, and Equipment	<p>KIN/ATHL - The synthetic turf field was replaced. Also building in the plans on new construction under the new bond. The new construction will help increase our course offerings, increase productivity and also increase revenue on campus through sport camps</p>																																			

Program Review Division Summary 2019

<p>Purchasing or upgrading</p>	<p>and outside rentals. Through RAC we also received a number of new equipment that we can use for instruction. Some of the items include, new dumbbells, exercise mats, exercise bands, stationary cycles, weight lifting platforms, basketball and soccer ball shooting machines.</p> <p>Filtered water fountains should be put in rooms 202 & 203.</p> <p>Additional equipment needed for course are the following: Hex bar, barbell pads, circular resistance bands, BOSU balls, measuring tapes, BIA measuring devices, skin calipers and scrimmage pennies for our team sport courses.</p> <p>Our program requires continued maintenance, repair, and replacement of existing facilities and equipment for both activity courses and Intercollegiate Athletics.</p> <p>We are a program that is very heavy on equipment. Without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings, student learning will decrease. Some examples of new equipment items that the faculty has mentioned are: multiuse sports nets, archery, IER #1 – Rescue tubes, spineboard, replacement straps and head immobilizers for spineboards, CPR mannequins, AED trainer, first aid training kit, Epi-Pen trainer, tourniquets for training, Timing system replacements. Timing console, touchpads, touchpad caddy, finish buttons, Water Polo training belts (weight belts). Backstroke flags for the pool, Kickboards and fins for swim classes, Weight benches and more weight for platforms, soccer goals, speed and fitness equipment.</p> <p>Also, we are looking into having our diving board stands resurfaced and painted. They are chipping, worn, and corrosion is very evident. We are also trying to add an additional 3Meter board and stand so we have two 3Meter and two 1Meter boards, which are require to host certain events.</p>
<p>Financial/ Budgetary</p>	
<p>Program budgets or special funding.</p>	
<p>Human Resources</p>	

Program Review Division Summary 2019

Hiring and staffing needs.	
Learning Support	<p>BUSN - Developing an Entrepreneurship Center: The Tri-Valley area is in growth mode in many aspects, including population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects, such as incubators and Maker Space. Since the area is attracting many new businesses and entrepreneurs, and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity and would benefit in the following ways:</p> <ul style="list-style-type: none"> f. Provide entrepreneurs and businesses with a qualified workforce and resources for developing their current and future projects. g. Provide students and the community with opportunities for starting and managing a business or help entrepreneurs expand their businesses. h. A multiple-use facility can be built using Measure A funds. i. Provide the college with additional local revenue for funding its operation. <p>A creative partnership with local businesses can provide capital for operations, and the program can be housed at one of LPC facilities.</p>
Services provided to support student learning, such as tutoring and library support.	
LPC Collaborations	<p>BUSN - We worked with counseling to develop paths for student programs in Business. Additionally, we successfully planned and held our first Business Symposium in Spring 2019. The Symposium was completely student focused, and over 400 students attended a 75-minute symposium. We organized four sessions in two days to accommodate both day and evening students. Our goal was to create awareness about the Business program and engage students to learn about careers in the Business field. All full-time Business faculty and two counselors were present in each session. After a successful Business Symposium in Spring 2019, the Business Department plans to host another set of four workshops for Fall 2019 and will continue every fall semester moving forward. Students have made several comments about how important the Symposium is for incoming freshmen students.</p> <p>Drew Patterson worked with Vicki Shipman, CTE Project Manager, to create two noncredit certificates and fifteen new noncredit Business courses through the Alameda County Small Business Development Center (ACSBDC) Program Grant. The ACSBDC's goal is to offer training to local current and soon-to-be business owners.</p> <p>In partnership with Admissions and Records a new registration process for WRKX courses was implemented. Before, registration included a drop-down menu so students could choose their units when registering. The new system has separate sections for each unit category, resulting in 14 sections: eight for WRKX 94 and six for WRKX 95. The transition required extensive efforts for everyone involved. To communicate this new system to future students, Mary created an updated chart on the WRKX website and developed communication for the Summer/Fall schedule.</p>
Collaborative projects bringing together different programs/areas within LPC	

Program Review Division Summary 2019

	<p>Completing the cross-discipline certificates continues to encounter frustrating challenges. One music certificate was completed. Early Childhood, Viticulture, Horticulture, Kinesiology, Welding, Photography, Theatre, and Journalism have expressed interest in pursuing these certificates from their side rather than with Business as the lead. Automotive is still viable. Even though the delays are frustrating and extremely disappointing it has allowed us to identify more commonalities across the disciplines and will hopefully result in stronger certificates.</p>
<p>LPC Planning Priorities</p>	
<p>Available here: https://goo.gl/LU99m1</p>	
<p>Pedagogy/ Teaching Methods</p>	
<p>The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	
<p>Professional Development</p>	<p>For coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased. Additional professional development and general opportunities to address equity challenges are below:</p>
<p>Activities and resources to enhance employee knowledge and skills.</p>	<ol style="list-style-type: none"> 1. How to attract and retain more African American and Hispanic students? 2. Attracting faculty and staff that reflects our current student population. 3. Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship. 4. Improving our teaching strategies to benefit the diversity of our student population.

Program Review Division Summary 2019

<p>Services to Students</p>	<p>.</p>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	
<p>SLOs/SAO Process</p>	<p>HLTH – While the majority of students achieved Mastery or Above Average for this CSLO (HLTH 1), we need to assess all/multiple CSLOs every semester, rather than focusing on one. One instructor realized that students were not scoring well on the cancer question embedded in shared assessment. This instructor reports focusing more time on cancer’s modifiable and non-modifiable risk factors. No results of this action known at this time.</p>
<p>The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)</p>	<p>ADT Public Health Science was approved starting Fall 2018, with one of the core courses being offered for the first time in Spring 2019. No 2018-2019 data available at this time.</p> <p>Health 7 was offered for first time in Spring 2019. Embedded assessment did not work, so there is no SLO data to report. Infographic assignment has been reworked and there are plans to assess the following CSLO in Spring 2020 when the course is offered again.</p> <p>ECON - Since the targeted 95 percent rate of “Proficiency and Above” was met in all assessed sections (ECON 2), no actions are needed nor planned for the near future. Additionally, PSLOs are planned to be assess in the next assessment cycle.</p> <p>NUTR - 66% of the students in this course completed the SLO successfully (scoring 3 or 4). 5% students did not complete the course (score 0), while 10% did not achieve the SLO (scoring 1 and 2). Have made the Diet Project more interactive and meaningful for the students. Have received feedback on satisfactions and also areas of improvement. Continue to adjust the project to increase student learning and engagement.</p> <p>BUSN - The overall success rates in the PSLO are comparable to most individual course success rates. The correlation is important as individual courses make up a Program. However, we need to examine reasons for some courses to have lower success rates than overall PSLO scores. We will also examine lower success rate courses compared to overall higher PSLO scores</p> <p>KIN - Professor Sue Cumbo is diligently working on updating and writing KIN SLO’s. She is the SLO coordinator for our division and has been informed that we have a considerable amount of work to be done with our SLO’s. To date she has created or revised over 75 SLO’s for our division. While additional work needs to done to update and assess SLOs, the “Tell, Show, Do” method that was successfully utilized for KIN CYCL 1, is a model to be used for other KIN courses as well. Courses that still need SLOs approved are:</p> <ul style="list-style-type: none"> • KIN 18B • KIN 40A • KIN 40B

Program Review Division Summary 2019

	<ul style="list-style-type: none"> • KIN 40C • KIN AB • KIN AAE • KIN FNF2 • KIN OM1 • KIN SI2 • KIN UF4
<p>Student Equity</p>	<p>HLTH - 2017-2018 and 2018-2019 Success Rates were above 75%, which is up significantly from the previous years when success rates hovered around 65%.</p>
<p>Actions taken to increase equitable access and outcomes for underserved groups.</p>	<p>NUTR - Our program set standard was at 79% which was above the 70% goal</p> <p>BUSN - Generally there is an increase in the number of students from Asian, Latino and African American ethnicities. The increase is reflective of the general population and is coordinated with overall LPC trend. The business faculty has also increased in its diversity, which also contributes to student’s inherent comfortability and acceptance in a classroom. However, it is a planning priority for the Business Discipline to attract and retain more African American and Latino students.</p> <p>There is a large student population that cannot attend traditional 18-week courses due to family, work, and other obligations. During a recent discipline meeting, counselors reported that Las Positas College students have been requesting late start fast track classes. By offering 8.5-week fast track courses, students who need flexibility in terms of class length will have more opportunities to enroll in courses. Chabot College currently offers its business classes in an 8.5-week format, and they have demonstrated success in terms of enrollment and degree completion. Additional FTES and adjunct instructors will be needed to offer 8-week courses.</p> <p>Additional areas the BUSN faculty are actively addressing equity in their work are provided below:</p> <ol style="list-style-type: none"> 1. The Business Symposium is presented and geared to all incoming freshmen students (including impacted groups). This hands-on workshop allows students to have a plan to get them to complete their academic goals at LPC. 2. UMOJA - We are exploring adding BUSN 33, Personal Financial Management as an additional course to the Umoja learning communities required courses. This will require the business faculty to attend an Umoja course to learn specific learning techniques common among other instructors within the learning community. 3. BSU - Erick Bell is currently serving as the co-advisor for the Black Student Union. This allows the business department to have an additional touchpoint with students’ needs across various majors.

Program Review Division Summary 2019

	<ol style="list-style-type: none"> 4. Brother to Brother forum is a network of African American men on campus. Erick Bell is working with Student Equity and Success, Career Center, Athletic Department, and Las Positas Foundation to drive this initiative. The forum was launched in the Spring of 2019 and continues in the 2019-2020 academic year. 5. Sister to Sister being re-ignited this academic year by Dr. Coleman and Dr. Turner-August 6. Guided Pathways -The Business department has had representation on the Guided Pathways working group since its inception in Fall 2018. Erick Bell is currently serving as the liaison for the Business Department and BHAWK division, and the department is working on creating pathways for all business degrees and certificates offered so students can see the course sequencing to complete the program within 2 years. 7. WBL makes a special effort to recruit students from key LPC learning communities, including CalWORKS, Veterans, Puente, HSI, and Umoja. <ol style="list-style-type: none"> a. WBL has developed an internship and apprenticeship partnership with Kaiser Permanente that specifically recruits underrepresented students. A similar program is planned with Sandia National Laboratories. b. Members of all of the impacted groups have taken WRKX courses and often take the course multiple times to earn more units for completion.
<p>Technology Use</p>	
<p>How technology is used to instruct/serve students or for other college functions.</p>	

Program Review Division Summary 2019

Division/Area	Dean/Administrator	Readers	Programs
Enrollment Services	Tamica Ward	Michael Schwartz Karin Spirn Nayidah Taylor	Admissions and Records Community Education Engineering Technology Learning Community Financial Aid International Students Program Veterans First Program

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

Themes, Trends, and Developments
 This past year the Enrollment Services Division program summaries noted the following as current themes, trends and developments:

- The Enrollment Services division has a wide number of community collaborations that serve to fund, provide valuable feedback and create mentoring and job opportunities for students.
- Admissions and Records supports the open enrollment process for high school students enrolling in “Math tutoring for high school students” program for the Livermore Unified School District.
- Admissions and Records has streamlined the process of Concurrent Enrollment and Middle College with high school partners and aligned with Chabot College to make sure the process is consistent.
- Community Education coordinator was instrumental in the revision development of the California Community College Chancellor’s Office (CCCCO) Guidelines for Community Service, currently under Chancellor review.
- Community Education will work with AUMT Institute The Phlebotomy School to offer a Phlebotomy course in summer 2020.
- Community Education working Association of Community and Continuing Education (ACCE) on behalf of community and continuing students.
- The Engineering Tech program was birthed out of a collaborative effort with the Lawrence Livermore

Program Review Division Summary 2019

National Laboratory (LLNL) and Alameda Workforce Investment Board. Since 2014, 33 out of the 36 graduates from the program were hired at LLNL. Sandia and LLNL plan to have more paid internships for summer 2020; there is a strong hiring demand in this field

- Engineering tech learning community recruitment and outreach is key. Planning to work with Cal Taps, Employment Development Department, LLNL, Sandia and attend career fairs.
- Financial Aid office has hired an Outreach specialist and anticipates significant improvement in services.
- International student program coordinator facilitates many relationships within the community for outreach and support of international students and would like to expand outreach specifically to local high schools and language programs.
- International student program partnered with PTE Academic, which enabled the college to be included on the US Registration List, their social media channels and websites.
- Veteran's First Program has many strong partnerships within the community that they plan to maintain and strengthen. There is a specific focus on fundraising to help with Veteran's financial needs and also a focus on partnering with Livermore Rotary to participate in mentorship program. It has maintained and improved partnerships with Veterans of Foreign Wars (VFW), American Legion, and Rotary Club

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

1. Continued and increased support for all Professional Development requested by Enrollment Services programs, in support of new hires and requested staff increases, as well as technology upgrades and implementations for each program. (Educational Master Plan: D. Organizational Effectiveness, #D3.)
2. Operational budgets that support program needs and program growth (EMP: C. Supportive Organizational Resources, #C3, #C2)
3. Facilities need for the Veterans First Program (Measure A) (EMP: Educational Excellence, #A1, A2, A3). This also includes safety issues concerns expressed by Admissions and Records and Financial Aid.
4. Continue to encourage and collaborate amongst Enrollment Services programs and other student services entities to leverage best practices, campus communication and resources. (EMP: C. Supportive Organizational Resources, #C2, D. Organizational Effectiveness, #D1, D2, D3, D4)
5. Expand college wide planning work that encompasses enrollment services each time a new and impactful external, internal, mandated or grant-related event happens on campus. (EMP: C. Supportive organizational resources, C1, C2, C3)
6. Clarify the direction for Community Education and consider links in the organization that can be supported by the program (EMP: Community Collaboration, B2, B3, B4, and D4, A2, A7, A1)
7. Full staffing of all Enrollment Services programs in support of current students and expansion of

enrollment and student services initiatives (EMP: A5, A2, A1, C2, C3)

8. Continued support for improving data collection and analysis for all programs with regard to effective continuous improvement of SAOs (EMP: D. Organizational Effectiveness, #D5) (College Planning Priority: Ongoing process development for SLO/SAO) Additionally, programs will continue to request additional data from Institutional Research on specific student populations that will support grant opportunities (i.e. Veterans Grant) and efforts to accurately identify students served and their retention and completion rates. (EMP: A3, A7, C3)
9. Increase support for evaluations team based on increasing demand incoming transcript evaluations and proactive awarding of degrees. (EMP: C. Supportive Organizational Resources, #C2, D. Organizational Effectiveness, #D1, D2, D3, D4)
10. Institutional Research

Veterans have been identified as an equity gap population in our community and as Las Positas continues to expand and serve as a regional center for veterans, special focus on this population of students has continuing importance. The Veterans First Program has also received a grant that requires data analysis and reports to remain compliant in serving these students and enrolling them in and providing them with all of the opportunities available should be a focus. This includes DSPS connections, expanding mental health services for veterans, and academic and soft skills support, resume writing and networking, and intervention strategies.

Program Review Division Summary 2019

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

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships	The Enrollment Services division has a wide number of community collaborations that serve to fund, provide valuable feedback and create mentoring and job opportunities for students. Increase Institutional Research data packets for all areas of enrollment services division from a student equity lens to provide data on success rates in providing student services. There has been an increase in trainings and professional development for all staff to

Program Review Division Summary 2019

<p>Such as outreach, recruitment, internships, industry collaborations.</p>	<p>streamline processes to better serve students. There is a charge to update the website with videos and most important information for all areas to make it more user friendly for students without reducing the content of pertinent information. There is a need for increased facilities and software to assist in our growing staff and to maintain the accuracy of data with new software for processing and outreach efforts.</p> <p>Admissions and Records - Increase support for evaluations team based on increasing demand for incoming transcript evaluations and proactive awarding of degrees.</p> <p>Community Education continued on-campus and community partnerships to generate income. On-campus collaborations included Adaptive Horticulture, Biotech Boot Camp, Sports Medicine Cam, Cyber Patriots Program and Expanded EMS Testing Center participation. Community connections include Tri-Valley Haven along with other community business partners and nonprofits.</p> <p>The Engineering Tech program was birthed out of a collaborative effort with the Lawrence Livermore National Laboratory (LLNL) and Alameda Workforce Investment Board. Since 2014, 33 out of the 36 graduates from the program were hired at LLNL. Sandia and LLN plan to have more paid internships for summer 2020; there is a strong hiring demand in this field</p> <p>Financial Aid – fully staffing the Financial Aid department to improve services and increase outreach to the community through workshops and awareness.</p> <p>Veterans First Program (VFP) - Maintain strong partnerships within the community that they plan to maintain and strengthen. There is a specific focus on fundraising to help with Veteran’s financial needs and also a focus on partnering with Livermore Rotary to participate in mentorship program. It has maintained and improved partnerships with Veterans of Foreign Wars (VFW), American Legion, and Rotary Club</p> <p>State and federal mandates, global trends, and development of recruitment strategies significantly affect ISP. For example, there is an English language proficiency requirement (federal mandate) for all international students who want to study at LPC. The implementation of AB 705 will create significant challenges and severely impact the program’s ability to accept students with lower English language proficiency test results.</p> <p>Currently, students who are maintaining their F-1 status may legally stay in the U.S. throughout their educational journey. Under the new proposal, students would be given a finite period of time to complete their education and would be required to leave the U.S. prior to their visa expiring, whether or not they have completed their education!</p> <p>Unfortunately, there is no intensive English program in the Tri-Valley while there is a demonstrated need (and this affects enrollment of international students to LPC).</p>
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Program Review Division Summary 2019

<p>Curriculum Committee Items</p>	<p>Engineering Technology learning community needs to have a unique identifier to be able to track students.</p>
<p>Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	
<p>Course Offerings</p>	<p>Community Education: will follow the directive to only offer summer courses that have been developed in partnership with CTE programs & in-house instructor. Teens and young people still make up the majority of summer enrollments; and the need to offer more courses aimed at this population to keep revenue up is crucial. We have offered a Phlebotomy cohort that was a successful class that will be offered again. We continue to research offering career related trainings, specifically around Allied Health and Pre-Nursing students. Community Education needs continuous support from the college administration to determine the role of fee-based education and how it fits into the organization structure of the college.</p>
<p>Changes to section offerings, such as adding/removing sections or increasing/lowering class size.</p>	<p>Engineering Tech: will use market data to pick new courses and new courses are planned to better meet students and market demands.</p> <p>International student program should offer workshops for International students on topics such as “How to apply for OPT” and “Tuberculosis Testing and Health Insurance”.</p>
<p>External Factors</p>	<p>Every program within this division is impacted by external factors such as legislation at the state and federal level, college mandates, and state initiatives.</p>

Such as state/
accreditation mandates
or advisory board

Programs Review Division

and Records: There is a delay in the CCC Apply non-credit student application because of development issues at the state and district levels.

The Student-Centered Funding Formula will have large impacts on operations as it pertains to increase in Pell Grants, AB 540 applicants, and proactive awarding of degrees.

Community Ed: Instructors are required to be placed on our payroll, even when teaching very low hours, and this is creating a challenge. Instructors would prefer to be treated as independent contractors, as many have their own businesses and also live out of state so filling out I9 forms and such is problematic.

Community Education is in direct competition with other programs in the area who offer similar classes and services for free; changing to a new name would help it to stand out

Community Education coordinator to renew Certified Program Planner Certification and request advocacy board reports from instructional Deans to learn in-demand skills.

Financial aid: the improvement in the economy and the change in BOG fee waiver regulations has decreased those students applying for and receiving financial aid.

Financial Aid- cyclical demand (economy improves, applications decrease)

Financial Aid - Federal, State regulations impact work, need for professional development on continuing basis

International student program: Optional Practical Training is an option that more international students are pursuing, but this does not earn revenue for the college. Overall enrollments in the US are down.

International student program: Current government policies seem to be negatively impacting international students from coming to the US, they feel less welcome and safe. Also, delays in visa appointments are causing students to miss their enrollment deadlines. New bridge application policy makes it very difficult for students to change their status while in the US. They have to return home and then cannot get a student visa.

International student program: AB 705 will mean that students with lower English proficiency will not be able to come to LPC through the program. If prospective students can no longer be required to take ESL accepting them would put the program out of compliance.

International student program: There is competition with neighboring colleges that have more established international market presence and international recruiting agents

Veteran's First: The Department of Veteran's Affairs has added new requirements, making more work for the school certifying official. As the college moves toward more on-line and hybrid courses this can negatively impact Veteran's use of their educational benefits since they are required to take over half of their classes on campus. AB 705 is resulting in a reduction of basic skills courses which will have a direct impact on this population of students. We will continue to work with IR to have timely data on completion and graduation data; this data is crucial to provide required information to the Veteran's Affairs office to keep within compliance.

Veterans First - Department of Veterans Affairs - updating requirements for veterans' certification.

Veterans First - Delays in receiving required data (transcript receipt and evaluation, graduation information). Recommendation - need to improve resources dedicated to transcript evaluation

Program Review Division Summary 2019

Facilities, Supplies, and Equipment	Admissions and Records -Due to safety issues, the Admissions and Records front counter windows/doors and the Online Service Center glass panels will need to be replaced with a more secure structure. 6. Storage room - Admissions and Records file room is inadequate to maintain our student records.

Program Review Division Summary 2019

<p>Purchasing or upgrading</p>	<p>Community Education: More signage and a more publicly accessible office would increase visibility. Having a dedicated classroom space on campus that can be easily found by students is needed.</p> <p>Engineering Technology learning community would like dedicated space in Building 1000</p> <p>Financial Aid- needs enough space so all staff can be in one location. If the campus grows so will the need for a larger office. This will become more imperative when there are auditor visits which requires a private space for them to work, with computer access. There is also a need for a smart meeting room where staff meetings, as well as webinars and trainings can take place. We have expressed serious safety concerns with respect to our work area in a recent survey. Surrounded by a wall of glass at the front counter and at both side door entrances, active shooter training has made it clear that we are extremely unsafe in the event of a perpetrator. Additionally, our automatic motion-sensor lights and our hallway lights within our area do not turn off and we were clearly told to turn off lights at our active shooter training. These issues must be mitigated. Office space to accommodate future program growth: we have one small office that is currently not occupied by a full-time employee, and is used by our student assistants. Should we have one more position approved we will then be out of office space. This should be addressed for the future with the new bond measure. The remaining office is very small compared to the rest and rather claustrophobic for full-time occupancy. If the college is expected to continue to grow in the future, securing additional workspace is imperative.</p> <p>International student program: will continue to pursue more comprehensive housing plans for students as well as a housing referral service - housing is a major challenge for international students. The program continued monetary commitment for services and international outreach</p> <p>Veterans Program- The current VRC no longer meets the needs of the student Veterans. Because of the additional support, more office spaces are needed. With Measure A approved and with one of its major items which voters voted for being improved services for Veterans, the new space needs to be designed with the idea of continued future growth. Veteran's first needs a new and larger Veterans' Resource Center to accommodate larger numbers of veterans on campus. Especially important are adequate relaxation/study area and private offices for confidential services. Veteran's first needs an updated transportation cart, used to help disabled veterans travel around campus. Veterans has outgrown its current space due to the number of students served and the staff required and needs to be designed to allow for future growth. They need to be involved in the planning for the new space, which has not happened to date.</p> <p>International Students Program needs a tablet for use at recruiting events.</p> <p>Admissions and Records has done a Software upgrade for online transcript processing with Credentials Solutions.</p> <p>Admissions and Records needs a Degree Works software upgrade to assist in the processing of Proactive awarding and increase the features to allow students to increase the usage of the educational planning tool.</p> <p>Admissions and Records Facilities upgrade to enhance safety with front windows and utilize Online Service Center to its full potential.</p> <p>Financial Aid- Academic Works software implemented for scholarship program.</p> <p>Financial Aid- Campus Logic software implementation pending - verification, single-sign-on, students upload documents, two-factor security.</p>

Program Review Division Summary 2019

<p>Financial/ Budgetary</p>	<p>Most programs in the division are seeking funding either to make their programs function, or to purchase special equipment for activities such as outreach, recruitment or to streamline processes.</p>
<p>Program budgets or special funding.</p>	<p>Admissions and Records would like funding to purchase 5.02 version of software to enhance the experience of students planning their educational pathway.</p> <p>Community Education to continue to explore how fee-based education organizational structure and program should be handled as there was a drop in summer revenue, summer 2019.</p> <p>Engineering tech: has no source of funding and may need funding for marketing to create branding for Engineering Tech Learning Community. The program will continue to research and seek out grants for funding.</p> <p>International student program: would like funding to purchase a tablet for recruiting events and plans to go through Resource Allocation Committee to submit the request.</p> <p>Veterans First: would like to purchase Accademia to help with scheduling of tutoring in the center, when and type of counseling needed for Veterans and other follow-up tools. This will help with communication, outreach and retention. The also need to replace their electrical cart that is used for events, signage, picking up community members, etc. The Veterans First program continues to have to raise its own funds, would like to be funded through the general fund.</p>
<p>Human Resources</p>	<p>Several programs in the division have benefitted from hiring new personnel, which has made their programs stronger and better able to serve students. However, there are also many programs in need of staffing and the lack is negatively impacting their capacity to meet their job duties.</p>

Program Review Division Summary 2019

<p>Hiring and staffing needs.</p>	<p>Admissions and Records office is short-staffed and needs to fill a position that is open due to retirement Admissions and Records Assistant I. The office also has severe staffing impacts and recommends increasing evaluation team staffing due to new implementation of incoming transcript evaluation in the Spring 2019 and the implementation of proactive awarding.</p> <p>Community Ed: hired a student assistant who has proved invaluable for marketing, student outreach and support, and payment tracking. The coordinator needs more time to be able to work on rebranding efforts and needs to find and retain instructors, who can offer interesting and viable classes for the program to be successful.</p> <p>International student program: needs to rehire the International Admission Specialist. This is especially important because otherwise the ISP only has one staff person. The office closes when they are not there. One person also means possibly severely limited services for students.</p> <p>Financial Aid- added staff to support outreach and support</p> <p>Veterans First - increased staffing to accommodate increase in student demand; “Expand services and programs to support retention and student success” and would like to increase institutionalized funding to the regular operating budget.</p>
<p>Learning Support</p>	<p>Engineering Technology is the newest learning community on campus, comprised of 50% Veterans and 50% non-veterans.</p> <p>Veteran’s Program - Another area of concern is 25% of Veterans are not college-level ready for math. With the new AB705 reducing basic skills math, more resources such as embedded tutoring in the VRC is needed. Many Veterans have been out of school after service, 4-8 years, which math is one of those subjects if you don’t use it you lose it. With VA benefits based on mandatory classes, when reducing basic skills these things need to be taken into strong consideration when building the schedule and the classes being offered.</p> <p>Goal is to continue to work closely with institutional research to set the base so with the new VRC grant and hiring specialists, the goal is to increase retention rate. Working with IR to increase and focus on useable data, such as completion and retention rates which is now being federally mandated for those who utilize VA educational benefits</p>
<p>Services provided to support student learning, such as tutoring and library support.</p>	
<p>LPC Collaborations</p>	<p>There are many successful collaborations happening in this Division with other members of the campus community. Many collaborations serve to help make programs more equitable or efficient. Within this category are also collaborations that are needed to make programs stronger. For example, Institutional research (IR) was one area that several programs identified.</p> <p>Admissions and Records is working with the Math dept to develop a solution to advise students in the Math tutoring for</p>
<p>Collaborative projects bringing together</p>	

Program Review Division Summary 2019

<p>different programs/areas within LPC</p>	<p>high school program for the Livermore Unified School District. Admissions and Records will work with Institutional Research (IR) to generate data to understand when there are peak periods for classified professionals that will impact staffing needs. We will continue to work on improving tools to help faculty understand the Admissions and Records processes.</p> <p>Engineering Technology would like to collect better data so can track its students (work with IR); would also like to collaborate with the other learning communities to events and share best practices. Engineering Technology learning community will partner with the career center, tutorial center, financial aid to support the students</p> <p>International student program: worked across campus with various employees to host International Education Week. The program needs to work with IR to have data on goal completion so that it is not a manual process to compile this data;</p> <p>Veterans First: Needs to work with IR to have timely data on completion and graduation data; this data is crucial to provide required information to the Veteran’s Affairs office to keep within compliance. We would like to partner more with financial aid to provide workshops and outreach to veterans who are in need of financial support. Veterans First will continue partnership with the LPC foundation and Business office for fiscal support and increase campus collaboration to enhance tutoring, enrollment management (basic skills), financial aid, mental health, outreach, to benefit student veterans.</p>
<p>LPC Planning Priorities</p>	<p>Financial Aid -Professional development and training of all staff is a fundamental key to continuing to serve students and maintain compliance with federal and state regulations in the coming year, Financial Aid is an environment where regulations, policies and procedures are in a constant state of change.</p>
<p>Available here: https://goo.gl/LU99m1</p>	<p>International Student Program</p> <ul style="list-style-type: none"> • Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College. B3; B4 • Expand local outreach efforts with high schools and area language programs. B1 • Continue to seek housing assistance and develop more comprehensive housing referral service. B3 • Provide more opportunities to foster global relationships on campus and promote the program to the Campus community. A1; A7 • Fill the International Student Specialist position. C3
<p>Pedagogy/ Teaching Methods</p>	<p>Community Ed: is revising its procedures for offering Summer Kids programming.</p>

Program Review Division Summary 2019

<p>The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	<p>Engineering Technology learning community is developing an application process and will use a dedicated Canvas page to share information and build community; will also send out student surveys.</p> <p>Financial aid: is using embedded videos (Financial Aid TV) to help students learn about financial aid and its services.</p>
<p>Professional Development</p> <p>Activities and resources to enhance employee knowledge and skills.</p>	<p>This division has significant need for professional development to learn new software, train new personnel and to be more efficient, or to remain in compliance. Programs identified that this will be an area that will be time consuming to complete but very necessary</p> <p>Admissions and Records has significant professional development needs because of new and re-organized staffing. However, this has been hampered because of significant staffing impacts from spring and summer of 2019.</p> <p>Community Ed: the coordinator would like more PD around student equity will attend a national conference where there will be an opportunity to learn more.</p> <p>Financial Aid - Continuing professional development and training of all staff is key to serving students and maintaining compliance with federal and state regulations, in an environment where regulations, policies, and procedures are in a constant state of change. Specific training on Campus Logic will be time intensive and will pull staff away from regular duties.</p> <p>Veterans First - maintain knowledge of evolving regulations and mental health training to support student veterans in Veterans Center.</p>
<p>Services to Students</p> <p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	<p>This division provides an incredibly high level of service to the overall college community and to students particularly.</p> <p>According to student satisfaction surveys in all areas students are much more satisfied with Admissions and Records in 2018 than in 2016. Admissions and Records also used phone analytics information to improve phone service over the summer 2019. Admissions and Records has uploaded a noncredit Frequently Asked Questions to streamline and update forms online and continues to update their website to support information-sharing for students. Admissions and Records is also a resource for admissions, registration transactions, academic records and grades, petitions, evaluation of transcripts for the purpose of awarding degrees and certificates, enrollment verifications, and the production of a timely</p>

Program Review Division Summary 2019

	<p>and accurate transcript. Admissions and Records supported registration and customer service for 356 high school students in the middle college program. Admissions and Records offers additional info and support on educational pathways and related to the completion of math/English classes in the 1st year. In support of the new Student Centered Funding Formula goals. Admissions and Records is to consider transferring of credit on the front end of the student cycle to help counseling with student advisement. Admissions and Records also has implemented and provided new software Credentials Solutions online transcript processing services.</p> <p>Community Education: teens and young people still make up the majority of summer enrollments; need to offer more courses aimed at this population to keep revenue up and integrate fee-based education into guided pathways.</p> <p>Engineering tech - Need a dedicated counselor to advise general counselors for this learning community of the unique needs and scheduling challenges. Not having a point person with some dedicated hours weekly for Engineering Tech students is a major barrier and obstacle for this program. This designated counselor will be up to date on program changes, career pathway, and the process to update an education plan in counseling and Admissions and Records and build a rapport with students. This will help with retention, student success and reduce errors in education plans. Engineering Technology learning community to host more events and workshops and create a program-specific logo and website and start a student group for guidance and fundraising.</p> <p>Financial aid: hired outreach specialists to help with increasing applicants and also staffing to improve functioning of the office - service hours have been increased for students as a result. Financial aid is implementing the district purchased Campus Logic which will help to streamline the FAFSA application and documentation process for students; also implementing Chatbot Financial Aid to help students with basic questions with automated responses in English and Spanish, also simplifying the non-verified completion process. We continue to offer free financial literacy workshops for students and year-round Pell is now available.</p> <p>International student program: works with International Student Placements to find safe and secure housing for international students. The Program Coordinator is the advisor of the International Student Club.</p> <p>Veteran's First: continue to collect data regarding the need to build more intervention and follow-up services for student success and the offering of mental health services for student veterans is greatly needed.</p>
<p>SLOs/SAO Process</p>	<p>Admissions and Records plans to create an SAO around how to better gather and assess student data and has successfully cleaned up and assesses outstanding SAOs</p>
<p>The process of creating, recording and assessing</p>	<p>Result of SAO analysis: There was a response-time concern due to staff shortages - Admissions and Records used data to create strategies for responding by email and phone in a timely manner.</p>

Program Review Division Summary 2019

<p>SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)</p>	<p>Admissions and Records would like to create a way to broaden the SAO process so SAOS can be usefully written to reflect services and make them easily assessed and created in Elumen. It was assessed that improving data collection and analysis (i.e., student satisfaction) there will need to increase staff to improve response time. Admissions and Records will look at Online Service Center usage and Transcript evaluations as potential future SAO. Engineering Technology learning community will develop a SAO this year.</p> <p>Financial Aid- assessed numbers of students served and money awarded. Financial Aid is recommended to specifically assess how improved outreach efforts may correlate with changes in eligible financial aid recipients.</p> <p>Veterans First - Operation Gateway effectiveness as related to use of support services and student satisfaction. Veterans First is recommended to focus on retention of student veterans. In order to accomplish this the office is working with IR to get retention data to assess if there is a relationship with attendance at Operation Gateway increasing success of veteran students. Additional SAOs with improved retention as an outcome may be considered.</p>
<p>Student Equity</p>	<p>Student equity needs are served through several programs' processes and there are some specific programs and strategies aimed at equity directly. Also, the data packets need to better include student services so can have up to date information when working to address equity.</p>
<p>Actions taken to increase equitable access and outcomes for underserved groups.</p>	<p>Admissions and Records has formalized evening hours and revised forms for clarity and to improve access to information for students.</p> <p>Community Ed: revising registration procedures for an equity focus; currently this program is not considered when data is pulled regarding student equity - this may be something to be remedied</p> <p>Engineering Technology learning community partner with Umoja and Puente to support more of their students to pursue this career path.</p> <p>Financial Aid office can redirect some of the many unneeded student scholarship money to underserved groups.</p>
<p>Technology Use</p>	<p>This division is using a variety of different types of technology to streamline processes, better serve students, and to support higher levels of use of services by students.</p>
<p>How technology is used to instruct/serve students or for other college functions.</p>	<p>Admissions and Records is looking at ways to automate the concurrent enrollment processes so that the process can be more streamlined and less time-intensive for Admissions and Records staff. Admissions and Records plans to implement proactive awarding of degrees using Degree works if a decision is made to move in this direction.</p>

Program Review Division Summary 2019

Admissions and Records currently uses SARS Anywhere to track and determine student needs and improve services in the online service center. Admissions and Records utilizes Banner Document Management System (BDMS) to upload scanned documents and create more space, along with consolidation and reorganization of files to maximize the accuracy of records. Admissions and Records has revamped the phone system so messages can answer general student questions. Admissions and Records has purchased and will implement a real-time chat support for students possible via CHATBOT.

Engineering Technology learning community plans to create a webpage and canvas page.

Financial aid: is using new software Academic Works to support the scholarship application process and will continue to update their website for simplicity and clarity. The Financial Aid Chatbot "ASK Andi" has automated personalized assistance for common frequently asked questions.

International student program is working to establish a partnership with Flywire, a software to receive out of country tuition payments at LPC at no cost and will continue to work with Platform Q to make sure it's used to the best potential through webinars and videos.

Veteran's First: Needs to work with IR to have timely data on completion and graduation data; this data is crucial to provide required information to the Veteran's Affairs office to keep within compliance. Honoring Women Veterans and providing additional support services have positively impacted the number of women veterans at LPC. The program is also serving more Latino Veterans. They will continue to work closely with learning communities on campus to strive toward more equity. Veterans First has also purchased MyVRC application and plan to implement in Spring 2020. This will help student remained engaged and give reminders of important dates and deadlines for certification, add/dropping courses and community engagement.

Program Review Update Division Summary 2019

Division/Area:	Social Sciences, Library, Public Safety & Career Education (SLPC)
Dean/Administrator:	Stuart McElderry
Other Readers:	Maureen O'Herin, Bhairav Singh, Peter Kuo, Nadiyah Taylor, Robin Rehagen
Programs Included:	Administration of Justice, Anthropology, Automotive Technology, Early Care and Education, Emergency Medical Services, Fire Service Technology, Global Studies, History, Library, Political Science, Psychology, Sociology, Tutoring Center, Welding Technology, Women's Studies

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

The Division of Social Sciences, Library, Public Safety, and Career Education (SLPC) accomplished a great deal in 2019. Not only did division faculty teach thousands of students in hundreds of classes ranging from Administration of Justice and Automotive Technology to Welding and Women's Studies, but in partnership with the division's classified professionals they offered educational support services to thousands more in the Library and the Tutoring Center. SLPC Division faculty wrote scores of new courses into existence, updated old ones, created new certificates and degree programs, and began to work diligently on program mapping to improve student pathways to success and completion. Several SLPC faculty served as advisors to a vibrant and growing list of student clubs (Psychology Club, History Club, Administration of Justice Club, Pre-Law Club) that bring speakers to campus to enrich the college's academic life by promoting teaching and learning beyond the classroom. Some of the year's highlights included the graduation of the first Fire Academy, Automotive Technology becoming a NATEF-accredited and ASE certified program, and Welding's new partnership with the Shop Ironworkers Apprenticeship program.

2019 also saw the SLPC faculty and staff plan for a promising future. Library and Tutoring staff worked with architects and district personnel to design the library expansion and the new 90,000 square foot 2100 Building. Likewise, faculty in Auto, Welding, and Public Safety met many times with architects and others to develop the design of the Public Safety/Advanced Manufacturing and Transportation complex which will be the college's first significant academic structure beyond the campus loop road. The Anthropology Department is building on momentum and expanding its archeology component through the development of a Cultural Resource Management program, and is also working with Administration of Justice and Viticulture/Winery Technology to create an interdisciplinary drone program.

Despite these accomplishments and exciting plans, obstacles remain which must be overcome if the SLPC Division is to continue helping students achieve their educational and career goals. These obstacles are: insufficient resources (both human and fiscal) and inadequate facilities.

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

Based upon the SLPC Program Reviews I make the following recommendations:

1. Hire Faculty and Classified Professionals. Eleven of the division's fifteen program reviews highlight the need for additional personnel in order to continue providing quality instruction and student support services. This recommendation is linked to Goal C ("Supportive Organizational Resources") Strategy C3 of the Educational Master Plan ("Build staffing levels across the college to more effectively meet student needs and external mandates").

Program Review Update Division Summary 2019

- Full-Time Faculty Replacements. Las Positas College needs to hire two full-time replacement faculty (one in Automotive Technology, the other in History) within the next year. In both programs, vacancies have occurred (or are going to occur) that remain unfilled. The urgency is especially acute in Automotive Technology where, unlike most other disciplines, industry dynamics make hiring part-time faculty nearly impossible. By heading into the 2020-2021 school year with only one full-time faculty member, it is no exaggeration to say that the Automotive Tech program risks losing accreditation, some or all of the vital industry partnerships, cancelling sections, and losing students to other programs. In short, without another full-time faculty member in place *within the year*, the Automotive Technology the program may literally cease to function. Such dire consequences are not true for History; that discipline will survive without a fourth full-time faculty member. However, it will continue to rely on a large pool of part-time instructors and will be one of the very few programs in LPC history to shrink in staffing at a time when its enrollments continue to grow.

- Classified Professionals. The following areas are in demonstrative need of additional/new classified staff: Early Care and Education (Child Development Center teaching laboratory), Public Safety Programs (AJ, EMS, and FST), Anthropology, Library. The Child Development Center, which serves as the laboratory school of the Early Care and Education Program remains understaffed. The ECE program urgently requests full-time, daytime coverage of the front desk and the hiring of additional Specialist so that the lab classes, which are essential to program need, can operate efficiently and safely. The ECE program additionally needs its Professional Development Coordinator to be reclassified from a 10-month to a 12-month position. In Public Safety, the Programs Manager is overwhelmed and cannot effectively do his most essential work – such as growing the programs to not only support great industry need but also help the college generate FTES – without regular clerical support. The increasingly popular and vibrant Anthropology Department is slated to establish a Cultural Resource Management program which, to be effective, will require the hiring of a laboratory assistant. The Library needs a full-time Library Technician replacement position for a staff member who resigned in August. Fortunately, this position was approved for hiring and is currently moving forward.

2. Expand and Stabilize Budgets. The need for additional funds and/or stable budgets merely to carry out the basics of existing program operation and safety let alone to actually improve the teaching and learning opportunities of our students is an obvious and urgent necessity for the SLPC programs listed below. For each of these programs, I have included reference to the relevant goals and strategies in the Educational Master Plan.

A. Tutoring Center. The Tutoring Center offers a vital resource to every student at Las Positas College, whether they are in need of basic skills assistance or striving to turn their B in Calculus into an A. Last year alone, the center provided more than 1,500 drop-in or scheduled tutoring appointments (most of it in Math and English). Additionally, the Tutoring Center hosts the Reading and Writing Center, multiple faculty hold office hours in the space where students report being more comfortable meeting with them, and countless students use the space for homework. During the past two years, the Tutoring Center has survived on a budget cobbled together from various sources (Basic Skills, SEA funds, Promise Grant, HSI, etc.) but this will no longer suffice. If the college truly values the center, it needs to allocate resources from its General Fund budget to sustain it. See Educational Master Plan Goal A: “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services,” and Strategy A8 “Explore and implement a range of options to expand tutoring services.”

B. Automotive Technology. Besides the hiring a replacement full-time faculty member, the Auto Tech program needs more from the general fund budget for program operating supplies and conference travel. Maintaining the vast array of tools and equipment used by students and faculty in the discipline is costly and currently inadequately funded. Auto Tech faculty also must travel 6-8 times per year for training to maintain currency in an ever-changing field that, unlike many disciplines, requires hands-on learning to establish competency. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” Strategy A6 “Focus

Program Review Update Division Summary 2019

on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires,” and by Educational Master Plan Goal D “Organizational Effectiveness” Strategy D3, “Expand professional development in support of student learning and institutional goals.”

C. Library. The Las Positas Library supports educational opportunities for every student on campus. There is no doubt that it – like all college libraries – is at the core of our endeavor as an educational institution. And yet, the Library is required to continually request adequate funding to provide the services needed to achieve institutional goals. Specifically, the Library needs an expanded operating/discretionary budget to hire more student employees and acquire materials and operating supplies. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services.”

D. Welding Technology. The Welding Technology program is experiencing growth in new areas due to developments in technology and manufacturing. As the program moves to meet the needs of students and industry partners, it continues to run up against budgetary limits for the purchase of consumable materials and laboratory maintenance that affect not only teaching and learning but laboratory safety. The Welding Technology program needs its budget for program operating supplies increased to ensure improved learning opportunities and safety. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services” and Strategy A6 “Focus on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires.”

E. Anthropology. The Anthropology Department continues to expand its curriculum, particularly in the direction of biological anthropology, archeology, and cultural resource management. The laboratory components to the program have thus grown, as have the materials and supply needs associated with laboratory teaching. In order to adequately teach its laboratory courses, the program requires an expanded operation and materials discretionary budget. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services.”

3. Ensure Adequate Facilities. Access to adequate facilities has long been, and continues to be, a challenge for many if not most programs at Las Positas College. To be sure, the two new building projects in the works will relieve some of this constant pressure but not for two growing programs which have a demonstrated need for expanded/improved teaching and learning space: namely, Anthropology and Psychology. Both of the recommendations listed below are linked to Educational Master Plan Goal C “Supportive Organizational Resources” which states, “There is a need to continuously update technology in the classrooms and redesign them to accommodate current approaches to teaching and information delivery.” Strategy C4 of Goal C adds, “Ensure that infrastructure can continue to meet current and future technology needs at Las Positas College.”

A. Anthropology. The Anthropology Program has grown in size (enrollments) and scope (course offerings) in the past two to three years and plans to continue doing so. For that to happen, the program needs its current laboratory space in Building 1000 to be remodeled – hard flooring, ventilation hoods and fans, and storage space. The department’s new Cultural Resource Management program and archeology component also requires an outdoor laboratory space and storage.

B. Psychology. Psychology is, and has been for many years, a large and growing program at LPC. It has now reached a point in its growth and development that it requires dedicated classroom space. In particular, Psychology needs a dedicated computer lab for its Research Methods course and another space, a confidential space adequate for large- and small-group discussions, for its Behavioral Health program.

III. Program Review Themes by Category

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

a. Community Relationships and Partnerships

Such as outreach, recruitment, internships, industry collaborations.

Several SLPC programs have been especially active in developing and exploring community relationships and industry collaborations which will serve not only the students in these particular programs but will also help the college sustain itself in the era of the Student Centered Funding Formula. Examples include:

- The Welding Technology department's work in bringing the Shop Ironworker's Apprenticeship program to LPC, a program which is slated to begin on campus in August, 2020. This effort involved creating new certificate and degree pathways geared specifically to Local 790's apprentices, and taking the union's course offerings and generating LPC credit curriculum from them. What this means to the college is that, rather than merely collecting rental fees from the Ironworkers for use of our facilities, the college will instead collect state apportionment for both FTES base allocation and student success/completion.
- The Administration of Justice program has been approved by the Board of State and Community Corrections (BSCC) as a California Standards Training for Corrections (STC) provider. This has allowed the program to begin the process of developing a Probation Officer Core program to train probation officers throughout the state. Besides participating in two Public Safety Job Fairs in the past year, the AJ program has continued to network and coordinate with the Tri-Valley ROP Justice Academy (including articulation agreements for four of its courses) to enable an easier flow of students from high school into, and through, the LPC program. The AJ program has also initiated talks between LPC and National University concerning an AA-BA pathway whereby students who complete the LPC program (or those in the community, such as police officers) can pursue their bachelor's degree in Criminal Justice right here on campus in upper-division courses offered by National University which would rent classrooms on campus and offer tuition incentives to former LPC students.
- The Automotive Technology program has continued its industry collaborations with Ford, General Motors, KIA, AC Delco, and Snap-On, as well its on-going role as a State of California Referee and smog licensing program. The major new development this past year in the Automotive program was its successful accreditation in Master Automobile Service Technology by the National Institute for Automotive Service Excellence (ASE). This will be a significant benefit to our students as they leave our program in pursuit of industry employment.
- The Early Care and Education program maintains collaborative relationships with other ECE programs in the area including Cape, KIDANGO, and private childcare centers.
- The Anthropology Department is developing a Cultural Resource Management program which will involve collaboration and partnerships with various external entities, such as Livermore-based Topcon Positioning Systems, a leading manufacturer of precision devices used in mapping and surveying, as well as county, state, and federal land-management and parks agencies.

Outreach efforts among SLPC disciplines include the following:

- The Global Studies Program created a website to promote course offerings, career pathways, and community-focused events, such as guest speakers. It is also working on outreach to local high schools through the distribution of flyers.

Program Review Update Division Summary 2019

- The Early Care and Education program created new pamphlets to distribute to potential students and the program's Professional Development Coordinator engaged in outreach activities with Regional Occupation Programs, local high schools, and Resource and Referral agencies, among others.
- EMS program outreach specialist participated in local job fairs and informed employers in the area of the LPC curriculum.
- The Library hosted workshops at public schools for local libraries and also co-hosted a Library Card Drive with local city libraries (Dublin, Livermore, and Pleasanton) on the LPC campus.

b. Curriculum Committee Items

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

The following are among the notable curriculum committee items of the past year:

- The Welding Technology Department created a slew of new courses - as well as a certificate and an AA degree – so that the students in the Shop Ironworkers Apprenticeship program could earn college credit along with the particular skills required for employment in Local 790. Additionally, work is underway to create a Manufacturing Technology certificate.
- The Automotive Technology program, as part of its requirements to become NATEF-accredited and ASE-certified and/or in an effort to satisfy advisory-board recommendations, created four new degrees, seven new certificates (two of them non-credit), seven new courses (five of them non-credit). The Auto program also created an AUTO C1 Distance Education course.
- The Administration of Justice program has developed, in partnership with the Board of State and Community Corrections (BSCC), a Probation Officer Core Course which will serve as an entry-level training opportunity for probation officers. Additionally, AJ has developed Modular Police Academy and Arrest and Firearms curriculum.
- The Sociology program successfully aligned one of its courses (SOC 13: Research Methods) with the CVC-OEI Course Design Rubric and plans to align more of its distance education offerings with the CVC-OEI.
- The Emergency Medical Services program made important curriculum changes (EMS 14, 15L, and 15P) which will allow students in the practicum component to enroll in Work Experience courses to complete the requirements needed for completion and certification.
- Global Studies changed GS1 so that it could be cross-listed with SOC 5. The program also added courses in French, Spanish, and Political Science to the major.
- The History program created two courses in World History.
- Psychology created a course in Cognitive Science.
- The Early Care and Education program successfully submitted ECE 54 as a General Education course under the Health requirement. It also is now offering an ADT in Child and Adolescent Development and is developing an ADT in Elementary Education along with nine one-unit distanced education courses based on the California Early Learning Foundations.

c. Enrollment Management

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

Program Review Update Division Summary 2019

SLPC Division disciplines report the following enrollment trends:

- Anthropology reports increased enrollment with fewer (by 2%) students withdrawing from courses and fewer students (a 9% reduction) failing to succeed.
- Early Care and Education reports a slight decline in overall headcount, an increase in the percentage of part-time students (a growth of 7% over the past four years), and a preference among students for distance education over evening sections. The number of students earning an ECD Associate Teacher Certificate has declined steadily since 2015 but the number of those earning the higher-unit Basic Teacher Certificate has increased.
- Steady enrollments reported in Automotive Technology,
- Enrollment declines in some Social Science disciplines: Political Science, Sociology, and Women's Studies.
- Welding Technology reports a decline in enrollment which seems linked to the availability of relatively well-paying jobs in local high-tech industry.
- The History Department has added distance education sections at the behest of the college so as to increase institutional FTES.

d. External Factors

Such as state/accreditation mandates or advisory board directives.

Notable advisory board directives include the following:

- The Administration of Justice program would benefit from an emergency vehicle operations course (EVOC) included in the design and development of the college's Public Safety Complex.
- The Automotive Technology program satisfied an advisory board request to create a distance education version of AUTO C1.
- Early Care and Education's development of nine 1-unit DE courses in California Early Childhood Learning is in response to an advisory board directive.

e. Facilities, Supplies, and Equipment

Purchasing or upgrading

- The Psychology Department still needs a dedicated computer lab space for its PSYC 25 and behavioral health classes and group therapy program. The department purchased brain models this past year and is hoping to add more. Additionally, Psychology requests more funds to purchase library resources to support student research projects.
- Both the Administration of Justice and Emergency Medical Services programs assert that the Public Safety Complex currently being designed will be insufficient in size to support their needs given expected growth over the next 3-5 years. To mitigate this problem, AJ is looking into partnerships with outside agencies. Some of these concerns, although not all of them, have been addressed in subsequent design meetings.
- While the Automotive Technology program claims in its program review that the new Advanced Manufacturing and Transportation complex will be too small to allow for expansion, it must be noted that these concerns have since been addressed and the new facility will indeed offer enough space for the program to operate and even to grow.

Program Review Update Division Summary 2019

- The Anthropology Department's Cultural Resource Management program will require a dedicated outdoor laboratory space complete with storage and demarcated area on campus in which to conduct forensic experiments. Additionally, Anthropology notes that its current laboratory in Building 1000 needs some upgrades, among them hard flooring, gooseneck spouts on the sinks, ventilation hoods and fans, and expanded storage for excavation equipment.
- The Tutoring Center is a popular space for students to study in addition to being tutored. More space for the center is needed.
- The History Department describes one of the several problems with the Building 100 portable classrooms: they are too small to allow active-learning pedagogy such as role plays and debates.
- The Welding Technology program needs a laser cutting area, as well as more storage to maximize the pedagogical benefit of the new machine-shop area in the Welding lab.
- Global Studies needs more funds to purchase necessary resources, such as books and films.

f. Financial/Budgetary

Program budgets or special funding.

- The Library requests expanded funds for summer hours, student assistants, and computer lab tutors. It also requests an expanded program operating supplies budget and office supplies budget.
- The Welding Technology program's safety standards and costs of consumable safety equipment create yearly budgeting challenges.
- The Tutoring Center needs a stable and dependable funding stream. It cannot continue to piecemeal its budget together from grants and other short-term solutions as it has the past two years.
- The Anthropology Department will need increased operating funds for its Cultural Resource Management program and expanded laboratory space.
- The Automotive Technology Department needs an expanded budget to fund tool repair, software updates, and industry-mandated training for faculty.

g. Human Resources

Hiring and staffing needs.

The SLPC Division is in need of additional or new human resources in the following areas:

- The Early Care and Education program requests increased staffing in the Child Development Center, which serves as the program's lab school. "The front desk of the CDC is desperately in need of full day coverage," the discipline plan states. "This is a major security issue considering the traffic that comes in and out of the center." Additionally, the ECE program requests increase staffing among CDC specialists to ensure access to lab classes in which staff with Specialist credentials is required. In addition to these needs, the ECE program requests that its Professional Development Coordinator be reclassified from a 10-month to 12-month position.
- The History Program consisted of four full-time faculty positions last year but, due to one faculty member's switch in status to administrator and another faculty member's sudden resignation, was down to two full-time faculty members in Fall 2019. Although the Faculty Hiring Prioritization process and the Interim College

Program Review Update Division Summary 2019

President called for the hiring of two new full-time faculty to fill these vacancies, only one of those positions has moved forward in spring 2020. Of concern to the program is the report that one of the History faculty position codes was changed to another discipline in spring 2019.

- Several programs – Early Care and Education, History, Women’s Studies, Sociology -- report the need to increase and/or diversify their pools of qualified instructors.
- The Global Studies Program requests the hiring of an additional History faculty member.
- The Public Safety Programs (Administration of Justice, Emergency Medical Services, and Fire Service Technology) request the hiring of a classified staff member to meet the relatively daunting demands of accrediting agencies, industry partnerships, auditing and record-keeping requirements, which cannot be done exclusively or effectively by the faculty or the Public Safety Program Manager without clerical help.
- The Tutoring Center experiences a high turnover rate for student tutors suggesting the need for a more efficient hiring and training process. Additional staff would also help improve tutoring quality.
- The Anthropology Department requests the hiring of a Laboratory Technician to assist with its soon-to-be established Cultural Resource Management program.
- The Library needs a full-time Library Technician replacement position for a staff member who resigned in August. If this position is not filled, the Library will be forced to reduce its hours by 30%, which will have a significant negative impact on students, particularly those who need to use the facility on Saturdays.

h. Learning Support

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

- The Tutoring Center is seeking to develop and implement a more robust and equitable referral system in order to more effectively reach those students most in need of tutoring.
- The Early Care and Education program requests support in basic skills and content-specific tutoring.

i. LPC Collaborations

Collaborative projects bringing together different programs/areas within LPC.

- The Administration of Justice Program and the Anthropology Program have collaborated with Fire Service Technology and Viticulture & Winery Technology to begin the process of launching an interdisciplinary Drone Program at LPC.
- The Administration of Justice Program worked with the Counseling Department to complete program mapping as an important step in Guided Pathways.
- Anthropology faculty collaborated with their colleague in Geology to repatriate from UC Berkeley the paleontological remains of a mammoth excavated on the LPC campus.
- The Early Care and Education program collaborates with the Tutoring Center, the Math and ESL departments, and the Adult Education program.
- Sociology and Global Studies continued to collaborate on curriculum.
- The Psychology Department has continued to partner with the Student Health and Wellness Department to provide behavioral health education and services to the campus community.

Program Review Update Division Summary 2019

- The Tutoring Center has worked to embed tutors into various programs – Puente, HSI, ESL – with demonstrable success.
- The Library provides tutoring space for the Tutorial Center and the Reading and Writing (RAW) Center. It has also hosted Makerspace activities and works closely with the Puente and Umoja learning communities.

j. LPC Planning Priorities

Available here: <https://goo.gl/LU99m1>

- Several SLPC programs – Administration of Justice, History, for example – reported work on program mapping during the past year in accordance with LPC planning priorities and Guided Pathways.
- In an effort to increase enrollments and the number of degrees and certificates awarded, the Early Care and Education faculty invite financial aid officers to speak to their students and help them complete degree and certificate paperwork.

k. Pedagogy/Teaching Methods

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

- The Tutoring Center has revised its tutor-training curriculum based upon best practices.
- Welding Technology courses are taught by a combination of lecture and hand-on pedagogy.
- Anthropology reports that, in the summer of 2019, four LPC students participated in an archeological/anthropological field school in Ireland and that all four students are now acting as mentors to other students in the Anthropology program.
- The Early Care and Education Program's student portfolio presentations will be made to the public this year.

l. Professional Development

Activities and resources to enhance employee knowledge and skills.

- The Global Studies faculty attended a weeklong professional development workshop.
- Administration of Justice and Anthropology faculty participated in the Dronitek Drone Flight Academy.
- The Welding Technology faculty undergo regular training to remain current on techniques, equipment, and industry requirements.
- Automotive Technology program faculty are required to participate in multiple trainings each year (6-8 is the norm) to stay current in the ever-changing industry. Given a lack of part-time staffing available to the program, however, the program coordinator has been unable to attend fewer than two trainings per year, a development that must be changed lest the program suffer in the long run.

m. Services to Students

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

- The Tutoring Center served 1,517 students who came for drop-in and scheduled tutoring last year.
- Several SLPC Departments – Psychology, Administration of Justice, History, and Political Science, for example – support student clubs which bring speakers to campus and put on other events.

Program Review Update Division Summary 2019

- The Library offers SmartShop Workshops on information competency.

n. SLOs/SAO Process

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

- Several SLPC programs (Global Studies, Anthropology, Early Care and Education, Emergency Medical Services) report of creating and/or updating SLOs. ECE also reports that it is remapping its PSLOs for completion by November.
- The History Department reports difficulty in “closing the loop” as this requires a department-wide meeting involving many part-time faculty whose schedules vary widely and who have little incentive to alter their schedules in order to participate. Nonetheless, the large pool of part-time faculty in the discipline have become trained and adept at recording SLO data in eLumen.
- The Library reports successful use of SLOs; they have assessed the data and used it to improve pedagogy and student learning.

o. Student Equity

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

- The EMS Program has begun to emphasize recruitment of women and men of color in its outreach efforts.
- The Tutoring Center has noted that drop-in services are disproportionately used by students with relatively-high grade point averages and has begun attempts to understand and to mitigate this inequitable delivery of learning resources.
- The Public Safety Programs (Administration of Justice, Emergency Medical Services, and Fire Service Technology) are hoping, through outreach, recruitment, and other efforts, to increase the number of women and non-white students.
- The Early Care and Education program is exploring the use of Open Educational Resources in its ECE 56 course as a means to increase access to those students for whom relatively high textbook costs present a barrier to enrollment.
- The Library’s expanded hours (evenings and Saturdays) help to remove barriers to many students who need access to a supportive and comfortable space in which to learn outside of the classroom. Institutional research data shows that students who use the Library are 6-8% more likely to pass their classes than students who do not.

p. Technology Use

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

- One of the big themes from the SLPC division is the gradual (in some disciplines more rapid) growth in distance education offerings.
- Development and/or improvements of program websites is another technology theme for several SLPC disciplines. The Anthropology Department and the Automotive Technology program updated their websites; Global Studies created a program website; and Sociology is in the process of developing one.
- The Tutoring Center has digitized many of its forms and processes for efficiency.

Program Review Update Division Summary 2019

- Library reports a technology need, in particular more support from the IT Department for the administering and use of the library systems.
- The ECE program requests more support from the Teaching and Learning Center for its expanding distance education curriculum.

Program Review Update Division Summary 2019

Division/Area: **STEM (Science, Technology, Engineering, and Mathematics)**

Dean/Administrator: **Nan Ho, Dean**

Other Readers: **Kimberly Burks, Dan Cearley, Mary Lauffer**

Programs Included:

- Astronomy**
- Biology**
- Chemistry**
- Computer Information Systems**
- Computer Networking Technology**
- Computer Science**
- Engineering/Engineering Technology**
- Environmental Science**
- Environmental Studies**
- Geography**
- Geology**
- Horticulture**
- Occupational Safety and Health**
- Physics**
- Radiation Safety**
- Viticulture/Winery Technology**

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

The STEM Division offers high-quality programs, many of which are growing, and some that are limited in their growth due to resource limitations, especially in relation to facilities. Faculty and classified professionals create and deliver exemplary learning opportunities for students in classrooms, labs, clubs, honor societies, and through projects and events. Many members of the Division are involved in shared governance on campus and at the district, with several serving in leadership roles for different initiatives (Guided Pathways, Equity, AB 705) and in senates and collective bargaining units. Departments are highly collaborative in their work on enrollment management, hiring, scheduling, and evaluating. The STEM Division partners with colleagues, Divisions, and services throughout campus to support students in their paths towards educational or career goals. Three separate facilities projects involving STEM are underway (Building 2100, Horticulture, Viticulture), requiring the input and expertise of our faculty and classified professionals.

Major accomplishments related to curriculum and course offerings include implementation of AB705 in math, noncredit curriculum (NCIS, NHRT, NMAT), revision of curriculum, and writing of new curriculum (especially in Engineering) for adoption next Fall 2020. STEM faculty and staff contributed their energies to serving on more than a dozen hiring committees that successfully selected dynamic new colleagues. Two new positions were added to STEM: a much-needed Chemistry FT faculty member and a STEM Program Coordinator. The STEM Coordinator has already positively influenced the Division through stewardship of existing programs and the exploration and implementation of new ideas and partnerships that serve students and the community. The Division celebrated the contributions of college personnel and community partners for both the 10-year anniversary of the LLNL/LPC

Science and Engineering Seminar Series, which has served thousands, and the 5-year anniversary of the Engineering Technology Learning Community, which has more than 40 graduates in its short tenure.

Major challenges remain from prior years, and new ones have developed. The pace of change and the urgency of responding to state and funding initiatives must be managed carefully to ensure that our most valuable assets, our people, can thrive and sustain our levels of excellence and creativity. Rapid growth brings many challenges—lack of facilities, funding, and time, and the need for more full-time and part-time faculty and classified professionals. A shortage of computer labs (to serve Math, CS, and Engineering students) and science laboratories has resulted in several missed opportunities to add or offer classes to meet demand for STEM courses. Many programs are at or above capacity for existing facilities. Scheduling classes across interlinked STEM departments to facilitate students' timely completion of degree or transfer requirements is increasingly complex due to multiple constraints (space, staff, conflicting classes, block schedules, prerequisites, load, AB 705, enrollment patterns, etc.); the faculty and staff work together given these constraints to optimize schedules for students. The lack of full-time faculty has made it increasingly challenging to staff classes with part-time faculty, even when there is demand for additional sections, especially in biology and chemistry. Some of our excellent part-time faculty have been hired into full-time positions at other colleges, creating a loss of talent if we are unable to offer FT positions. New FT requests submitted this year, but not ultimately funded, to the Faculty Hiring Prioritization Committee include Chemistry, Computer Science, Biology, and Math. One existing Math FT faculty position remains vacant and needs to be filled as soon as possible to help the math program meet the significant responsibilities placed on the College in response to AB705 and the Student Centered Funding Formula. Likely FT faculty retirements in the near to mid-term future will require a responsive hiring process to replace vital leaders. Reassigned time allocations do not sufficiently reflect the contributions of program coordinators. The high turnover rate among lab technicians has been challenging and is unsustainable. Career trajectories of our classified professionals should be addressed. With increasing size and growth of STEM programs, the Division Office has reached its capacity to provide the best services to all programs, personnel, and students.

STEM has the opportunity, given more resources (faculty, staff, budget, and professional learning), to innovate, create, and expand existing programs to meet changing needs of our community and workforce. Sample areas include environmental chemistry, brewing science, environmental technician, bioinformatics, data science, occupational safety and health, electrical engineering technology, and drone technology and application to agriculture.

The STEM Division exemplifies the best of Las Positas' commitment to student learning, collaboration, leadership, and innovation.

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

- **Support departments in identifying and requesting sufficient resources for staffing, equipment, supplies, and technology.** (Educational Master Plan-Educational Excellence, Supportive Organizational Resources, Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support increased FTEF allocation through enrollment management to address continued growth in STEM programs.** (Educational Master Plan-Educational Excellence, Supportive Organizational Resources, and Organizational Effectiveness, Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support streamlining and standardizing of institutional processes to alleviate time demands on faculty and staff.** (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support institutionalization and funding of various specialized student learning spaces and programs.** (Math Learning Center, Computer Center, Biology Learning Center, Math Jam, Maker Space, and

Engineering Technology Learning Community). (Planning Priorities- Planning Priorities-ACCJC, Equity, Student Success and Completion; Educational Master Plan-Educational Excellence)

- **Support increased staffing to support instructional programs.** (Planning Priorities- Planning Priorities-ACCJC, Equity, Student Success and Completion; Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
 - **Hire replacement and new full-time faculty.**
 - **Increase lab technician coverage in science and horticulture/viticulture.**
 - **Increase math instructional assistant hours.**
 - **Increase student assistant support across departments.**
- **Support increase reassigned time to more accurately reflect responsibilities.** (Educational Master Plan-Educational Excellence, Supportive Organizational Resources; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support stabilization of supply and equipment maintenance budgets.** (Educational Master Plan-Educational Excellence, Supportive Organizational Resources, Organizational Effectiveness; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support curriculum processes (departmental review, curriculum committee) to encourage regular review of curricular needs in course outlines, certificates, and degrees.** (Planning Priority-Curriculum; Educational Master Plan-Educational Excellence; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support faculty and staff in addressing how to sustain rapid growth in STEM over the next 5-7 years using existing facilities which are at or above capacity.** (Planning Priorities- Planning Priorities-ACCJC, Equity, Student Success and Completion; Educational Master Plan-Educational Excellence, Supportive Organizational Resources; Organizational Effectiveness)
- **Support work on Measure A/Facilities Master Plan and construction projects for 2100, Horticulture, and Viticulture buildings to reflect the specific needs of programs; encourage user groups to form and begin more detailed analysis of needs for next major projects including STEM expansion and renovation.** (Planning Priorities- Planning Priorities-ACCJC, Equity, Student Success and Completion; Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
- **Support increased engagement of part-time faculty in program responsibilities.** (curriculum, outreach, etc.), (Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support cross-disciplinary work on optimizing scheduling, given Guided Pathways, AB705, and limited facilities.** (Educational Master Plan-Educational Excellence; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support program outreach to and partnerships with community, educational institutions, and industry.** (Educational Master Plan-Community Collaboration; Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support professional development of faculty and staff.** (Educational Master Plan-Educational Excellence; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Support development of part-time faculty pools.** (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness; Planning Priorities-ACCJC, Equity, Student Success and Completion)
- **Stabilize ongoing funding for vineyard care.** (Educational Master Plan-Educational Excellence, Supportive Organizational Resources; Educational Master Plan-Community Collaboration; Planning Priorities-ACCJC, Student Success and Completion)

III. Program Review Themes by Category

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

a. Community Relationships and Partnerships

Such as outreach, recruitment, internships, industry collaborations.

Programs have differing degrees of outreach. Outreach would help increase enrollment and highlight the great work being done at LPC. The STEM Program Coordinator will strengthen this area in the coming year.

BIO offered its third year of the Biotech Bootcamp in Summer 2019, attracting students from local high schools.

CHEM reports continued success in placing STEM students in internships at Sandia, LLNL, LBL, and local companies.

COMPUTING STUDIES: CNT is in continuous development of their relationships with Google and JFF regarding the Google IT Support certificate. The Google curriculum has increased enrollments of associated courses.

ENGR have had preliminary discussions with local high-tech employers, including Gillig (Livermore), HNTB (Oakland), and others regarding possible collaborations. Enhancing Career Readiness: The Engineering Technology program has graduated 37 students with an AS degree since its inception in 2014; 18 of those students have earned full-time employment at Lawrence Livermore National Laboratories as technicians or technologists. Both Engineering Transfer and Engineering Technology students would benefit from more internship opportunities. Some of this is starting to happen; making this a higher priority would likely lead to more opportunities.

GEOG: The GIS offering in the program has potential to partner with local industry.

HORT offered its first noncredit class, in partnership with Pleasanton Unified School District and Sunflower Hill, a foundation that works with developmentally disabled adults. A second noncredit class will run in Spring 2020. The faculty and Horticulture/Viticulture lab technician coordinate with instructional aides assigned to the noncredit class by the Pleasanton Unified School District. Horticulture also wants to reach out to students with developmental disabilities and increase enrollment through outreach with employers and local school districts.

MATH partners offers free one-on-one math tutoring on campus for local high school students on our campus. This program arose from a pilot program with LVJUSD and has expanded to include all local high schools. As enrolled LPC students, the high school students have access to our library and the Wheels Free Ride program. The department meets regularly with Tri-Valley high school math teachers and coaches to discuss alignment of curriculum, pathways, placement, and success and retention. Math offers a section of year-long Calculus III at Amador Valley High School, with consistently high enrollment and success rates. This class is open to any student, but marketed to our local high school students as concurrent enrollment.

OSH-RADS identified new Advisory Board members to improve communication on employer needs.

VITICULTURE: The Campus Hill Winery may sell the wine it makes starting Fall 2019 harvest. Regular communication with neighboring Shea Homes revolve around vineyard maintenance, and requires support from District M&O and LPC Academic and Administrative Services.

b. Curriculum Committee Items

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

Program Review Update Division Summary 2019

The Division maintains currency of course outlines, and is actively engaged in considering new courses, certificates, and degrees. Several programs are developing certificates in response to needs; UC transfer pathways have been approved locally. New courses/programs in Engineering have been a major achievement as these ensure engineering students are aligned to an academic program and able to access financial aid.

BIO reports significant updates and plans for a new intro lab course. The faculty have developed a UC Pathway Certificate of Achievement that includes relevant UC BIO coursework and supports the SCFF and Guided Pathways initiatives. The program needs to update BIO 1B and 7B, and general education classes BIO 20, 30, 40, 50 and 60. The program offered BIO 55 - Orientation to Healthcare for the first time last year. Plans are underway to update Bio 50 with an online option. The program is considering an Environmental Science class, Biotech program, and more certificates in areas of wildlife technician, phlebotomy, and clinical lab science. These initiatives would require additional faculty expertise.

CHEM plans to update all seven Course Outlines (1A, 1B, 12A, 12B, 31, 30A, 30B) and update laboratory curriculum.

COMPUTING STUDIES is currently reviewing but has not yet submitted courses, certificates and degrees for updates. Approximately 12 courses need 5-year cycle update.

ENGR has submitted updates to the current AS requirements for the AS degree in Engineering Technology, and created AS degrees and certificates for Engineering majors, including UC Pathways. The program is reviewing the ramifications of making some ENGR courses C-ID compliant. ENGR 44 (Intro to Circuit Analysis) would likely experience a decrease in enrollments if prerequisites/corequisites match C-ID descriptors.

GEOG updated its degree to include statistics. The program added 2 new certificates. Two courses were previously certified by OEI (Geography 1 and 12), with two in progress (Geography 5 and 7). GEOG has not been successful in adopting a format to provide online GEOL labs.

OSH-RAD is considering implementing a lab component into program, but is running into challenges.

VIT: The Wine Hospitality Career Certificate was successfully converted to a Certificate of Achievement.

c. Enrollment Management

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

There is significant growth (and waitlists) in BIO, CHEM, CS, and PHYS, and shifting patterns in geology and geography enrollment. CEMC has been supportive of adds on a per-term basis, and has approved FTEF increases to annual allocations to reflect that these courses have a strong history of being successfully requested and filled. CTE programs HORT, OSH, and VIT show stable enrollments. Some new programs are being developed which will help enrollment. Late start concerns are part of a larger discussion about enrollment patterns. DE late start has been viable in some cases. Attempts to add high-demand classes have been constrained by lack of labs (computer, math, and science), difficulty hiring faculty, and unpredictable factors such as post-AB 705 demand for classes.

BIO continues to add classes to the schedule to meet students' needs, which results in back-to-back labs and lectures. Particularly impacted are all the core classes in the Allied Health and Biology Majors programs. More night sessions have been added to meet the needs of working students, and an all-day Friday session was added for Anatomy. The program projects the need to hire full-time faculty in Biotechnology to develop a Biotechnology program and a new full-time faculty in the Biology majors area.

CHEM has a fill rate of almost 100%, continues to grow, added a 6th section of CHEM 1A in the fall and additional CHEM 31 sections in the spring. The program desires to create non-major's course to support

Program Review Update Division Summary 2019

science GE requirements for Environmental Chemistry, Chemistry and Society, or Brewing Science. Concerns with CEMC allocation and avoiding competing with other GE science classes has made this a lower priority.

ENGR has developed a new course, ENGR 50 (Intro to Electronics Systems) designed as an electronic option for students in the Engineering Technology AS program and with the recommendation of the Engineering/Engineering Technology Advisory board. Scheduling is a particular challenge due to room availability and the inability of FT faculty to teach Wed afternoons. Scheduling issues for students to complete their engineering requirement before transfer are addressed as quickly as possible, with recent additions of Math and CS course to offer options to those students. Engineering course enrollments, since 2015 saw a slight increase and over the past year a slight decrease. Spring numbers have been higher in recent years. Female enrollments have increased by 5% in fall and 8% in the spring. Latinx enrollments have increased by 9%; there is a 13% decrease in White students.

GEOG noted percentage increase in DE students, especially in fall, and a consistent decrease in fill rate over the past several years and course cancellations due to low enrollment. Geography had historically not cancelled classes due to low enrollment, but has happened three times in the past two years. Given the very recent enrollment decline for the college as a whole, geography may decide to offer fewer sections in the near future to offset lower fill rate decrease. GEOG 5 needs to be made available as a DE class.

GEOL is a leader in the OEI process, with 4 course approved or in-progress; the program reports OEI search site issues and errors. The programs offers Fast Track 2 courses targeting students wanting GE but not able to start at the beginning of the regular term. Scheduling class meeting times increased enrollments. The program is exploring DE lab-based course to address a perceived student demand.

HORT offers four progressive Certificates of Achievement and an A.S. degree. The program is offering noncredit classes and certificate in partnership with the Pleasanton Unified School District as discussed in Community Relationships and Partnerships. The program has strived to offer 3 classes each term to allow students the best opportunity to complete in a timely fashion; one class was canceled in Spring 2019, due to low enrollment.

MATH offered noncredit NMAT courses for the first time. In basic skills classes, students can choose either to earn credit (MATH 107, MATH 110, MATH 50, MATH 55), or take the noncredit mirrored course tuition-free (NMAT 207, NMAT 210, NMAT 50, NMAT 55). Concurrent support classes offer the same options at the basic skills levels (MATH 100C, MATH 101C, MATH110C, MATH 55C, NMAT 200C, NMAT 201C, NMAT 202C, NMAT 210C, NMAT 255C). Math Jam has been converted to noncredit (NMAT 260A & B, NMAT 261, 262, 263, 264, 265) with noncredit certificates, and MATH 66, 67, and 68 (0.5 unit each) as Math Jam credit course to prepare for Calculus levels. The department experienced significant changes in enrollment with more students taking the STEM Pathway and transfer classes and fewer students choosing basic skills. More sections of statistics (MATH 40) and Calculus 1 (MATH 1) were added accommodate the increase, and while sections of Intermediate Algebra (MATH 55) and Core Intermediate Algebra (MATH 50) were canceled. Much of this shift can be attributed to more use of High School Data to place students into their classes. MATH 55 and MATH 110 co-requisite pilots (MATH 55C and MATH 110C) served as models for the concurrent support classes offered at all levels through Calculus. In spring 2019, the program piloted one Fast-Track path of a STEM cohort of Math 30 followed by Math 39 in two 8-week sessions. This was highly successful and we are continuing to offer fast track courses this fall. Some progress has been made in moving first-level transfer courses into the OEI. MATH 40 was successfully submitted for OEI review. MATH 34 is tentatively being considered form OEI. Success rates for DE, Hybrid (HD or HY) are being reviewed by the department. The program needs suitable proctoring methods before full OEI implementation.

Program Review Update Division Summary 2019

VITICULTURE enrollment is stable from fall to fall, with increases from spring to spring attributed to new courses. The program would like to increase course offerings, especially for the wine hospitality certificate so that students can complete in one year.

d. External Factors

Such as state/accreditation mandates or advisory board directives.

Advisory boards are active and have provided directions to programs on academic programs. The LPC Viticulture and Enology Wine Foundation has been approved, which will necessitate the responsibilities of a public entity including tax filing and other accounting responsibilities. The new Faculty Association has contractual language to provide coordinator time for these tasks, which are an addition to program coordinator duties.

ENGR 50 and the Engineering Technology AS degree, plus multiple new certificates and degrees in Engineering were developed upon recommendation by the Engineering Advisory Board, which currently meets twice a year. The creation of a Machining Course at LPC, Welding 10, led by Welding instructor Scott Miner, resulted from recommendations from the Advisory Board, and was offered at LPC for the first time during Spring 2019.

GEOL faculty has seen a growing trend of late start GEOL classes at other colleges, which may negatively impact enrollments. The faculty requests to offer late start GE which are favored by students.

VIT was recently approved for a wine bond, allowing the making and selling of wine, and presenting the challenge running a Foundation in addition to the academic program. The program created the wine hospitality certificate in response to the industry Advisory Board, and seeks to increase course offerings so students can complete in one year.

e. Facilities, Supplies, and Equipment

Purchasing or upgrading

The ability to respond to student demand for additional sections is impaired by lack of lab space. Lab facilities are crowded and many are beyond capacity, interfering with sage operations. There is an acute need in BIO, CHEM, ENGR, and PHYS. GEOG and GEOL share crowded common spaces and have significant storage needs. HORT and VIT facilities are outdated and crowded for students to safely operate (especially in the winery). New facilities are in the planning process which will eventually address HORT and VIT facility needs; the opening of these buildings is not scheduled until at least 2022. A much-needed STEM expansion is urgent, but even more distant.

The STEM Division has extensive and continuous needs for supply budget that keep pace with course offerings. Equipment needs are ongoing to stay current with industry standards. The IER process, augmented with additional CTE funding and general funds, has been used effectively to maintain quality teaching and learning experiences for students.

BIO notes that its largest obstacle is the urgent need for more facilities due to the growth of the program. There is need for new Science facilities. Due to an increase in sections, Honors and Independent Study Projects have increased student use of the Microbiology workroom, impairing effective use of the space by microbiology students for meeting their course objectives. Construction on a pond outside of the 1850 building began, supported by a grant from the LPC Foundation. The pond will become an outdoor laboratory. There is still no permanent location to store food used in BIO labs (1A, 7B, 1B, 30, 50) that serve hundreds of students. Additional storage and bench space is needed for Anatomy models due to increased section offerings.

Program Review Update Division Summary 2019

CHEM acquired new glassware, pH probes, Updated Periodic Tables, Lab Jacks, distillation columns, and other equipment through the IER process. Budgets for lab supplies and equipment maintenance have been cut dramatically. The NMR upgrade supported by an IER has meant a modern computer, upgraded electronics, and new software, providing a decade of anticipated use. The number of sections has increased by about 10%; all classes have critical laboratory component. Glassware and equipment break and/or wear out, but supplies budget was cut this year by 15%. The program has cut as much as possible but lowered budget with increased offerings is not sustainable. The supply budget needs to be increased with increasing enrollment. Both the GCMS and AA instruments have had significant repair issues that must be addressed. Lab classrooms are at or near capacity. More than half of CHEM 1A and IB students have to share lockers for glassware.

The program suggests renting portable laboratory facilities.

ENGR needs more or expanded laboratory space. This would most likely occur from other disciplines vacating space to move into new construction, but that may not happen for several years.

GEOG reports the amount of geography space is inadequate, so should be increased so new equipment and lab materials can be purchased.

HORT has a new facility underway, with a proposed occupation in Spring 2022. In the meantime, the program still faces the lack of classroom, lab, and office space. This is not likely to improve until a new Horticulture facility is built.

MATH has experienced greatly increased demand for MATH 40 (Statistics) with the implementation of AB 705. Many new sections were added but there are not enough computer lab classrooms. The department needs more facilities with enough computers to meet the state-mandated technology learning outcomes for our statistics courses. Facility development is underway with the new Building 2100, which will house the Math Emporium, the Math Learning Center, and a proctoring center. In the meantime, demand for computer labs needs to be addressed to allow program to offer high-demand classes.

OSH-RADS purchased new equipment (personal protective equipment, electrical circuit testers, 4-gas meter) for teaching needs. These are currently stored in Building 2100. The program requests a more accessible storage location for OSH equipment and supplies.

VITICULTURE facility needs are detailed elsewhere. The new Viticulture teaching winery will address these needs when the building is completed. In the meantime, the winery has space limitations for the number of students.

f. Financial/Budgetary

Program budgets or special funding.

Division-wide budget cuts (based on College-wide cuts) in 2019 have had negative effect. Supply, maintenance, and equipment repair budgets are inadequate. Many STEM programs have added sections in response to high demands from students and to college enrollment management, but budgets to support these additional sections has not increased proportionately or adequately.

BIO plans to work with the lead lab technician and Dean to assess that our supply budget is able to fund the expenses of adding sections each semester. The general budget for supplies and equipment maintenance and repair is not adequate and was cut for the current year, which is not sustainable to support the growth of course offerings or the industry-level technology required for curriculum. The past two years have required augmentation from CTE funds, so there is a need for institutionalized, reliable funding to accomplish goals each semester, instead of having to constantly pursue stop-gap measures. The program has pursued funding from SCFF, LPC Foundation (Biotech Entrepreneurship Program), and NSF to increase

Program Review Update Division Summary 2019

opportunities for students. Labor market data shows an increased need for biological science technicians, and jobs at this level remain unfilled in our area. To support training of biological science technicians in our area, the program submitted a grant to the National Science Foundation this year to increase training opportunities in our biology courses. There is no reliable source to run the Biotech Bootcamp, and there is no budget for Honors and Independent Study Projects.

CHEM (as discussed elsewhere) class offerings have increased by about 10% with each class having a critical laboratory component. The supply budget is insufficient to support current and increased course enrollments. Glassware and equipment break and/or wear out, but our supplies budget was cut this year by 15%.

COMPUTING STUDIES successfully participated in a grant to offer Code Jam to increase underrepresented populations in CS. There are challenges to recruitment to program and plans to develop non-credit courses by 2021.

ENGR, as measured by SCFF metrics, does not appear to be strong in terms of enrollment, or in maintaining other aspects of its program. The program transfers 25- 30 students every year. The faculty are concerned that Engineering is vulnerable to cuts and reduction of courses. Students may take Engineering courses at nearby community colleges, which impact ENGR, higher-level Math (MATH 3-5-7) and Physics (PHYS 1B-1C-1D) enrollments. Engineering has a growing concern about the support and relevancy of their program. New curriculum that clarifies pathways and offers certificates and degrees may mitigate some of these concerns.

GEOG requests an increase in the supply budget to incorporate technology changes into courses. The program has an annual budget for ArcGIS software licenses. The IER process is an avenue for instructional equipment.

VIT requests an equipment maintenance budget line and additional space. Staff attempts repairs and/or works with the Dean and business office to find funding. A budget for maintenance of the vineyard has been set aside; this needs to remain in place to meet MOU requirements.

g. Human Resources

Hiring and staffing needs.

Faculty, classified (especially lab technicians). The turnover rate of lab technicians has a detrimental effect on program efficiency, requiring time of faculty and staff to serve on hiring committees, and leaving teaching labs with less support during a vacancy. A review of this issue is important. Upcoming retirements of experienced faculty over the next 1-3 years poses a challenge. An unfilled Math position has been vacant for 2 years, placing heavy demands on the math program to prepare and implement AB 705. Full-time hiring needs exist in BIO, CHEM, CS, and MATH. Fortunately, recent new FT faculty hires have been outstanding. Onboarding of part-time faculty occurs at the beginning of each regular term, but is limited to a 2-hour orientation. Additional onboarding is done within programs. The ratio of FT/PT is low in several disciplines. Student assistants have been utilized more often to support programs.

BIO requested for 2 years a new FT faculty member in Allied Health; this was not funded. Despite recent full-time hires, the department's continued growth of sections has resulted in a low full-time to part-time faculty ratio. The program projects the need to hire full-time faculty in Biotechnology to help develop a Biotechnology program and a new full-time faculty in the Biology majors area. This has not been requested yet because there are more urgent needs for new hires for current biology programs. There is a need to hire more lab technicians to support additional labs, especially for evening and night classes.

Program Review Update Division Summary 2019

CHEM successfully hired two new full time faculty: one replacement, one new. The program submitted a request for a 5th full-time faculty position, but this request was not fulfilled due to the College's budget constraints and other emergency replacements. Without this new position, less than 50% of our classes will be taught by a Full Time Professor. The Coordinator Position received an increase in CAH allocation from 0.7 to 1.0 per semester, which is not sufficient for the amount of time required 12 months per year. The department requests an increase to 4.0 CAH. In reality, there is easily 10-15 hours per week of time spent on the position, including summer, which is not compensated. In order to continue to grow and to accommodate an increasingly packed schedule in our laboratories, Chemistry need to continue to increase our laboratory technician support staff. There is one vacant laboratory technician position among 5, with 2 hired in the last year.

COMPUTING STUDIES note that some instructors teach 4 to 5 courses a semester to meet minimum full load, which is too large a load.

ENGR: A new STEM coordinator was hired in Fall 2019, covering some of the functions of the grant-funded Student Support specialist (SSS) position. The SSS was critical to managing the Engineering Technology program. The program expresses concern about unit inflation, related to the Full time Engineering instructor teaching load.

GEOG does not have the need another full-time faculty member, based on enrollments and demand data. The number of part-time faculty has been consistent. A lab technician shared with geology has been hired, to replace someone who retired.

GEOG requests an increase in release time.

HORT requests an increase of the lab technician position from 50% to 100%, or the addition of another part-time lab technician position. The lab technician plays a vital role working in partnership with the faculty in the success of students in the horticulture and viticulture programs. They support students in the lab and the field. The current lab technician cannot keep up with the workload for both Viticulture and Horticulture. Maintenance of the horticulture facility (i.e. weed and disease control) is being completed by part-time faculty, who are not compensated for the work. The program proposes to hire a full-time faculty to teach Horticulture.

MATH has recently hired a full-time senior instructional assistant and a replacement 10 hr/week IA to help with running and overseeing the operations for Math Emporium, which requires intrusive help for students. The recent new position of STEM Coordinator is necessary to sustain Math Jam and other important initiatives within the STEM Division. The vacant FT math faculty position needs to be filled, and a new FT faculty needs to be added. Several new part-time faculty have also joined department, which is typical each semester. The mathematics department is in need of support from instructional assistants to support the expected growth in our concurrent support courses. Once the HSI grant ends in October 2020, there will be no more reassigned time for coordination of the Math Emporium, Concurrent Support, or Math Jam. All of these areas require extra time and commitment outside of a faculty member's usual professional responsibilities.

OSH-RADS has a new adjunct faculty member to co-instruct Spring 2020 class.

VIT needs more faculty and faculty diversity. Having a single faculty member has impacted enrollments. Faculty member is on sabbatical this fall, two new faculty were hired to teach classes, but there were reduced number of offerings because there is no faculty coordinator. New hires will revert to the part-time pool when faculty returns from sabbatical. Lab technician position should be increased from 50% to 100%.

h. Learning Support

2/24/2020

Program Review Update Division Summary 2019

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

Support is needed for embedded tutoring. New noncredit courses in NMAT attempt to address this need. Faculty are involved in Smartshops and offer office hours at the Tutoring Center.

BIO full time and part time faculty ran Smartshops on the metric system, navigating the bio major, dissecting a scientific paper, and using microscopes. The Biology Center (BLC) is increasingly impacted as more BIO sections are added. The resource contributes towards success rates in Anatomy and Cell and Molecular Biology.

CHEM continues to serve students through instructor office hours in the Tutorial Center.

GEOL: The program mentions a lack of support for geology tutoring through the LPC Tutorial Center, although no specifics are detailed. Could geology majors be recruited to act as tutors?

MATH: Math Jam (discussed extensively in curriculum section) is now a noncredit program with noncredit certificates, and new Math Jam credit courses prepare students for all levels of Calculus. These new Math Jam courses were offered for the first time in Fall 2019. The Integrated Learning Center/Math Learning Center in Room houses concurrent support classes. SMART Shops are now encouraged by many of our math instructors, for credit or extra credit. The department developed and began offering in Fall 2019 concurrent support courses for multiple levels of our math courses (Math 107 through Math 3), in which students get regular, effective and just-in-time help with their target math courses. The data has not been analyzed, but feedback from current students has been positive. The program submitted two SCFF Proposals. Proposal 1 (approved) is Persistence, Retention and a Community of Practice and Proposal 2 (not approved) is Concurrent-Support Support that proposes to hire two Temp On-Call Instructional Assistants (IAs) to help increase student enrollment in our concurrent support courses.

i. LPC Collaborations

Collaborative projects bringing together different programs/areas within LPC.

There are strong collaborative relationships within STEM and between STEM programs and the rest of the college and District. This work includes the STEM Matrix which optimizes when to offer courses at times so students can take multiple STEM courses. Partners across campus include Student Services and Administrative Services, and other Academic Divisions, as well as Library, Tutoring, DSPS, Counseling, A&R, Middle College, Veterans, IT, Campus Safety, Institutional Research, and SEA. There are several Learning Centers/Spaces shared by programs (Math, Bio, Chemistry Instrument Room, MakerSpace).

BIO is examining, as part of Guided Pathways, degree requirements, course scheduling, and potential completion barriers for students. This often requires extensive collaboration with faculty in other disciplines that offer courses required for biology degrees and certificates. This is a short and long term goal. The department would like to learn more about, and hopefully decrease, potential areas of inequity for students in our programs. This will involve collaboration with adjunct faculty, the Student Equity committee, and the Office of Research, Planning and Institutional Effectiveness. This is both a short and long term goal.

CHEM continues to work extremely well with the Library staff to update materials including reserves, reference books, and online databases. The department needs greater institutional support to ensure that all online course content (e.g., in Canvas) are web accessible.

GEOG: A college wide committee was formed to examine cheating in regular and online course and how to combat the problem. Changes were made to the Geography 1 DE course. Weather station data may be interesting to campus.

Program Review Update Division Summary 2019

GEOL has worked to create on-campus collaborative projects, such as the Augmented Reality Sandbox, which is a hands-on, interactive way for students to learn and experiment with the concepts of 2D vs 3D representations/maps. This new AR Sandbox is already being utilized in both Geology and Geography laboratories (and occasionally lectures). The AR Sandbox was a collaborative maker-space type of project for students across several disciplines (e.g., engineering, computer science, etc.). The program shares a common area (1824) with other departments.

HORT wants to collaborate and integrate part-time faculty into the planning process. Outreach to the developmentally disabled community is incredibly complicated because it involves different School Districts, and public and private agencies. Support from DSPS and Adult Education has been limited recently due to recent turnover.

MATH: The Math Department is dedicated to Middle College and ensuring that high school students have a positive experience in math classes. Engineering Tech Cohort has an accelerated math component where students complete Intermediate Algebra, College Algebra, and Trigonometry in two semesters. This section has also been heavily contextualized in STEM applications and has a strong learning community component. It has been highly successful in terms of success and retention. A large number of new courses, pathways and certificates were introduced; the department faced a number of obstacles in implementing these courses through Banner; for example, a coding issue prevents enforcement of the co-requisite requirements for concurrent support courses as indicated on their course outlines of record. The program requests additional support from Academic Services to offer these classes as were designed and approved.

j. LPC Planning Priorities

Available here: <https://goo.gl/LU99m1>

Topics in LPC Planning Priorities are covered in other section (equity, guided pathways, and accreditation).

BIO created a UC Transfer Degree designed for biology majors. Most biology majors already satisfy the degree requirements, so the program plans to advertise the degree application. Increasing the number of degrees achieved supports the SCFF.

k. Pedagogy/Teaching Methods

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

Innovative pedagogy in STEM fields is part of the Division's culture. The Faculty Learning Program (FLP) about Active Learning through CSUEB has graduated more than a dozen FT and PT STEM faculty.

BIO: Biotech Bootcamp was offered for a third year in Summer 2019. BIO 55: Orientation to Healthcare was offered spring 2019, providing in-depth exploration of the varied careers available in health care. BIO 50 is still under development to become the program's first laboratory course taught entirely online. The intent is to make it OEI compliant and ready for 2020. Biology enrollments increased Fall, 3% and Spring, 7%. There was an increase in LatinX students, but this population had a lower success rate and higher withdrawal rates than white or Asian students. Overall, biology success rate is 73.1%, well above the program set standard of 64%.

CHEM: needs updating of lab curriculum to improve the quality of the course content, reduce environmental waste, and minimize the cost of materials. Large changes to curriculum are difficult to research and implement. The program would like to create a non-major courses to support science GE, such as Environmental Chemistry, Chemistry and Society, or Brewing Chemistry.

Program Review Update Division Summary 2019

MATH: Some of our face-to-face instructors have focused on infusing their sections with more active learning and growth mindset language and attend monthly Friday Math Initiative Meetings. The Emporium mode includes streamlined learning that focuses on each student individually and customizes the work to what they need to master while infused with learning supports such as growth mindset and study strategies.

I. Professional Development

Activities and resources to enhance employee knowledge and skills.

There is active participation in professional development by members of the STEM Division. Professional Development Committee approval of proposals and STEM PD funds have supported nearly all requested activities. One important goal is to encourage more faculty to participate in PD, especially in relation to equity and innovative, effective teaching and support. There are no funds available to pay for subs when faculty are at conferences, which deter participation or could have negative impact on student learning when faculty are away. Classified professionals participate less in professional development since there is an impact on services provided, but professional growth is an important value to the Division and college. Continued Guided Pathways and Equity training are continuing needs for the Division.

BIO plans to research and develop an “on-boarding” program for newly hired part-time faculty.

MATH department members have attended many workshops, conference breakouts, and webinars, as well as collaborated with many other math departments across the state to plan for the massive redesign due to AB 705. Professional development remains an ongoing issue in the department. The urgency for more training depends on several factors, including the course being taught (those most affected by AB 705 are in greater need of additional support) and the level of experience each instructor brings to the specific course. The department has started a monthly community of practice for concurrent support instructors and a SCFF project was approved for more professional development for part-time faculty to begin next year. Faculty (especially part-timers) need professional development in active learning and best practices in teaching math. Faculty should be encouraged and incentivized to change their teaching styles to better suit the needs of our students. An example of how to incentivize professional development has been to encourage part-time faculty to participate in meaningful, directed professional development as part of their required professional responsibility hours each semester. Active learning workshops such as OnCourse should be offered and encouraged on Mandatory FLEX day, instead of ad-hoc during the semester.

VITICULTURE needs training on how to run a Foundation on top of the academic program.

m. Services to Students

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

There is a wide variety of programs that serve students outside of classes; these include Seminar Series, Poster Session, Guest lectures, Clubs (Math, Biology, Chemistry, Engineering, Computer Science), Honor Societies (Math, Biology).

MATH: The Math Club/Honor Society is highly engaged. Students regularly attend and the president was a keynotes speaker at the Tahoe CMC³ conference spring 2018. The club has regular meetings including talks by faculty, and has hosted a series of Math Public Lectures with speakers from local industry. AMATYC Exams are offered each fall and spring semester, with up to 150 participants each year. LPC students have consistently performed well with LPC placing 7th in the nation in 2018. Math Department Scholarships are awarded from donations by math faculty to students ranging in math sophistication and who have shown true academic integrity and passion. The program offers a Math Jam Excellence in Tutoring Scholarship.

Program Review Update Division Summary 2019

OSH-RADS faculty have provided certificate and AS degree information to students enrolled in core program.

n. SLOs/SAO Process

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

SLOS work across STEM programs are up to date, requiring a lot of hard work. The STEM Division has done a great job meeting accreditation requirements. There are differing levels of engagement and understanding of impact of SLO process on programs. The Division would benefit from continued support and sharing of best practices and outcomes so that the SLO process is personally and professionally meaningful.

BIO: Course (SLOs only): BIO 7A (Human Anatomy) - The anatomy faculty will meet to develop a common format for assessing comprehensive and applicable knowledge gained throughout the semester and to be assessed using a final comprehensive practical exam.

CHEM just completed mapping, SLO wording revision, the SLO catalog, automated course reminders, and planning. All courses have SLOs.

ENGR plans to get SLO information more up-to-date, including CSLOs and creating meaningful PSLOs. ENGR is up to date in creation of SLOs, and needs to modify and update several SLOs.

GEOG 15 needs to increase the number of SLOs in the future. The part time instructor for the class was contacted to create 2 additional SLOs.

GEOL courses all have approved SLOs. Course SLO - GEOL 1 resulted in more study guides and study skills integration into the course. Program SLO - AS-T Geology, resulted in additional practice being encouraged, and more time spent on simpler geologic histories before moving on to more complicated histories.

HORT: Course (SLOs only): Hort. 51 Fall Plant Materials.

MATH classes all have SLOs written; a few need SLOs entered into eLumen and approved by the committee. Course (SLOs only): Math 5 - Ordinary Differential Equations; Course (SLOs only); Math 1- Calculus I; Course (SLOs only): Math 39 - Trigonometry; Course (SLOs only): Math 40 - Statistics and Probability; Course (SLOs only): Math 50 - Intermediate Algebra for SLAM

OSH/RADS: Course SLO - OSH 67 Expected results were met. Program SLO - AS, OSH - Students met/exceeded program expectations; will incorporate more group work into the program. Following classes do not have SLOs - RADS 40A/B/C.

PHYSICS AND ASTRONOMY: Course SLO - Experienced low SLO scores for ASTR 10 /20 - assessed the use of quantitative reasoning to assess relationships between physical quantities in astronomy. Resulted in exploring creative ways to teach and use mathematical equations in astronomy courses. Program SLO - Physics AS: The faculty found that there are higher than average SLO scores for Phys 1A and relatively large number of students not passing Phys 1B. Result - Physics 1A instructors will set higher standards for passing grades.

VITICULTURE Needs SLOs for VWT 1/2/23/55.

o. Student Equity

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

Program Review Update Division Summary 2019

Departments care and have concern about equity, some have done analysis, and all would benefit from professional development and guided assistance with understanding how to address equity. It is important to ensure that equity work remain a positive endeavor, not a “task.” Professional development would help departments determine what data is available, how to access and interpret data, and how to make it meaningful. The SEA program is potentially a good source of assistance to help programs assess and understand equity work.

BIO lists 8 actions taken in section G1. Lists 5 challenges in G2. Two full time faculty members and the Dean participated in the NSF Mentor Connect grant writing workshops. They subsequently wrote a grant proposal for the NSF Advanced Technical Education program. The proposal will increase biotechnology skills in the curriculum while also addressing equity gaps. There is still no budget for Honors and Independent Study Projects, creating an inequity of opportunity. The department would like to learn more about, and hopefully decrease, potential areas of inequity for students in biology programs. This will involve collaboration with adjunct faculty, the Student Equity committee, and the Office of Research, Planning and Institutional Effectiveness. This is both a short and long term goal. Actions included writing grant to focus on equity gaps, moving class sessions to evening to accommodate working students, faculty holding office hours in tutoring center, adopting the same textbook adopted for Bio 1 series ABC, and joint work of BIO 30 faculty on intro lab.

CHEM continues to offer at least 10 hours per week of office hours by Faculty in the Tutorial Center in order to continue to help students who need our support in reaching their goals. Faculty wrote a SCFF proposal to subsidize funding for the ACE train for students coming from the Central Valley; this would remove barriers from students moving towards their goals and hopefully increase the completion of degrees, certificates, and transfers. Unfortunately, the proposal was not approved.

ENGR shows an increase in the number of women enrolled as Engineering majors.

GEOG 2 course includes units that deal with race / ethnicity. Geography has used discussions, group work and individualized assignments to promote diversity in the classroom.

HORT has specifically reached out to the developmentally disabled community though noncredit horticulture program and has successfully transitioned two of these students into the credit horticulture program. Outreach to the developmentally disabled community is complicated, with numerous public and private partners. Support from DSPS and Adult Education has been limited by recent turnover in their leadership.

MATH Honors Projects are available to students in transfer level math courses, allowing students the opportunity to complete a challenging application in their target course, earn honors credits that are transcribed and transferable. The Calculator Rental Program allows students to rent a graphing calculator, worth around \$120, for \$30 for the semester. The program provides an affordable alternative to purchasing. The math program is considering how much more the cost can be lowered while keeping the program sustainable. Math Faculty were surveyed to determine what types of training they have completed recently. Twenty-six part-time and 11 full-time faculty responded. A small portion (22%) of our faculty participated in the “Teaching Men of Color” training from two years ago, while 49% have received some form of Equity-centered training. Sixty-two percent of faculty have participated in active learning training to improve teaching, and 76% have implemented active learning strategies in their classrooms. Several faculty have implemented Growth Mindset teaching and grading strategies in the classroom, and these permeate concurrent support courses and Math Jam courses. One of the most significantly impacted groups specifically for math is the African-American population. The program is working to help faculty identify best practices in teaching students, specifically our students of color. Several faculty are involved in

Program Review Update Division Summary 2019

Equity and sharing resources and strategies to other faculty to begin improving our teaching and approachability for students.

PHYSICS AND ASTRONOMY: The largest challenge with equity is securing information about equity gaps. Overall, any student who identifies other than white is experiencing lower success rates. There has been no changes in enrollment trends for female vs. male students.

p. Technology Use

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

STEM program use of discipline-specific technology is too extensive to list; these include all the instruments, computers, hardware, software, apparatus, machines, equipment, and tools used for teaching and learning. The LPC IT team has been highly supportive of hardware and software needs. Some software licenses are integrated into department budgets. There is a college-wide need to increase the number and availability of IT staff, especially to provide evening coverage instruction.

CHEM requests help converting course outlines and Canvas content to be web-accessible.

Suggestions for Improving Program Review

Below, please describe any suggestions for clarifying or strengthening program reviews. Please note the program name and section number along with the suggestion.

- Can the forms for writers, readers, and deans be exactly the same? This could streamline the process for everyone.
- Google Doc format – Can this be streamlined so programs can enter information directly into a Google Doc? Create sections for narrative, SLOs, Curriculum and Resource Allocation, Equipment
- What curriculum is new? Changes? Issues getting approved?
- Perhaps some of the areas and themes can roll-up into other areas; for example under Resource Allocation: “we need more resources so that we can do these outreach activities....”
- Course Offerings should be Enrollment Management (Increased sections of this class, etc.)
- Learning support
- What is your technology need and explain why you need it?
- Consider renaming LPC Collaborations “Collaborations within LPC.”
- Planning priorities feels redundant.
- The theme Pedagogy/Teaching Methods section, is not clearly discussed by the writers since it is not a section in the program review. What is the purpose of this question?
- The theme Services to Students would be easier to discuss as a writer if this theme was asked to be elaborated in the writer instructions. It might be good to have a description of what this could entail, clubs, lecture series, etc.
- The questions about equity could be streamlined and more pointed.
- We found the technology question vague, it might be better served if the writers/readers knew more how the question would be useful.
- In the forms for writers, can direction be given to support an organized focus on highlights. For example, can bullets or lists be encouraged, with optional narrative or description. This could help writers summarize their main points.
- Non-Instructional Services could benefit from clarification; clubs, events, and lectures can be suggested. What do we want to learn from this?
- Support was given for program review writing in spring. This would help programs prepare requests that are due in fall.

Program Review Update Division Summary 2019

- ENGR would like access to transfer data and to determine how much Math enrollment can be attributed to engineering majors.

Program Review Division Summary 2019

Division/Area	Dean/Administrator	Readers	Programs
Student Services II / Office of the Vice President of Student Services	William L. Garcia, Vice President of Student Services	Karin Spirn, Professor of English Ann Hight, Professor of Biology	Student Life Office Student Health & Wellness Center

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

Student Life Office: The Student Life Office that includes the Las Positas College Student Government (LPCSG), the Inter-Club Council (ICC), and approximately 30 student clubs has done an excellent job during the past year. The Student Life Office had a few significant accomplishments during the past year. One of the accomplishments was hiring permanent, full-time personnel specifically assigned to the Student Life Office. An Administrative Assistant was hired in December 2018 to support the Student Life Office that includes LPCSG and ICC and perform student athletic eligibility in coordination with the Athletic Department. A Program Coordinator of Student Life and Leadership was hired in August 2019 to support the Student Life Office that includes LPCSG and ICC. Las Positas College has never had a full-time employee of any classification assigned to this program. Another significant accomplishment was the office reconfiguration or remodel that took place in fall 2019. The office reconfiguration allows for additional workstations for student leaders and provides for a more welcoming environment for visitors.

Student Health & Wellness Center: The Student Health & Wellness Center continues to a great job responding to the emotional, mental, and physical health related needs of our students. The Chabot-Las Positas Community College District Board of Trustees approved a subsequent two-year agreement to continue its collaboration with Stanford Health Care – ValleyCare to provide health services for students on-campus. This has been an excellent example of collaboration with a community-based agency or external partner. The Student Health & Wellness Center also was awarded another \$100,000 from the California Community Colleges Chancellor’s Office to provide mental health services to students in collaboration with Chabot College.

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

Both the Student Life Office and Student Health & Wellness Center are critical college entities that provide support to our students. While the Student Life Office is responsible for helping students integrated into college life, the Student Health & Wellness Center is responsible for helping ensure the emotional, mental, and physical well-being of students during their educational journey at the College. While these entities do not specifically support the current college, planning priorities they are both important as it relates to retention, persistence, graduation, and transfer. The entities support the college's Educational Master Plan by encouraging and fostering partnerships and providing support services as outlined below:

- A. Educational Excellence – The Student Life Office through the LPCSG, ICC, and student clubs “provide students opportunities to be informed, ethical, and engaged.” Las Positas College Educational Master Plan – 2015-2020. A7. Provide student opportunities to be informed, ethical, and engaged.
- B. Community Collaboration – The Student Health & Wellness Center provides a model for community collaboration by collaborating with Stanford Health Care - ValleyCare to provide exceptional medical care on-campus. Las Positas College Educational Master Plan – 2015-2020. B3. Develop and strengthen private and public sector partnerships.

The Student Life Office would benefit from assessing its Service Area Outcome (SAO) in order to better serve student leaders and student clubs.

The Student Health & Wellness Center would benefit from having stability with the number of mental health interns assigned to help with behavioral and mental health services for students. There has been a lot of turnover with the mental health interns, which has caused instability with program offerings.

Program Review Division Summary 2019

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

Category	Themes, Accomplishments and Challenges
<p>Community Relationships and Partnerships</p>	<p>The Student Life Office should be commended for their continued collaboration with the Alameda County Community Food Bank for the monthly food distribution that takes place at the college. The food distribution known as "The Market" began in May 2018 and serves students, employees, and community members alike. Monthly dates have been confirmed for the 2019-2020 Academic Year.</p>
<p>Such as outreach, recruitment, internships, industry collaborations.</p>	<p>The Student Life Office should also be commended for their partnership with the Livermore Amador Valley Transit Authority for the Wheels bus program. The Las Positas College Student Government was instrumental in initiating this program. The Livermore Amador Valley Transit Authority has reported approximately 60,000 rides per semester during the 2018-2019 Academic Year. A subsequent two-year agreement between the Chabot-Las Positas Community College District and the Livermore Amador Valley Transit Authority (LAVTA) is currently being worked on for the next two years.</p> <p>The Student Health and Wellness Center should be commended as a great example of college and community partnership given that Stanford Health Care - ValleyCare, administers the center. The Chabot-Las Positas Community College District signed a two-year renewal contract in spring 2019.</p>
<p>Curriculum Committee Items</p>	<p>Not applicable.</p>
<p>Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	
<p>Course Offerings</p>	<p>Not applicable.</p>

Program Review Division Summary 2019

Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	
External Factors	Not applicable.
Such as state/ accreditation mandates or advisory board directives.	
Facilities, Supplies, and Equipment	The Student Life Office underwent an office reconfiguration in fall 2019 to make the office a more welcoming environment for campus visitors since it also serves as the college's Welcome Center. The office reconfiguration also allowed for the creation of equity workspaces for student officers and student senators within the assigned facility.
Purchasing or upgrading	
Financial/ Budgetary	The Student Life Office will be working with the Chabot-Las Positas Community College District Office and Chabot College to interpret and apply a new state law that may affect the collection and disbursement of the Student Representative Fee currently set at \$1 per semester per student. New state law requires California community colleges to begin to assess \$2 Student Representation Fees for all students. Additional guidance is forthcoming from the California Community Colleges Chancellor's Office.
Program budgets or special funding.	
Human Resources	The Student Life Office hired a full-time, permanent Classified Professional to serve in the role of Program Coordinator of Student Life and Leadership in August 2019. This complements the hiring of a full-time, permanent Classified Professional who serves in the role of Administrative Assistant that was hired in December 2018 and who is assigned to support the

Program Review Division Summary 2019

Hiring and staffing needs.	Student Life Office in addition to the Athletics Department.
Learning Support	The Student Life Office does not provide direct academic support to students but does provide financial assistance to students by means of distributing green books and scantrons, supporting the textbook loaner program, and supporting the Prep-2-Pass program in coordination with the Tutorial Center.
Services provided to support student learning, such as tutoring and library support.	The Student Health & Wellness Center does not provide direct academic support but does host activities and events aimed at educating students about the importance of well-being, general health, and community-based resources.
LPC Collaborations	The Student Life Office has collaborated with the LPC Library to administer the textbook loaner program.
Collaborative projects bringing together different programs/areas within LPC	The Student Life Office has collaborated with the Child Development Center, EOPS/CARE/CalWORKs programs, and the Veterans First Program to expand the reach of the monthly food distribution on-campus. The Student Health & Wellness Center has collaborated with the Counseling Department and Psychology Department to address behavioral and mental health needs by students on-campus.
LPC Planning Priorities	The Student Life Office has supported the efforts of the Guided Pathways Steering Committee and Student Equity & Achievement Committee by helping the Las Positas College Student Government assign student representatives to the committees.
Available here: https://goo.gl/LU99m1	Las Positas College Student Government is working with the Student Equity & Achievement Committee to establish a subcommittee to specifically address disproportionate impact by students.
Pedagogy/ Teaching Methods	Not applicable.
The process of teaching students. Not limited to	

Program Review Division Summary 2019

<p>instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	
<p>Professional Development</p>	<p>The Student Life Office produced a Student Club Handbook and hosted a breakout session in fall 2019 to help introduce the new handbook to student club advisors that consist of faculty and classified professionals.</p>
<p>Activities and resources to enhance employee knowledge and skills.</p>	<p>The Student Health & Wellness Center has facilitated in-class and breakout sessions throughout the fall 2019 to help educate college employees and students alike of the many resources and services provided by the center.</p>
<p>Services to Students</p>	<p>The Student Life Office provides numerous services to students including the distribution of green books and scantrons, textbook loaner program, and support for the Prep-2-Pass in coordination with the Tutorial Center.</p>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	<p>The Student Health & Wellness Center provides services to students that include over the counter medication, contraceptives, physical examinations, flu shots, and off-campus referrals.</p>
<p>SLOs/SAO Process</p>	<p>The Student Life Office has created a Service Area Outcome (SAO) and plans to assess the SAO during the 2019-2020 Academic Year. The SAO was developed in coordination with the SAO liaison assigned to Student Services and has been entered into eLumen.</p>
<p>The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)</p>	<p>The Student Health & Wellness Center has created a Service Area Outcome (SAO) and plans to assess the SAO during the 2019-2020 Academic Year. The SAO was developed in coordination with the SAO liaison assigned to Student Services and has been entered into eLumen.</p>

Program Review Division Summary 2019

Student Equity	<p>The Student Life Office has actively supported the creation or reactivation of over 30 student clubs during the past two academic years. Many of the student clubs address or include significant number of disproportionately impacted students. Student clubs help students feel connected to the college and provides academic, career, and personal assistance and support.</p> <p>The Student Life Office has supported, coordinated, and hosted the monthly food distribution to students, employees, and community members alike to help address food insecurity.</p> <p>The Las Positas College Student Government has assigned student representatives to the newly created task force to address housing for students in the future. This is being done collaboratively with the Chabot-Las Positas Community College District Office.</p> <p>The Las Positas College Student Government has assigned two student representatives to the Student Equity & Achievement Committee and is planning for create a subcommittee to specifically outreach to students who are disproportionately impacted.</p>
<p>Actions taken to increase equitable access and outcomes for underserved groups.</p>	
Technology Use	<p>The Student Life Office introduced the usage of SARS Grid to help track the number of visitors to the office and to record what kind of service was rendered. The data collected should help with the allocation of financial and personnel resources to meet the needs of students and community members alike.</p>
<p>How technology is used to instruct/serve students or for other college functions.</p>	