

Program Review Update Division Summary Fall 2018 – Arts and Humanities

Division/Area: Arts and Humanities

Dean/Administrator: Stuart McElderry, Dean

Other Readers: Daniel Cearley, Adeliza Flores, Mary M. Lauffer, Michael Schwarz

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

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 overarching theme for the Arts and Humanities is achieving much with little, but for how long? The many programs of this division have accomplished a great deal in the past year; they have developed new courses, certificates, and degrees; they have dutifully and energetically responded to a host of new directives and mandates from the state; they have won awards and proudly represented the college in a variety of ways; they have served the educational needs of – and helped make dreams come true for – some of the most vulnerable students in our community; and they have opened the minds and touched the hearts of countless individuals in myriad ways particular to the arts and humanities. But they have done so with limited financial, human, physical, and technological resources. And this ultimately is the deep concern that repeats throughout this division's program reviews: that the moment is fast approaching – it is perhaps already here – when the Arts and Humanities at Las Positas College arrive at a point of crisis beyond which there are two paths, one that leads up and one that leads down. To take the path up will require the college and the district to invest additional resources; it will also require the disciplines to strengthen or to establish partnerships with outside entities, to secure grants, and/or to innovate in ways that leverage the new funding model. It will also require that college planners avoid succumbing to the illusion that there exists a third path, a middle path that goes neither up nor down. There is no such path; this is the path down in disguise. And its danger is its appeal. It looks easy; it requires no difficult decisions, no extra effort, no big changes or commitments. But it isn't real. It leads to decline. The division faculty know this. And their program reviews urge the college to assist them with the hard work of climbing through the crisis so they can lead their students to new heights of educational and professional achievement and life enrichment.

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.

1. Increase the number of full- and part-time faculty and staff. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching, learning support, and student support services. [A1. Address the educational needs of a diverse student population and global workforce; A2. Support existing and new programs; A4. Address the needs of basic skills students; A6. Focus on workforce readiness; A8. Expand tutoring services] C. Supportive Organizational Resources: Ensure excellence in student learning by . . . providing appropriate staffing levels).*

- More FTEF allocation to growing programs, programs that show strong potential for growth, and to those programs facing new demands as a result of external factors.
- More reassigned time for coordination of programs that demonstrate need.
- More support staff to programs that demonstrate need.

2. Increase professional development funds and opportunities for full- and part-time faculty. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching, . . . D: Organizational Effectiveness: Ensure excellence in student learning by . . . fostering professional development [D3. Expand professional development; D4. Provide opportunities for personnel to help each other with professional development.]). College Planning Priorities: Professional Development: Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.*

3. Develop facilities to match program need and potential for growth. (*Educational Master Plan, C. Supportive Organizational Resources: Ensure excellence in student learning by . . . expanding or updating facilities.*)

4. Purchase and adequately maintain instructional equipment. (*Educational Master Plan, C. Supportive Organizational Resources: Ensure excellence in student learning by . . . meeting evolving technology needs.*)

5. Secure and stabilize funding streams for the RAW Center and Theater Arts productions. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching, learning support, and student support services. [A1. Address the educational needs of a diverse student population and global workforce; A2. Support existing and new programs; A4. Address the needs of basic skills students; A6. Focus on workforce readiness; A8. Expand tutoring services] C. Supportive Organizational Resources: Ensure excellence in student learning by strengthening fiscal stability . . .). College Planning Priorities: Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.*

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.

Themes: Notable efforts and outcomes for a few programs but more can and needs to be done.

Accomplishments: In the Art Department, students participated in Livermore Art Walk, the department continued its partnership with the Bothwell Arts Center; program faculty and the dean also met with Pleasanton School District officials, toured sites, and gauged community interest in a potential ceramics course. Communication Studies spent the past year working on hosting a national college forensics tournament in Reno; the discipline also continues to host high school and collegiate speech tournaments on campus. In English, faculty members collaborated with peers from DeAnza College and Foothill College in efforts to globalize the curriculum. The ESL Department worked with local adult schools, public libraries, and the Mid-Alameda County Consortium to inform community about ESL options and pathways. The Mass Communications program hosted the very successful Press Pass outreach conference on campus for area high school students; Radio Las Positas made several outreach efforts at local high schools. In Music, jazz combos performed regularly at Swirl on the Square in downtown Livermore, ensembles performed in festivals and events, vocal groups went on toured and performed at Tri-Valley high schools; the Music department also used CTE funds to produce a sizzle video for web-based outreach and recruitment; additionally, a member of the Music faculty sits on the Board of the Livermore Cultural Arts Council.

Challenges: Art/Art History desires finding ways to use the gallery space in ways that promote community interaction and collaboration – this would tie in with the program's new course in Museum & Gallery techniques; Communication Studies wants to generate more community members to serve as judges and sponsors in the speech tournaments that it hosts. Both Music and Theater Arts request additional financial support and/or staffing as necessary to maintain let alone increase efforts to build community relationship and partnerships. Theater Arts in particular needs this help to resume its summer musical series (suspended for 2019) which has attracted hundreds of local residents to campus every year.

b. Curriculum Committee Items

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

Themes: Programs in the Arts and Humanities Division developed many new courses, updated a host of existing ones, and expanded DE offerings into new areas. Some disciplines also added degrees and/or certificates.

Accomplishments: Art History created an AA-T degree (effective Fall 2019) and added new non-western courses to its offerings; Communication Studies developed the program's first online courses (to be offered Fall 2019); Dance created a modern/contemporary course; English added World Literature to the list of courses in its AA-T degree offerings and added 1AEX, a 4-unit expanded version

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of the standard 1A, to accommodate the requirements of AB 705; ESL updated outlines for nine courses and developed non-credit mirrored sections to accommodate the needs of its many non-degree-seeking students; Graphic Design & Digital Media (GDDM) officially changed its name from VCOM, created a Digital Illustration certificate, and updated courses to align with articulation requirements and industry standards; Humanities added three new courses to increase major prep articulation and expand general education offerings; Interior Design updated curriculum and revised its Certificate of Achievement; Mass Communications updated all of its curriculum; Music created new certificate programs in Film Scoring and Jazz Studies; and Theater Arts added its first DE course.

Challenges: Responding to AB 705 requirements, English and ESL faculty worked hard to find ways to comply with the legislation in ways that made sense pedagogically, philosophically, and fiscally. Funding (FTEF) for ESL's non-credit classes remains limited which will prevent the program from fully developing non-credit ESL to its potential.

c. Enrollment Management

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

Themes: Arts and Humanities disciplines have established - or demonstrated the potential to establish – program excellence in both transfer and CTE areas. However, without additional FTEF increases (for both teaching and reassigned time) sustaining these efforts will be difficult if not impossible.

Accomplishments: Several A&H programs report increases in enrollments and productivity (WSCH/FTEF) – Art, Dance, ESL (daytime), Mass Communications, Music – which they attribute to strategic scheduling, outreach, and/or improved facilities. Other programs, such as Theater, report lower headcounts but increased productivity. Interior Design added a fourth section in Spring 2019 – the program has not been this big in years – in response to increased enrollments and student interest.

Challenges: The greatest challenge for the Arts & Humanities disciplines is sustaining program health, or enabling program growth, in an era of new state mandates (AB 705, for example), industry expectations, and student pathway (certificates and degrees) needs with limited FTEF for teaching and/or reassigned time. English, for example, will likely require additional FTEF to staff its new 1AEX courses; ESL will need additional FTEF in response to AB 705 and in order to offer newly-created non-credit curriculum. GDDM requests more FTEF to offer courses – especially introductory classes, such as Illustrator, and more advanced courses, such as Portfolio – with greater frequency in light of industry expectations and certificate programs; additional FTEF would also enable a GDDM summer program. Music and Theater Arts need additional FTEF, and/or more creative discipline-planning strategies (such as enrolling over cap in large courses to offset lowered enrollment in advanced classes), to offer a sufficient number of both general education sections and certificate- and degree-oriented specialty classes (such as Applied Lessons in Music). Some programs concerned about decreasing enrollments – Humanities/Philosophy – are considering scheduling adjustments (online, day, evening sections) to increase student access to address the concern.

d. External Factors

Such as state/accreditation mandates or advisory board directives.

Themes: AB 705, transfer requirements, and industry trends among several external factors buffeting the Arts and Humanities division. External factors are also addressed in several other areas of this report.

Accomplishments: English has accomplished the establishment of multiple measures placement and the development of new curriculum (English 1AEX) to comply with AB 705 mandates. Music began in Fall 2018 to offer its Applied Lessons (Music 38) courses which are required for the AA and AA-T degrees. Interior Design – continued healthy real estate market has meant high demand for interior designers.

Challenges: securing sufficient institutional support (funds, facilities, equipment, FTEF) to enable programs such as English, the RAW Center, and Music to comply with state, accreditation, or industry requirements, or to enable a program like Interior Design to grow in response to economic trends.

e. Facilities, Supplies, and Equipment

Purchasing or upgrading

Themes: The Arts and Humanities disciplines need more space – general classrooms and, in particular, more specialized space (computer labs and studios) – in order to provide students high-quality learning opportunities that match transfer and industry standards. Additionally, several A & H programs have stated need for updated instructional technology in order to keep pace with educational and industry standards.

Accomplishments: The opening of Building 1000, and the rooms dedicated to Arts and Humanities and several of the division's specific programs, has helped ease some of the competition for general classroom space. Art expanded into Room 502 so that it could offer classes at the same time and so that it could begin to develop open studio hours for students. Dance reported improved space for classes as a result of lecture classes being relocated from Room 4127. The program also received RAC approval for a Marley floor. Mass Communications benefitted from new computers in Media Lab; Radio Las Positas improved its streaming quality with purchase of new equipment;

Challenges: The opening of the new classroom building has not addressed all of the need, particularly those programs – Art, CMST, Dance, GDDM, Interior Design, Mass Communications, Music, Photography, and Theater – which require more specific types of facilities. Art needs access to storage space in 501 from room 502, and access to a sink, in order for that room to become a functioning studio. Art needs additional space on campus – whether new construction or repurposed facilities – for a ceramics and sculpture studios. Communication Studies is requesting expanded laboratory space and improved technologies for visual aids/presentations. Dance needs additional storage space in Building 4000 and room for students in Dance 6 to rehearse in small groups. Interior Design needs a dedicated teaching/laboratory space (including computer and drafting lab and a faculty office). The program currently shares space with Middle College and Horticulture and this limits what the program can do, in terms of student presentation boards, and storage of materials. The Theater Arts program desperately needs additional storage space for props, scenery, and an outdoor truss to be used in future amphitheater performances. In addition to several new instruments (bassoon, upright bass, celesta, percussion instruments), Music needs a recording studio, sound isolated booths, and tracking rooms for Commercial Music and improved acoustic space for Vocal Music. The Piano Pedagogy program is also impacted by the small teaching space in 4226. Music also needs the problem with humidity and heat in Building 4000 to be resolved as this ongoing problem continues to plague the piano fleet. In general, the need for a dedicated Arts building – and the concomitant renovation of

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Building 4000 – is more imperative than ever. The RAW Center needs more space to serve the increasing number of students expected not only as the campus grows but as a result of AB 705.

f. Financial/Budgetary

Program budgets or special funding.

Themes: Arts and Humanities disciplines require more funding to meet student needs, state and industry mandates, and desired levels of excellence.

Accomplishments: CTE Grants have proven to be enormously helpful to several of the Arts and Humanities programs. The BSSOT grant and Basic Skills funds have helped fund programs like the RAW Center and the Smartshop series.

Challenges: Art/Art History will need additional funds to hire gallery sitters as part of the department's efforts to create a curatorial studies component to its program; CMST reports that the forensics team was unable to attend a tournament outside of its region due to budgetary constraints. CMST also requests that its co-curricular budget be increased to its previous amount of \$19,400. BSSOT grant has ended which will place added financial strain on Basic Skills. Music and other programs (see Enrollment Management section) request more FTEF and/or reassigned time. There is also a general request for more professional development money, and travel funds for programs to attend festivals. The RAW Center has relied on funds from the BSSOT grant (now ended) and Basic Skills which means that each year it needs to drum up enough funds to operate at a level that best serves students. Theater Arts requests an increase in General Fund budget to support productions; Theater Arts also requests a funding mechanism, like a small non-profit structure, to support the summer production. Without more funds, productions will continue to be more difficult to run.

g. Human Resources

Hiring and staffing needs.

Themes: Staffing needs to increase and stabilize. A&H programs cite specific need for more full-time and part-time faculty, more classified support staff, and more reassigned time for program coordinators.

Accomplishments: New Full-time faculty hired in Art History and ESL. Full-time sabbatical replacement instructor hired in Communication Studies. Music hired 10 part-time instructors to teach Applied Lessons. Staffing shortfalls (stage technician, house manager) have been covered by using part-time, on-call hourly staff.

Challenges: Additional full-time faculty, instructional assistants, accompanists, and other classified professional help are requested throughout the division. English needs another full-time faculty member and two more instructional assistants to help students succeed in 1A and 1AEX, per AB 705 requirements that the institution maximize the likelihood of students passing transfer-level English in one year; Interior Design, currently staffed by two part-time instructors, should soon hire a full-time instructor. Art needs to add more quality part-time faculty, particularly teachers skilled in drawing who can also teach it effectively. CMST has requested a replacement full-time faculty member and forensics co-coordinator who retired at the end of spring 2018. Music has long requested a full-time

piano accompanist and the need – as yet unmet - has only increased. Theater Arts requests a new, full-time stage technician, a performing arts center coordinator, a costume lab technician, and a new (replacement) full-time faculty member. Certain disciplines (Humanities/Philosophy and Music, for example) are also requesting additional or new reassigned time for coordinators.

h. Learning Support

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

Themes: English and ESL continue to support students beyond the classroom.

Accomplishments: The English and ESL departments managed and staffed the RAW Center – which serves any student who needs help reading and writing regardless of which class(es) they are enrolled in – and organized the Smartshop workshop series. Additionally, English is home to two learning communities, Puente and Umoja, which continue to serve students seeking a cohort-based educational experience. Mass Communications created a mentor program to help students in design, social media, and production and distribution of *The Express* newspaper. The Music program created the “LPC Music Student Handbook” which guides students to a successful completion to the music degree or certificate of their choice. Music has also developed student tutors – both paid and volunteer – who help students in the Tutorial Center.

Challenges: With the advent of AB 705, English and ESL need expanded tutoring support which may include embedded tutoring in the courses. The RAW Center needs more stable financial support and expanded physical space to grow in a way that matches student demand and substantially impacts student success. ESL is interested in created a learning community for its students.

i. LPC Collaborations

Collaborative projects bringing together different programs/areas within LPC.

Themes: Arts and Humanities programs collaborated with each other and with disciplines in other divisions a variety of ways to enhance curriculum, solve problems, and promote student learning opportunities.

Accomplishments: Reading Apprenticeship program (BSSOT-funded); AB 705 planning saw English and ESL collaborate with Math to share strategies for addressing the state mandate. MSCM and Photo cross-listed a course in photojournalism; *Havik* expanded to include non-fiction/academic essays with along with creative writing; the English program spearheaded the development of Global Studies which includes other programs on campus; Dance and music collaborated for a Halloween jazz concert which included ballet students. ESL has worked closely with the Library to provide training sessions for its students, and with the International Students Program.

Challenges: Largely not applicable although English mentioned difficulty recruiting STEM faculty into the Reading Apprenticeship cohort.

j. LPC Planning Priorities

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

Themes: Curriculum, Tutoring Services, and Professional Development

Accomplishments: See sections of this report that address curriculum, learning support, and professional development.

Challenges: See sections of this report that address curriculum, learning support, and professional development.

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.

Themes: Student success through quality teaching and learning.

Accomplishments: English faculty conducted surveys of students in composition classes concerning the Art of Feedback and shared results with faculty from English and other disciplines at Spring 2018 Flex Day and BSSOT workshops. Mass Communications students continue to win awards for their work in regional, state, and international journalism competition.

Challenges: Communication Studies reports that with larger class sizes in CMST 1, it is proving difficult to cover all the material due to the number of speeches each student is expected to perform during the semester. Some programs discuss improving DE courses to improve success rates and/or to align with OEI standards.

l. Professional Development

Activities and resources to enhance employee knowledge and skills.

Themes: Professional development is needed and desired but resources are too limited.

Accomplishments: Many faculty, in a variety of disciplines, attended professional conferences and participated in a variety of on-campus professional development activities.

Challenges: Faculty need more institutional support (increase in professional development travel funds) to attend conferences; Part-time faculty need more professional development support and opportunities; English requests more funding for professional development related to AB 705.

m. Services to Students

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

Themes: Events and activities outside the classroom.

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Accomplishments: The English Department's ongoing commitment to the Puente and Umoja learning communities – which included organizing field trips to four-year colleges and universities and various social events on campus – represented a significant non-instructional service to students; ESL hosted an enhanced orientation/assessment event for new ESL students; the Music program helped some of its students find music-industry jobs; Theater Arts productions offered students an on-campus entertainment option.

Challenges: Not applicable

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).

Themes: The ongoing search for consistent and meaningful assessments; are new initiatives, mandates, and frameworks pushing SLOs to the back-burner?

Accomplishments: English is developing a formal and transparent SLO process and working on norming and consistent assessments across sections taught by different instructors. Communication Studies is working on streamlining the SLO process.

Challenges: Difficulty in training part-time faculty in how to assess and record SLOs; some programs finding it difficult to derive meaning from limited data. Perhaps the most significant challenge is and will continue to be maintaining progress/focus on SLOs in an era of new initiatives, mandates, and frameworks: AB 705, Guided Pathways, Vision for Success, and Student Centered Funding Formula.

o. Technology Use

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

Themes: Updated and expanded technology use throughout the division.

Accomplishments: More DE courses added to division programs – Theater, Religious Studies, Communication Studies, for example; industry-standard software, purchased by Strong Workforce grant, was added to computers in Music Tech Lab; disciplines are using web-based technology – such as Lacuna Stories in English – and updating program web-pages. Additionally, TutorTrac was added to the RAW Center. Mass Communications reported a significant increase in submissions to *Havik* due to its use of Submittable software.

Challenges: English notes that Banner is insufficient for accommodating curriculum updates related to AB 705. Communication Studies requires portable technology for visual aids. There are still several disciplines who need to update or create program webpages. GDDM needs new computers for Room 714, Wacom tablets, and printers, and has requested these items through the Instructional Equipment process.

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Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Dr. Amir A. Law	Karin Spirn Ann Hight	Ann Hight

Division/Area	Programs
BHAWK	Business (Marketing, Work Experience), Economics, Health, Nutrition, Kinesiology, and Athletics

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.

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.

Major Recommendations include:

- Filling another BUSN faculty position for continue program growth and development.
- Additional FTEF for Work Experience and Health to accommodate program growth and new classes, respectively.
- Additional classified professionals in the area of Athletics to serve as drivers for away intercollegiate events and contests.
- Instructional Assistants for Business.
- A food Lab for Nutrition for the continued growth and development of the program.
- New Kinesiology facilities for increased class productivity, course diversity, and local revenue generation for the campus.

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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	<p>BUS</p> <ul style="list-style-type: none"> A huge amount of progress has been done in internships and job boards including creating a new logo, significant growth in employees and students registering, and marketing of the opportunities. Work experience program supports area employers and promotes a strong workforce in our area. Long-term plan includes developing an Entrepreneurship Center Business hosted a workshop with CALCPA for students considering accounting careers. Over 100 LPC students and many community members attended. Business students attended two conferences. CAPBL chapter of Future Business Leaders of America sponsored the students' attendance of these conferences. In Business, the Work-Based Learning program connects LPC students with opportunities for employment and internships. In Business, some students in the Work-Based Learning Program worked at the Switch, a City of Livermore business incubator. This was part of the Boomerang Program, a partnership of LPC, the Switch and the Pedrozzi foundation, seeking to help students find work stay in the Livermore area. Continuation of the Business and Entrepreneurship Speaker's Series. Business Symposium for spring 2019—provides information for students regarding the discipline. Business hopes to create a future Entrepreneurship Center as a community resource. Business faculty arranged the discipline's first ever International Education Tour in 2017, visiting Japan with 17 students. <p>ECON</p> <ul style="list-style-type: none"> Economics faculty begun their efforts to identify/facilitate industry partnerships to develop "career-oriented" curriculum/certificates to expand the Program's limited offerings <p>HLTH</p> <ul style="list-style-type: none"> Plan on developing a community engagement project for new HLTH 7 course <p>NUTR</p> <ul style="list-style-type: none"> With a food lab, Las Positas could also collaborate with organizations like Alameda County Public Health Department or various food banks in the area to host community-cooking classes for students and their families. Our students could work hand in hand with these community organizations to host these kind of events, which would give them hands on experience in the field of community nutrition and health. <p>KIN</p> <ul style="list-style-type: none"> Intercollegiate volleyball began in Fall 18
<p>Such as outreach, recruitment, internships, industry collaborations.</p>	

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Curriculum Committee Items	<p>BUSN</p> <ul style="list-style-type: none"> • Seven courses updated • New course: Introduction to Personal Finance Management. New certificate: Retail Management Certificate • Conducting feasibility study for Business Analytics Certificate. We started working on this certificate in January 2018 and a task force of LPC faculty and outside consultant met to discuss goals for the year. We are in the process of gathering information regarding market data and selecting courses to offer. • Business created an Introduction to Personal Finance Management course. If the course is successful, Business will consider creating additional related courses and creating a certificate in this area. They are also researching for a possible future Business Analytics Certificate. • Business is attempting to create cross-discipline certificates. They completed curriculum for one of these, partnered with Music. Other certificates have faced challenges. • Business is investigating the creation of non-credit courses. They are also hoping to create global business courses. <p>ECON</p> <ul style="list-style-type: none"> • An Associate Degree for Transfer in Economics was then developed and approved • Develop new “career-oriented” curriculum/certificates to supplement the Program’s current offerings. <p>HLTH</p> <ul style="list-style-type: none"> • Two new health courses (Intro to Public Health and Health and Social Justice) • New AS-T in Public Health Science <p>KIN</p> <ul style="list-style-type: none"> • Kinesiology created an Athletic trainer certificate of achievement. They are also completing a fitness instructor certificate based on an indication of need from labor market data. • Fitness Instructor Certificate curriculum has been submitted and can begin fall 2019. • New curriculum for Intercollegiate Volleyball: Pre Season, In Season and Off Season. • Updated over 30 courses. • New large cardio fitness classes <p>NUTR</p> <ul style="list-style-type: none"> • Implemented new AS-T in Nutrition, Sp18 • If LPC had a food lab, then expand courses to include C-ID approved courses, such as “Principles of Food” • If LPC had a food lab, create a Food Service Licensing Program for students to become certified to work in the field of food service. • If LPC had a food lab, a culinary program could be created.

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Enrollment Management	<p>BUSN</p> <ul style="list-style-type: none"> As a result of marketing efforts, enrollment doubled in the first fall semester of 2017 because of summer marketing efforts and doubled again for fall 2018. With the higher unit caps due to updated curriculum, the number of units has grown with enrollment this semester. There is tremendous opportunity for enrollment growth. Business is creating new courses and certificates to meet Strong Workforce and other mandates, and needs more FTEF to be able to offer additional sections. <p>ECON</p> <ul style="list-style-type: none"> While student headcount, total course enrollment and FTES were slightly down from Fall 2016 to Fall 2017, they were all up from Spring 2017 to Spring 2018 While productivity (WSCH/FTEF) and fill rates were down only slightly fall 2016 to fall 2017, they decreased significantly spring 2017 to spring 2018. The statistical changes reflect the “last-minute” addition of course sections offered in spring 2018. The data indicates that Economics Program “over-scheduled” its Spring 2018 term Success rates increased and Withdrawals decreased in the majority of courses indicating success of the Program’s offerings, in particular the DE course <p>HLTH</p> <ul style="list-style-type: none"> HLTS enrollments have leveled off after a period of declining enrollment. Demographics remain stable <p>KIN</p> <ul style="list-style-type: none"> Intercollegiate Volleyball began F18 Instruction for Fitness Instructor began F18 Potentially making KIN 30 online in response to the increased popularity of DE courses After Kinesiology changed the day/times for indoor soccer, enrollments more than doubled.
<p>Changes to section offerings, such as adding/removing sections or increasing/lowering class size.</p>	
External Factors	<p>ECON</p> <ul style="list-style-type: none"> According to the Bureau of Labor Statistics (BLS), “employment of economists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Businesses and organizations across many industries use economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists should come from the increasing complexity of the global economy, additional financial regulations, and a more competitive business environment.” Furthermore, the BLS states that “job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and experience using statistical analysis software.” <p>BUSN</p> <ul style="list-style-type: none"> The Work-Based Learning Program has been growing in size and scope under the leadership of coordinator Mary Lauffer, who has 40% of her load dedicated to this program. The program supports the CCCCCO vision for success and other statewide initiatives. Enrollment increased from 45 students in F17 to 96 students in F18.
<p>Such as state/ Accreditation mandates or advisory board directives.</p>	

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Facilities, Supplies, and Equipment	<p>KIN</p> <ul style="list-style-type: none"> • The productivity of some of our courses is limited based upon our limited facilities. • Larger or additional gym space would increase the productivity of our basketball, volleyball, badminton indoor soccer, and group activity courses. • A closed gym would allow our students more privacy and would increase enrollment of group fitness courses, since we would be able to hold them in a larger space. Our current gym is open access, and not a private environment and is unsuitable to hold courses like Yoga, Pilates, Guts and Butts, and other group fitness courses. • Our synthetic turf field has exceeded its life span and has a negative effect on productivity. The surface excessively hot in warm weather, decrepit and dilapidated. • An increased weight room space would allow us to hold larger classes that involve weight training. Examples of these course are Women's Weight Training, and Weight Training I & II • We currently have 25 stationary cycles, which limits the enrollment in Cycling I, & II. An increase in equipment would increase productivity, as these courses are very popular. • Kinesiology also requests a new Health and Wellness building. <p>NUTR</p> <ul style="list-style-type: none"> • Build a food lab on campus that includes a number of small kitchens where the students can prepare food and provide a space for the evaluation of foods and food processing techniques
Purchasing or upgrading	
Financial/ Budgetary	<p>BUSN</p> <ul style="list-style-type: none"> • Additional funds needed to send students to various conferences <p>KIN</p> <ul style="list-style-type: none"> • Measure A bond request: a new health and wellness building being in the plan to be built. However, with the current prioritization of this project, additional space for more productive courses will not be immediate or in the near future.
Program budgets or special funding.	

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Human Resources	<p>BUSN</p> <ul style="list-style-type: none"> We completed the hiring process for two new Full Time faculty in spring 2018. Andrew Patterson and Dr. Tracey Coleman joined our team and are teaching full time starting fall 2018. Need at least one more full-time faculty in order to grow the existing program and develop Entrepreneurship program. With Work Force development and booming Tri Valley Area with focus on Maker Space, it is imperative that we hire a new Full Time Faculty. INSTRUCTIONAL ASSISTANT: Another hurdle for the discipline is the need for an instructional assistant. For BUSN18 Business Law, BUSN30 Business Ethics, BUSN40 Introduction to Business and the large lecture courses for BUSN18 and BUSN40, the essay and written project grading is overwhelming. More FTE to staff classes as business creates new certificates and degrees to fulfill the Strong Workforce and to meet the demand to grow Work Experience and Entrepreneurship program. <p>ECON</p> <ul style="list-style-type: none"> The Economics Program is “managed” by a single full-time faculty, which present significant challenges Hire additional full-time Economics faculty <p>HLTH</p> <ul style="list-style-type: none"> May need additional FTEF in support of the AS-T in Public Health Science <p>KIN</p> <ul style="list-style-type: none"> Hired a full time, non-coaching, faculty member Staff members who are not coaches are continuing to drive the student-athletes. However, with only two classified professionals and nine (9) intercollegiate athletic teams, resources to hire additional drivers or for transportation is sorely needed.
Hiring and staffing needs.	
Learning Support	<p>BUSN</p> <ul style="list-style-type: none"> It has been a challenge to find students who would like to tutor our BUSN1A, BUSN1B, BUSN18 and BUSN 4 <p>HLTH</p> <ul style="list-style-type: none"> Continue library orientations to support student’s development of information literacy and research skills Continue regular feedback to students about their individual progress in the course
Services provided to support student learning, such as tutoring and library support.	

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LPC Collaborations	<p>The Division continue to partner with the Outreach Office in multiple events. Feedback from campus and community partners has been positive with multiple requests for more involvement by our Division. These events include:</p> <ul style="list-style-type: none"> • Counselor's Breakfast • Welcome Week • Fast Pass Events <p>BUSN</p> <ul style="list-style-type: none"> • 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 • Business worked with the LPC design shop for the internship and job board. <p>NUTR</p> <ul style="list-style-type: none"> • Nutrition is working with the Health Center to increase student awareness of healthy eating. In spring 2017 a \$25,000 subcontract was offered to LPC by the Center for Healthy Communities, but Student Services could not continue to staff and manage the subcontract—this seems to speak for a need for stronger infrastructure to manage grants and special funds. • The Nutrition club provides assistance at the annual food pantry event by providing healthy recipes.
Collaborative projects bringing together different programs/areas within LPC	
LPC Planning Priorities	<p>BUSN</p> <ul style="list-style-type: none"> • Finding tutors for various business courses is challenging • Development of new certificates and degrees takes resources. • DEVELOPING AN INTERNATIONAL PROGRAM: Patricia Stokke was the lead for this program and with her resignation this position is vacant now. The development for curriculum is on hold for now. However, a successful International travel trip to Japan in summer of 2017. Since we are down two FT faculty positions and there are so many other initiatives, currently we can't devote any resources to this program. The original plan to develop a series of international business offerings is still in force. These new offerings will provide the knowledge needed for success in the international marketplace and a skill-set sought by industries involved in global business. With two new FT faculty on board this Fall, we plan to explore the opportunity • Overall, the programs need more support (faculty and finances) to continue developing new curriculum and certificates.
Available here: https://goo.gl/LU99m1	

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Pedagogy/ Teaching Methods	BUSN <ul style="list-style-type: none"> Work-based learning growth allows students to explore careers HLTH <ul style="list-style-type: none"> Health 1 instructors began conducting individual student conferences to help students monitor their course success, since many of the students are first-time college students. Based on SLO assessments, one Health instructor is examining how to help students differentiate between modifiable and non-modifiable risk factors for cancer.
<p>The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	
Professional Development	BUSN <ul style="list-style-type: none"> Work-based learning growth allows students to explore careers Funds for faculty to attend CTE, Makerspace, Entrepreneurship and other conferences were provided during spring 18, summer 18, and fall 18. Additional funds have been secured for the 2019 calendar year. HLTH <ul style="list-style-type: none"> Professional development needed to bolster, particularly part-time faculty, in the areas of public health, equity, and social justice needed to new health courses. Lots of professional development available (On Course, Teaching Men of Color, Canvas training, CVC-OEI Course Design Academy) Need to work with adjunct faculty on course pedagogy, assignments, teaching approaches, etc. Need time to enhance the collective strength of programs, not just the individual skills of instructors. KIN <ul style="list-style-type: none"> It has been extremely helpful to utilize the opportunity for College Day and Flex Day. Funds for faculty to attend CTE and other conferences were provided during spring 18, summer 18, and fall 18. Additional funds have been secured for the 2019 calendar year. Funds for industry certifications were made available for discipline faculty in the areas of Personal Fitness and Training. NUTR <ul style="list-style-type: none"> Flex Days and also funding to go to conferences related to my field have been helpful in achieving professional development hours and also ensuring that I am keeping abreast of the new topics in my field.
<p>Activities and resources to enhance employee knowledge and skills.</p>	

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Services to Students	<p>BUSN</p> <ul style="list-style-type: none"> • Workshop on becoming a CPA. The workshop included accounting professors from 4 year universities, Las Positas and Chabot alumni who are currently pursuing accounting degrees at 4 year universities, and accounting professionals from CPA firms in the Bay Area. Over a hundred students and many community members attended and benefitted from this workshop. • LPC Business Club continues to grow and positively affect student's experience at LPC and in field of Business. The Club sponsored 5 workshops in Financial Literacy and Career Planning in 2017-18. In addition, twenty-five student members attended two conferences, one in Fall 17, in Los Angeles and other in Spring 18, in San Diego. • Work-Based Learning has been updated and restructured. Work Experience program offers two courses WEXP 94 & 95, focusing on employment. • Work experience program serves all majors, supports area employers, and promotes a strong workforce in our area. • Business and Entrepreneurship Speaker Series <p>HLTH</p> <ul style="list-style-type: none"> • Developed a system to enhance all Health faculty's abilities to best meet the needs of first year students including using Canvas to monitor their grades, proactive communication, and learning how to be successful college students. <p>NUTR</p> <ul style="list-style-type: none"> • Nutrition club is working with the LPC Health Center to increase students' awareness of nutrition for a healthy mind and body. • Nutrition club students to collaborate with LPC Student Services to work on the LPC Market (Food Pantry) and increasing Cal Fresh outreach for students who are in need of financial assistance to buy groceries. Last Spring a \$25,000 subcontract was offered to LPC by the Center for Healthy Communities to raise CalFresh awareness and increase staffing for CalFresh outreach and assistance. Unfortunately, Student Services felt that they were underequipped to staff and manage the subcontract. I am hoping that in time, these kind of partnerships can be established so we can better meet student's needs, especially students who qualify for CalFresh and could benefit from better support from LPC.
Non-instructional services provided to students. Not limited to Student Services programs/areas.	

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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.)	BUSN <ul style="list-style-type: none"> • PSLOs were developed for the Retail Management Certificate • Updating CSLOs for Accounting 51A, Work Experience courses, and Intro to Personal Finance • All CSLOs were mapped to the PSLOs • Assessment of CSLOs for BUS 18 demonstrated 72% of students achieved average to mastery of the SLOs ECON <ul style="list-style-type: none"> • “Old” CSLOs were retired and “new” CSLOs were recorded and analyzed HLTH <ul style="list-style-type: none"> • Developed a common assessment for a HLTH 1 SLO; to be assessed Sp18 and F18 • We will continue to assess the same CSLO for fall 2018 and spring 2019. This CSLO will also be assessed in the online sections of HLTH 1 starting in fall 2018. We hope to acquire consistent and meaningful data to inform our teaching. KIN <ul style="list-style-type: none"> • Plan to assess CSLO from KIN SI • Intend the update some CSLOs of activity courses NUTR <ul style="list-style-type: none"> • Added 3 new SLOs to Nutrition 1 and NUTR 3. We have allocated the different SLOs to be tracked by different faculty members. • We do not yet have all the SLOs being tracked consistently at this time.
Technology Use How technology is used to instruct/serve students or for other college functions.	KIN <ul style="list-style-type: none"> • The activity room in 2500 could be upgraded to have Bluetooth availability for the sound system • New Body Composition Scanners are being order in addition to 3D anatomy software HLTH <ul style="list-style-type: none"> • Thank you for all the eLumen training but, eLumen is just not intuitive; nor is processing all SLOs through eLumen accommodating or friendly. ECON <ul style="list-style-type: none"> • All Econ courses were switched from Blackboard to Canvas. • Econ had increasing percentages of students taking DE courses rather than FTF.

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Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Tamica Ward	Karin Spirn	Ann Hight

Division/Area	Programs
Enrollment Services	Admissions & Records Community Education 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:

- Enrollment Services wants to improve the overall safety of the Admissions and Records (A&R) and Financial Aid office as it poses a threat given that the counter windows are not secure.
- Community Education celebrated their 20th anniversary in 2018 with a “Twenty Classes for Twenty Dollars” promotion supported by the LPC foundation. They produced a catalog with CE courses as well as other LPC courses that would be of interest to local residents.
- Community Education coordinator serves as president of the statewide Association of Community and Continuing Education.
- Community Education has observed a change in data regarding how students find out about classes

they are interested in taking. In the Fall of 2015, 57.5 % of evaluation respondents did not use social media to find out about events and classes that they wanted to take. In summer 2018, that percentage has gone up to 50%. Community Education has engaged the Student assistant in advertising using Facebook, and revising our advice to instructors on how to promote their own programs in an attempt to advertise more in whatever free ways that we can. The program is again thinking of engaging with Constant Contact to produce a newsletter and mail it to all students.

- Competition from the local community: three large Parks and Recreation Departments, revitalized Adult Education environments due to Adult Education Program, and active senior centers, retirement communities and arts/education business entrepreneurs and public library
- Expand local outreach efforts with high schools and area language programs.
- Continue to seek housing assistance and develop a more comprehensive housing referral service.
- Provide more opportunities to foster global relationships on campus and promote the program to the Campus community.
- Recruitment is a challenge for the International Students Program. They need more interaction with international recruiting agents and mechanisms such as CollegeWeekLive.
- International Student Program wants to partner with a company, Flywire, that could process international payments so that students could pay in their home country's currency, ensuring more timely payments. Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College.
- Services have been expanded to Valor Crossings where staff from the Veterans First Program (VFP) will be providing information and materials to the Veteran tenants in this housing complex.
- Veterans first works with local, state and federal veterans organizations. VFP is also connected with both private and public sector business and organizations.
- Although Veterans Resource Center (VRC) has been out grown by the increase of usage and number of Veterans attending LPC, the current VRC represents the college well and is considered a model center in the state and nation.

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 office remodel for A&R to address the office atmosphere and relocation of A&R staff. In addition, safety issues concerns were expressed by the A&R 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 and support 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)

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.

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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>Veterans First Program (VFP) - Continue the expansion to Valor Crossings where staff from the Veterans First Program (VFP) will be providing information and materials to the Veteran tenants in this housing complex. VFP is also connected with both private and public sector business and organizations.</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 and Tri-Valley Housing and Opportunity Center along with other community business partners and nonprofits.</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 and with the implementation of AB 705 there might be some challenges for students!</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>
<p>Curriculum Committee Items</p> <p>Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	

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Enrollment Management	<p>Community Education - Continuing need for definition/design of the program and the intentions of the college surrounding the Community Education program. Continue to explore on-campus and community partnerships to create income for the program.</p> <p>International Student Program- Expand local outreach efforts with high schools and area language programs. Continue to seek housing assistance and develop a more comprehensive housing referral service.</p>
Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	<p>Admissions & Records- A&R provides support for the Middle College Program for HS students ensuring applications, registration and records maintenance are timely and accurate. The program has grown from 40 students in 2016 to 103 students in Fall 2018.</p> <p>Veterans- The number of veterans attending LPC is increasing. 25% of veteran students are not college-level ready for Math. With Veteran Affairs benefits based on mandatory classes, when reducing basic skills these things need to be take into strong consideration when building the schedule and the classes being offered. Long-term planning goal is to increase retention of veteran students.</p> <p>The preparation involved for submitting the P1, P2, and Annual 320 reports requires a meticulous approach to ensuring appropriate documentation is archived to support 320 ftes data. A thorough understanding of attendance accounting and an ability to analyze enrollment data to identify discrepancies is critical.</p>
External Factors	<p>AB705 will impact international students, since some are admitted with lower English proficiency a required to take ESL. The college must take the needs of international students into account while determining how AB705 is implemented.</p>

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<p>Such as state/ accreditation mandates or advisory board directives.</p>	<p>ISP must respond to potential changes in immigration policy. There are proposed changes that haven't been confirmed yet. Currently students on F-1 visas can stay in the US as long as they are in school. The proposal would instead give students a prescribed time to complete their education, after which time their visa would expire. An additional proposal would force LPC to pay \$1200 biannually to maintain certification to accept F-1 visa students. Currently this recertification is free.</p> <p>International students are being affected by a number of issues such as current political climate and policies hostile to immigrants. Domestic and World events continue to have a tremendous negative impact on the program.</p> <p>USCIS Policy on filing bridge applications for students who apply for change of status was instituted in April 2017. This new policy makes it very difficult for potential students to change status while in the United States. Potential students are required to return home and often are unable to secure a student visa.</p> <p>The Admissions and Records Office is still not eligible to receive SSSP funding based on the current guidelines. 3. Implications of the new statewide funding formula.</p> <p>Community Education-The Public library is still offering the exact same 6-week online classes for free to library card holders in Livermore.</p> <p>Financial Aid - The Loss of Bog regulations implemented Fall of 2016 continue to negatively impact the number of BOGW recipients as students not meeting standards of progress now lose their BOGW. This serves to reduce our reported number of financial aid recipients and the dollar value of fees waived.</p> <p>A new Community College Completion Grant was provided to colleges in the late summer with the expectation to implement provisions during Fall and requires significant manual workload each term to determine initial and continuing eligibility.</p> <p>A new Dreamer Emergency Grant program was also provided to CA community colleges in September to be implemented in fall. While funds are very limited and are one-time funds (about \$10,500), procedures are to be determined, along with allocation rules; this again has created additional manual workload.</p> <p>The federal government has reinstated Year-Round Pell for the 2017-18 school year, to be implemented summer 2018 after many years. This will be significant additional workload as it will require full testing before implementing, and will require updates to our policies, procedures, website, literature, and additional communication with students so they understand the implications.</p>

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Facilities, Supplies, and Equipment	A&R -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. 7. The Admissions and Records Office will need to reconfigure the office
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Purchasing or upgrading	space. For example, more cubicles are needed with higher panels for security and privacy.
Program Review Division	<p>Summer Fall 2019 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>Currently we have an internal Auditor visit for several days at least once/year, sometimes twice. There are also occasional outside audits that occur, by the California Student Aid Commission (Cal Grant audit) and possibly by the federal government. It is important that auditors be given a private room with banner access on a desktop, and internet access for their laptops to be able to work. We have utilized our extra office for this purpose, but if we hire one additional position we will lose that space for the future. We must be able to address this need by providing a secure room nearby where an auditor can have access to banner and to the internet. Training room for webinars and meetings: We have a small storage room with a table that we use for Staff meetings, but it is much too small, especially if we include student assistants (and hourly staff as in the past). We also have need to view many training webinars and conference calls on a large screen, and have to rely on limited availability of other conference rooms for our training needs; the existing room availability is often limited. Please plan for additional smart conference rooms when reviewing facilities, as we have great need for them for meetings and for web-based training. Need additional storage space, especially for larger items to be stored.</p> <p>International Student Program-Affordable housing is a critical need. One of the most frequent questions asked is, “Do you have dormitories?” Each semester we deal with students in need of emergency housing. Recently, a student arrived with all of his belongings and no place to stay. He spent the first night in SFO and the next night his emergency housing fell through and he slept on our Campus. The addition of dormitories would most definitely set LPC apart from other area community colleges.</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.</p> <p>International Students Program needs a tablet for use at recruiting events.</p> <p>Community Education needs office and classroom.</p> <p>Admissions and Records needs new or expanded storage space for records. They also need reconfigured office space including more cubicles with higher privacy partitions.</p> <p>Admissions and Records and Online Service Center need replacement existing doors, windows and glass panels for safety reasons and have make it easily accessible to the public on the weekends,.</p>

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Financial/ Budgetary	<p>Veteran's Program -The program continues to have to raise own funds through fund raisers, grants, etc. In addition to the center, the VFP acquired an old electric cart that has been extremely useful in providing rides for student Veterans with disabilities, carrying outreach items and also with set up for events. The current cart needs to be retired and replaced with a more modern and efficient cart. Funding always seems to be an issue and the VFP still continues to do fund raising to build its budget. Short term plans include a fundraising event called 2.2 and Cycle for Veterans this fall.</p> <p>Community Education to continue to explore how fee-based education organizational structure and program should be handled.</p> <p>Admissions and Records – The office is still not eligible to receive SSSP funding based on the current guidelines. Implications of the new statewide funding formula may have an effect on that in the future.</p>
Program budgets or special funding.	
Human Resources	<p>Veteran's First hired a full-time veterans' specialist in Fall 2017. Two part-time support specialists also started in October 2018, focusing on mentorship and follow-up. They are also hiring two academic support specialists to help with</p>

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Hiring and staffing needs.	<p>math. They need a front desk assistant so that there will be consistent coverage in the Veteran's Resource Center.</p> <p>In ISP, the Admissions Specialist position is currently vacant, which is a hardship for the program. They would like this position to be filled or else to create a new position in lieu of it, an International Admissions Specialist.</p> <p>A theme across the division was high levels of recent turnover due to retirements and other reasons. All of the programs below cite significant turnover. This creates the need for reorganization of duties across the program, as well as the need for training of new or reassigned employees.</p> <p>Community Education's coordinator has been reduced from FT to 50%. Community Education has hired a CALWorks student assistant.</p> <p>Community Education struggles to find qualified instructors who can teach interesting subjects. This challenge is compounded by the paperwork that instructors must fill out as district employees, which is a deterrent for some potential instructors. The Community Education program believes it would be more effective to treat instructors as contractors who will submit invoices and do their own taxes.</p> <p>Admissions and Records needs to refill AR II position vacated due to a retirement. They also need increased staffing to help with increased reporting responsibilities. In addition, their resources are stretched due to A&R role in initiatives such as Veteran's programs, Middle College and the math tutoring for high school student's pilot.</p>
<p>Learning Support</p> <p>Services provided to support student learning, such as tutoring and library support.</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>
LPC Collaborations	<p>A&R- Revisit the High School Concurrent Enrollment program policy and procedures. Restrict High School concurrent enrollment and align policies to Chabot college to the extent possible. Continue to define the distribution of job duties and provide ongoing training to maintain quality service to our campus community.</p>

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<p>Collaborative projects bringing together different programs/areas within LPC</p>	<p>Community Education -Offered a number of camps such as: Bio Tech Boot Camp, Cyber Patriots Program, Adaptive Horticulture Certificate, Sports Medicine Camp, and Expanded EMS Testing Center Participation. Continue to explore on-campus and community partnerships to create income for the program. Community Education will need to participate in a broader discussion of types of courses at LPC (presumably considering how they will fit in with noncredit for example) and how they all fit together.</p> <p>International Student Program-Work with Institutional Research to extrapolate data regarding goal completion. Currently, program staff is manually obtaining and interpreting data.</p> <p>Veteran's Program-The IR Department has been working closely with the Veterans First Program to better collect needed data, such as retention and graduation rates. By Dec. 2018, the Veterans program must provide data to VA on those who utilized VA education benefits</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>The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/</p>	

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tutoring methodology, class activities or course design.	
Professional Development	<p>A&R -Admissions and Records needs training opportunities due to shifts in staffing and job responsibilities as well as the new funding formula and AB705. They need to develop staffing schedules that allow for professional development opportunities as well. With the promotion of employees, there was a need for dedicated time to support training efforts. Professional development and training is an essential obstacle for A&R in AY2018-2019. More professional development in all areas of A&R for new and reorganized staff. New procedures, new state mandated requirements, and new technologies all need time to learn, and training in conjunction with IT, other college staff, and software providers.</p>
Activities and resources to enhance employee knowledge and skills.	<p>Financial Aid- Last year we had a series of online trainings and one course that everyone took together regarding direct loan information. The online trainings were on a variety of FA topics, and are offered by NASFAA with our level of membership to that organization. Department of education webinars and some trainings from the state were also helpful and informative. All of this training worked well because staff could view at their desks or we could view together in a conference setting and discuss and reinforce what we learned together. All staff attended at least one professional conference, which is essential to learn the latest Federal regulatory updates. Everyone was able to get away to at least one of these conferences. Funding was, for the most part, out of BFAP (Board Financial Assistance Program) funds. Having this type of funding this type of funding and having staff trained in this way is key to maintaining compliance with ever changing Federal and State Regulations and policies and procedures.</p> <p>Professional development and training of all staff is key to continuing to serve students and maintain compliance with federal and state regulations in the coming year, in an environment where regulations, policies and procedures are in a constant state of change.</p> <p>International Student Program-The Program Coordinator attends local, Regional and National Conferences to receive training on important issues impacting international students and remain abreast of immigration regulations. These conferences also provide valuable information on marketing and recruitment strategies and best practices in international education.</p> <ul style="list-style-type: none"> • An immediate need is to train additional staff as Designated School Officials (DSO) to provide emergency services to students when the Program Coordinator is out of the office. • Moving forward, the program anticipates needing training time for the Admission Specialist. Program staff will need additional training on SARS, Banner 9 and the Recruit module—ISP is slated to be a pilot program for Recruit. • Additional training is needed from vendors (CollegeWeek Live and Hot Courses) to fully utilize recruitment tools. <p>Veteran's Program-The program counselor, coordinator, and specialist attend various workshops and trainings provided by the CCCCO and other Veterans organizations such as Veterans Affairs and the Student Veterans of America.</p>

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	<p>This often requires applying for small grants and fundraising. This kind of professional development has allowed the VRC to continue to be regarded as a regional and statewide model program.</p> <p>Continue developing skills and knowledge in best practices and policies when serving Veterans. For example, there is a new GI Bill called the forever GI Bill, which has many new requirements. It is important for the staff to be trained and kept updated on these new policies and procedures. We envision the program to continuing to provide outstanding services to Veterans, and remaining a statewide leader in the Community Colleges for successful Veteran education.</p>
Services to Students	<p>A&R - Utilizes the Online Services Center to a much larger extent. Strategies were developed on how to increase student use of the services in the center. Full time Online Services Center use was implemented, and during non-peak times, all A&R windows were closed and students were routed to the Online Services Center.</p>
Non-instructional services provided to students. Not limited to Student Services programs/areas.	<p>Community Education - 70% of Community Education evaluation respondents would take another class from the same instructor 93% of Community Education evaluation respondents felt respected by their instructor 83.3% of Community Education evaluation respondents would take another class with Community Education.</p> <p>Financial Aid-Completed the migration of videos, continuing to make the website more functional for students: We are currently in the process of continuing our website redesigned and update. In addition to our involvement in this process, we want to be diligent about embedding the Financial Aid TV and GetSAP informational videos throughout the financial aid website as appropriate.</p> <p>Veteran's Program-Variou s state and federal research are showing that colleges which offer comprehensive services similar to programs like EOPS, Puente, and other special serving populations tend to be very successful in supporting student success. Current data is being done to see the impact some of the state funding given to Veterans Resource Centers is having a positive impact. In addition, the research being conducted should demonstrate colleges with support and best practices, such as a one stop VRC will show the need for more funding and standards tied to the funding to continue to produce higher Veterans student success.</p> <p>Some student Veterans have said they stayed in school because of the welcoming atmosphere of the VRC and the comradery which occurs there that they miss from when they served. Even a few student Veterans have said the program saved their life. With resources and services from outside and inside the college being provided in the VRC helped them set and achieve their goals. Programs such as the Engineering Tech program initially for just Veterans, has outstanding employment results into great careers. Operation Gateway, the summer transition program for veterans, helps them navigate college resources.</p> <p>International students struggle with the lack of affordable housing and absence of a housing referral system. The International Students Program has been working on the accessibility and effectiveness of their orientation. SAO results</p>

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	show that in Fall 17, all students reported understanding almost all of the orientation (up 45% from the year before).
SLOs/SAO Process	<p>Financial Aid - 2018: first year of Academic Works software: 273 applicants. Now that Financial Aid is settled on a software that meets program needs, we would like to continue to increase the number of applicants for available scholarships. Goal for AY 2018- 2019 is to create an assessment for this SAO in eLumen, and close the loop in this SAO. Financial Aid plans to continue analyze the SAO data around Scholarship applications. Financial Aid plans to make sure any SAOs that are currently in eLumen have assessment results added.</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>International Student Program - Elumen is not user friendly, nor is it intuitive. Working with a software that is easier to navigate might facilitate more meaningful assessment of SAOs for this program.</p> <p>In Fall 2017, 100% of the students self-reported they understood at least 95% of the information provided which represented a significant increase in understanding from previous terms. This increase in understanding may be partially attributed to the large number of transfer students who attended Orientation, as they had previous exposure to the material presented. In Fall 2018, 65% of students self-reported understanding 90-100% of the information provided. 21% understood between 70-89% and 14% stated they understood 50-60% of the information. Students with a lower language proficiency level understandably had a more difficult time with grasping the complex information. Of interest, more than 50% of the students were new and had not previously attended College in the United States.</p> <p>Veteran's First- Qualitative results through student surveys with Op Gateway. Various comments from the survey demonstrate the satisfaction of the various workshop topics and presenters. Need to continue to work on data to see if any impact from Operation Gateway helped them gain priority registration and utilize the various services offered on campus. Part of the new VRC 2- year grant is designed to collect data to support the importance of the Operation Gateway. Qualitative results with increase of utilization of VRC – SARS and student surveys demonstrate this.</p> <p>Data has not been tracked sufficiently to note. Student Veterans, dependents/spouses of Veterans, and reservists/national guard will know about the resources and services available from the Veterans First Program. Over all changes. From the initial Operation Gateway in 2008, which had a little over 20 student Veterans attend, to the 40 plus we now have each year has been a significant increase. Need to dedicate more support from institutional research toward the Veterans First Program, if the goal is to college and analyzing meaningful data to help improve services and programs provided to student Veterans from the Veterans First Program</p>

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<p>Technology Use</p> <p>How technology is used to instruct/serve students or for other college functions.</p>	<p>A&R - Degreeworks launched in Spring 2018. Counseling uses the software as a tool to provide counseling services to students. A&R Evaluators are using the software to review the request for completion of degree/certificate requests. In essence, the software will assist to award degrees. A&R continued to review and update the office website for clarity and accuracy of information. The updating of the website was assigned to one staff member, so as to streamline and create a better process for updates when they are necessary.</p> <p>Admissions and Records is considering use of Credential Solutions program would provide automated transcript processing for students. They hope to start using it during Spring 2019.</p> <p>Admissions and records wants to create real-time chat support for students (possibly using Cranium Café).</p> <p>Community Education- Improve the social media marketing for the program without increasing marketing budget. In the Fall of 2015, 57.5 % of evaluation respondents did not use social media to find out about events and classes that they wanted to take. In summer 2018, that percentage has gone up to 50%. Community Education has engaged the Student assistant in advertising using Facebook, and revising our advice to instructors on how to promote their own programs in an attempt to advertise more in whatever free ways that we can. The program is again thinking of engaging with Constant Contact to produce a newsletter and mail it to all students.</p> <p>Financial Aid - Completed: Academic Works implementation (requires significant training, software set-up and testing); go live date February 2018. Admissions and Records want to increase student use of the Online Service Center. A number of programs are making materials and services accessible for students online:</p> <p>Financial Aid began using Academic Works software in February 2018. They switched to this software after SAO results showed a decline in applications with the previous online application process. They also continue to update their website to make it more useful and accessible for students.</p>

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Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Don Carlson	Kimberly Burks, Angelo Bummer, Peter Kuo, Bhairav Singh	

Division/Area	Programs
Social Sciences, Library, Public Safety and Career Education (SLPC)	<p>Social Sciences: Anthropology, Early Care & Education, Global Studies, History, Political Science, Psychology, Sociology, Women's Studies</p> <p>Career Education: Automotive Technology, Welding Technology</p> <p>Public Safety: Administration of Justice, EMS, Fire Service Technician</p> <p>Services: Library, Tutorial Center</p>

<p>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.</p>
<p>For the Social Sciences, some key areas from the program reviews include harnessing the talent of new full-time faculty additions (such as in Political Science, History, Anthropology, & Psychology), new course development (that is inclusive of more diversity, globalization as examples), new program development (such as launching Global Studies), sustainability (enrollment concerns for some programs and courses), and marketing and promotion. Social Sciences also noted the need for facilities (with Psychology's and Sociology's need for a lab space) and other programs finding lecture rooms during peak periods have been stressed. The need for Social Sciences to now maintain its full-time teaching levels as faculty retire or move onto to other career opportunities is also stressed (i.e. History department losing a faculty member in the fall of 2018).</p>

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Public Safety's primary themes revolve around expansion of programs (i.e. new Fire Academy, and opportunities for new programming in AJ), loss of some programming such as Sheriff's Academy, seeking needs for equipment for new EMS program and the Fire Academy are critical items, seeking and maintaining program accreditation, and the planning for the new Public Safety Complex are critical.

In regards to Applied Technology, themes include program accreditation (such as in Auto Tech, which will be completing its accreditation this year), new courses in Auto Tech and Welding Tech and needing the FTEF approval, and the new building planning for Auto and Welding.

The Library and Tutorial Center themes include resources needs (Library is fortunate to have new Measure A dollars, though Tutorial Center is dependent on some state grant funding putting it at more risk), new building for 2100 (which will impact library expansion and a new space for the Tutorial Center), and discussion of staffing needs and funding (Library had a new faculty position start this year which has been a great help).

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.

Recommendations for planning include: Priorities on Measure A projects that include the new Public Safety Complex, the Advanced Manufacturing and Transportation building (Auto and Welding), the new 2100 building affecting the Library and Tutorial Center; Seeking FTEF for existing programs and new programs (new programs such as Education, Fire Academy, Auto Service Desk); seeking and maintaining program accreditations such as Automotive Technology and in Public Safety; seeking funding for supplies and equipment needs in various programs and services in division; work toward staffing needs of programs (faculty and classified staff); improved enrollment management of programs in division.

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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	Community partnerships include the following examples: GM contract, which will be renewed in February of 2019 for a three year period and a partnership with AC Delco in Auto Tech, various partnerships in ECE program for support of internships for students, delivery of an introductory Fire Service course to the Tri-Valley ROP, the AJ program and the Alameda County Sheriff's Academy, EMS and Fire Services program with internship opportunities with various first responder agencies and medical agencies, and the Psychology program and its speakers series with excellent speakers from the community. Additional examples can be seen in the articulations agreement with high school CTE courses for all the CTE programs in the division.
Such as outreach, recruitment, internships, industry collaborations.	
Curriculum Committee Items	Each program in the SLPC division has program updates required for courses to meet needs outlined by the curriculum committee. Some notable new program/courses include updates and changes in the Fire Services program, EMS program, AJ program (including a new Fire Academy); changes in the Tutorial Center's courses; updates for the ECE program, New courses in Applied Technology (including Laser Welding and a Service Technician program in Auto); creation of the Global Studies program with two new courses being offered in 2018-19 and cross listing the intro course with a Sociology Global course; launching of a new diversity course in Psychology; plans to bring back specific courses in History to target specific cultures and global emphasis; general updates in all other Social Sciences programs. Some future programming areas include development of a new Education transfer degree at the college (sponsored through ECE) and social justice related courses (such as LBGT studies).
Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	
Enrollment Management	Social Sciences: Concerns include having enough FTEF to offer unique and specialty courses (such as in the ECE program and Anthropology), a flattening or drop in enrollment in some programs such as Political Sciences and Sociology, gaining FTEF for growth of Fire Services, and EMS programs, seek FTEF for new programs in Education Transfer, Auto Service Desk; maximizing FTES enrollment in larger Social Science programs such as History and Psychology.
Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	

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External Factors	<p>The SLPC division has active advisory committees in all of its CTE programs including ECE, AJ, FST, EMS, Auto Tech and Welding. In regards to program accreditation, EMS gained their accreditation over a year ago, the Fire Academy gained their accreditation in the fall of 2018, and Automotive Technology will be submitting their NATEF self-study for accreditation in the spring of 2019. ECE works with core statewide curriculum requirements. The Child Development Center has many requirements from the state (particularly since it receives public funding) and it passed a critical audit along with the Chabot CDC in the fall term of 2018.</p>
Such as state/ accreditation mandates or advisory board directives.	
Facilities, Supplies, and Equipment	<p>Social Sciences: The primary need is for a research lab/computer lab that is a room that we have first option at in scheduling for PSYC and SOC. We have secured such a room in 2416 thanks to a decision from the Dean's team at the college. In the long run, there is a plan for study rooms with a lab these programs would like to have. There is some planning on some furniture changes in the room that make this room meet more needs of the faculty and students. Other program needs would include supplies and equipment needs in ECE and Anthropology. Others Social Sciences programs have a continuing need to find classroom space for lecture courses at high usage time periods.</p> <p>Applied Technology: Continuing to seek resources for equipment and supplies for the Welding and Auto Programs program will be critical to their success. Planning for the new Advanced Manufacturing and Transportation building for Auto and Welding is a critical requirement for the next couple of years.</p> <p>Public Safety: Continuing to seek resources for equipment and supplies for the Fire Academy, EMS program and any future expansion in the AJ program (such as a police academy) will be critical. Planning for the new Public Safety Complex and Fire Tower for EMS, FST and AJ is a critical requirement for the next couple of years.</p> <p>The Library and Tutorial Center will continue to seek appropriate resources to have the services be successful. Keeping computer technology, software, and databases in both programs is critical. Purchasing of supplies (i.e. books, periodicals) is important to keep them meeting academic and CTE program student needs. Work to update furnishings in existing facilities will be part of planning. Work on the new 2100 building expansion for Library and new location for Tutorial Center will be a critical requirement for next few years.</p>
Purchasing or upgrading	
Financial/ Budgetary	<p>The SLPC division's programs have address this as needed in their Program Reviews. Critical areas noted is finding enough FTEF through the CEMC process of the college to offer specialty courses on the books, new courses and programs, and planning for the future. Programs significantly impacted by this include: Fire services with the new Fire Academy and other new program offerings, EMS (being a newer program to the college), ECE, History, Anthropology, Psychology, Auto Tech,</p>

Program Review Division Summary Fall 2018

Program budgets or special funding.	Welding, and Sociology. Finding budget resources for equipment and supplies has been addressed in various program reviews, most notably in the Public Safety and Applied Technology programs, who have expensive equipment and supply needs. In addition, Auto Tech has noted important donations of vehicles and equipment by individuals and vendors in the past year. Programs such as Anthropology have also gained new equipment for their new lab through the college Instructional Equipment Request Allocation process and still has further needs. The Tutorial Center also has proposed furniture upgrades in its space. The library has received its new funding sources in Measure A for books, databases and periodicals. Concerns on adequate funding for supplies for programs such as ECE, the Library, Tutorial Center, Public Safety and the division office and having this in a sustainable model is a continuing concern with limited resources.
Human Resources	A common need among all the SLPC programs is the need to maintain and meet growth in staffing areas. Programs that will likely need future full-time faculty for expansion or to replace potential attrition (retirement or moving on in career) include the Fire Science Technology Program, History and Automotive Technology. Concerns on finding qualified adjunct faculty can be seen in several program areas including History, Women's Studies, FST, EMS, Auto Tech, Welding and ECE. The need to maintain staffing levels in the library and tutoring center are critical also and have expressed concerns with limited resources.
Hiring and staffing needs.	
Learning Support	The academic and CTE programs in SLPC division seem to have good support for Library and Tutoring Center. Since Library and Tutoring Center are in the division, maintaining services and supporting any expanding needs (such as with AB705 and Guided Pathways), will be critical, particularly in obtaining needs from college community and resources. Addressing equity needs in Tutoring and Library (expanding hours of library – which have been completed but need to be maintained, targeting students more in need of tutoring services) are important goals.
Services provided to support student learning, such as tutoring and library support.	
LPC Collaborations	Collaborations of programs across LPC with specific programs in the SLPC division can be seen in several areas in the following examples: Library collaboration across all divisions including orientations for various courses at the college, EMS collaboration with Child Development Center used as a training activity for EMS students to have some experience working with children in a simulated activity, Psychology Programs collaboration with campus student health for expanded mental health services, Global Studies collaboration with other Social Sciences programs including Sociology (on an cross listed course), Tutorial Center collaboration with many program areas across numerous disciplines and with student services to provide peer tutors and a place for instructors to hold office hours, and Welding Technologies collaboration with STEM division and participation in the delivery of courses for the Engineering Tech program.
Collaborative projects bringing together different programs/areas within LPC	

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LPC Planning Priorities	<ol style="list-style-type: none"> 1. Accreditation: Establish regular and ongoing processes to implement best practices to meet ACCJC standards. This is being implemented through our updates in curriculum, SLO measures, and maintenance or obtaining program accreditation in several CTE programs including EMS, Fire Services, and Auto Tech. 2. Curriculum: Provide necessary institutional support for curriculum development and maintenance. All programs in the SLPC division have worked toward updating curriculum to meet this planning priority. Several disciplines have new degree or certificate programs including Fire Sciences, Auto Tech, Global Studies and Political Sciences. 3. Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses. The Tutorial Services for LPC is located in the SLPC division. It now has a new full-time faculty coordinator dedicated to the program which will help with meet this planning priority. 4. Professional Development: Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals. The faculty and staff in the division have addressed this planning both in the Program Review and their own Evaluations utilizing on campus professional development such as flex day, professional development funds, grants and CTE funds (where ever appropriate).
<p>Available here: https://goo.gl/LU99m1</p>	
Pedagogy/ Teaching Methods	<p>The Program Reviews from various SLPC programs showed a dedication to ensuring quality instructional pedagogy and instruction methods to meet student learning needs. Some common themes included: continued look at expansion of online and hybrid courses; use of current technology in lecture classes and labs; design of lab spaces to meet student needs (i.e. new Anthropology lab or planning for new buildings for Applied Technology and Public Safety); focus on effective evaluations of full and part-time faculty to provide important feedback to make improve in these areas for individual faculty members.</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>	

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Professional Development	<p>Many SLPC programs have identified their professional development needs. CTE programs have been particularly focused on needs that may involve accreditation needs (such as in Auto) or keeping current in training in FST, AJ, EMS, Welding, and ECE. Social Sciences, Tutorial Center, Child Development Center, Library Faculty/Staff have identify their training needs in their evaluation processes and many have attended (or plan to attend) important workshops, conferences and significant research work as part of their professional development. Other faculty/staff have been presenters in at conferences and on campus for professional development activities. Several division members are actively involved in important college activities including the SLO committee and serving on the Accreditation Steering Committee (two faculty members and dean are on this committee, one serving as the Accreditation Liaison Officer for the college).</p>
Activities and resources to enhance employee knowledge and skills.	
Services to Students	<p>The SLPC division has three primary service components: the Library, the Child Development Center and the Tutorial Center that provide important services to students to support their academic goals at the college. All three programs have carefully identified important accomplishments and goals in their Program Reviews to continue to provide excellent service to students. This includes expanded library hours, expanded days of service in the Child Development Center, and the addition of a full-time, permanent faculty coordinator to the Tutorial Center in this current academic year.</p>
Non-instructional services provided to students. Not limited to Student Services programs/areas.	
SLOs/SAO Process	<p>The SLPC division programs addressed how SLO measures could assist with improvements in curriculum. SLOs are updated in the course outlines of record. There is a common theme of concern among several programs in the division to maintain consistency of entering data in ELumen and encouraging adjunct faculty to carry out the data entry.</p>
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)	
Technology Use	<p>The Program Reviews of many SLPC programs identify the importance of current technology to support their programs. For the Library and Tutorial Center, having funding for databases, scheduling software (as in the Tutorial Center) are critical. Having up-to-date computers in the library and in the computer labs used by several programs (such as Psychology) are critical. Up dated AV equipment in all classrooms on campus serves all program areas for lecture courses. The CTE programs including Auto, Welding, EMS and FST are dependent on equipment that is expensive and requires</p>
How technology is used to instruct/serve students or for other college functions.	

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	constant upgrades, additions and repairs to meet student training needs. Making sure adequate resources are allocated to these programs areas are a critical component in their planning and their program implementation outlined in their program reviews.
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Program Review Update Division Summary Fall 2018

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

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

Other Readers: **Martin Nash, Nadiyah Taylor**

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 newly-reorganized STEM Division offers robust programs with **outstanding faculty and staff** and **significant growth** in several disciplines in response to strong student demand. Members of the Division are active in shared governance on college and district committees. Many are key contributors to important initiatives, including **AB 705**, which has dominated curriculum work in math, and **Guided Pathways**, which has permeated how programs think about how to serve students in their educational and career goals. Both require **extensive collaborative problem-solving** throughout campus, and offer opportunities for STEM to develop solutions and share best practices. Examples of **successful teamwork** benefiting students are the STEM Scheduling Matrix that includes Bio/Chem/CS/Engr/Math/Physics and the Engineering Technology Learning Community that includes Engr/Math/Welding/WRKX/Counseling/Veterans/A&R. Departments effectively use **enrollment management** to predict and respond to high enrollments.

Faculty and staff continue to innovate and deliver **exemplary learning opportunities** for students in the classroom and the lab and through activities such as Honors Projects, Independent Study contracts, Math Jam, Honor Societies (i.e., AGS, Math, Biology), poster sessions, and learning communities. Faculty work on **new and revised curriculum** included bringing into compliance nearly all course outlines in the Division, updating or creating new transfer & CTE certificates/degrees, and developing new **noncredit** courses in Math, CIS, and Horticulture). Outside the classroom, STEM departments offer and promote clubs, seminars, conferences, summer camps, and events (e.g., Cyberpatriots, Science Bowl, high school tours). Multiple programs have active **partnerships** with the community, industry (e.g., advisory boards), and educational institutions.

The ongoing **impact of recent and planned faculty and staff retirements and resignations** engaged many in the Division in the hiring process. As a result, several **excellent new hires** were made among part-time faculty, full-time faculty, lab technicians, and instructional assistants. Increased use of **student assistants** has occurred in

several programs, increasing support of departmental work and giving students work experience. Issues arising from regional full-employment are having an impact on **retention** of classified professionals. A dozen faculty (one-third of the full-time faculty) continued their progress through the **tenure review process**. This exciting influx of new faculty and staff gives more experienced faculty and staff the opportunity to mentor and share institutional knowledge and culture. Three full-time faculty replacements have been funded; there is still the need for another replacement position in math, and new ones in chemistry (2), math (2), computer science (1), and biology (1).

Rapid growth brings many challenges—**lack of facilities, funding, and time**, and the **need for more full-time and part-time faculty and staff**. A severe **shortage of classrooms and especially 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 their facilities. In Fall 2018, over 1100 students were on waitlists for STEM courses, with 900+ students on waitlists for Math, Biology, Chemistry, and Computer Science. Even with added sections in Spring 2019, these same four programs had 650 waitlisted students. The **lack of full-time faculty** has made it increasingly difficult to staff classes even when we can offer additional sections. **Scheduling** classes across interlinked STEM departments to facilitate students' timely completion of degree or transfer requirements is complex due to multiple constraints (space, staff, conflicting classes, block schedules, prerequisites, load, AB 705, enrollment patterns, etc.); the faculty and staff work together to optimize schedules.

The **Facilities Master Planning** process has allowed programs to envision exciting ways to offer instruction and services over the next 5-20 years. Measure A funding has already been approved for **Building 2200**; among those moving into the new facility are Math, Computer Studies, and Building 2100 faculty and staff. Also approved are separate facilities for **Viticulture** and **Horticulture**, which have outgrown their outdated and insufficient spaces. **New and renovated science buildings** are a high priority for the next phase of the Facilities Master Plan. At the same time, programs already at capacity must address how they will **accommodate increased demand for STEM classes in existing facilities** over the next 5-7 years.

STEM programs have had **success with Instructional Equipment Requests** and other grants (CARE, LPC Foundation). **Funding of supply budgets**, however, have not increased proportionally to growth in programs, and were complicated this year due to decreased funding. **Maintenance budgets** were also cut back significantly this year. The College has worked diligently to find alternate funding streams.

Faculty continue to struggle with the **lack of adequate time** to complete their many responsibilities. There is an ongoing concern about requests being made through the Program Review process not having results. STEM at Las Positas has a pivotal role in the regional response to labor market shortages; faculty and staff will need **professional development and time** to explore how to integrate these emerging fields and careers into their programs. There is a desire for **FLEX** Day and variable flex to allow more departmental work. **Recruitment for advisory boards** can be a challenge, as the CTE programs in STEM have either only part-time faculty or only 1 full-time faculty. Increased **classified professional support** (STEM Coordinator, lab technicians, instructional assistants), more **full-time faculty hires**, and **increased faculty reassigned time** will allow already excellent STEM programs to sustain their existing programs and develop the curriculum, outreach, and partnerships demanded by a STEM workforce.

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)
- Support increased FTEF allocation through enrollment management to address dramatic growth in STEM program (Educational Master Plan-Educational Excellence, Supportive Organizational Resources, and Organizational Effectiveness)

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- 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-Tutoring Services and Student Success; Educational Master Plan-Educational Excellence)
- Support increased staffing (Planning Priorities-Tutoring Services and Student Success; Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
 - Hire replacement and new full-time faculty
 - Hire STEM Coordinator
 - Increase lab technician coverage in science and horticulture/viticulture
 - Increase math instructional assistant hours
- Support increase reassigned time to more accurately reflect responsibilities (Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
- Support stabilization of supply and equipment maintenance budgets (Educational Master Plan-Educational Excellence, Supportive Organizational Resources, Organizational Effectiveness)
- Secure ongoing funding for vineyard care (Educational Master Plan-Educational Excellence, Supportive Organizational Resources; Educational Master Plan-Community Collaboration)
- 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)
- 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-Tutoring Services and Student Success; Educational Master Plan-Educational Excellence, Supportive Organizational Resources; Organizational Effectiveness)
- Support work on Measure A/Facilities Master Plan to reflect the specific needs of programs; encourage user groups to form and begin more detailed analysis of needs (Planning Priorities-Tutoring Services and Student Success; Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
- Support increased engagement of part-time faculty in program responsibilities (curriculum, outreach, etc.)
- Support cross-disciplinary work on optimizing scheduling, given Guided Pathways, AB705, and limited facilities (Educational Master Plan-Educational Excellence)
- 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)
- Support professional development of faculty and staff (Educational Master Plan-Educational Excellence)
- Support development of part-time faculty pools. (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness)
- Support streamlining and standardizing of institutional processes to alleviate time demands on faculty and staff. (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness)

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.

Almost all programs have partnerships with community programs and industry. Some connect to the K-12 system. Other are creating new degrees/certificates for specific populations by partnering with industry and others. Faculty and staff need time and support to develop community relationships and partnerships. Opportunities for

Program Review Update Division Summary Fall 2018

outreach and partnerships occur on a regular basis; some of these opportunities are not pursued due to lack of faculty with capacity to lead the effort.

- Biology has a pilot partnership with a local biotech company
- Biology works with the BioSciences advisory board
- Biology reports development of Environmental Studies and Environmental Science Programs requires collaboration with Physics (currently ongoing) and creation of an Environmental Studies/Sciences advisory board with faculty, employers, and community representatives
- Computer Studies is collaborating with Google in designing a course sequence leading to Google IT Support Professional Certificate
- Computer Studies reports funding partner Jobs for the Future will continue to explore ways to fund Google IT Support program
- Computer Studies has updated their website and has posters as well
- Computer Studies has reinstated their Advisory Board, works with consortiums such as Bay Area ICT, local high schools and ROPs; they are engaging in a significant amount of outreach to local institutions
- Computer Studies submitted a grant proposal to NSF IUSE for funding for a "Code Jam"
- Engineering has an advisory board
- Geology and Engineering student build team partnered with Robot Garden in the construction of the AR sandbox, using it as a build space
- Geography is partnering with Weatherbug in the maintenance and upkeep of the weather station above 1850
- Horticulture is collaborating with Pleasanton USD, Sunflower Garden Foundation, and Tri-Valley ROP, among others, for Adaptive Horticulture
- Math reports a successful partnership with Livermore school district (LVJSD) in launching an on-campus tutoring program offered as non-credit
- Math meets regularly with high school faculty to discuss alignment of curriculum
- OSH notes they have "struggled to develop partnerships with the industry"
- VWT reports a desire to increase marketing for the Wine Hospitality Certificate

b. Curriculum Committee Items

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

All of the programs are working on curriculum projects at this time, with several creating or exploring new certificates or degrees. The Division has successfully created or updated hundreds of courses in the last two years. Only a handful of course outlines are overdue. Several programs are updating curriculum to meet industry, while others are modifying units or DE status.

- BIO updated BIO 70, AA Biology, AA-T Biology emphasis in Allied Health
- BIO created the AA Computational Biology and a Certificate in Computational Biology as result of examining labor market data
- BIO created a field biology course as part of Environmental Studies certificate
- CHEM modified two degrees
- Computer Studies is making significant progress on evaluation of degrees and certificates across their disciplines and developing the Cyber patriots program
- CS reports updating and deactivating a large number of courses, and is currently updating programs in curriculum committee
- ENGR 46 increased from 3 to 4 units
- Geology made many course outline updates to meet C-ID
- GEO created a Geology Certificate that becomes active in Fall 19, Historical Geology 2, and updated the AS-T catalog description
- GEOG notes all course outlines are currently up to date
- HORT offers four progressive certificates of achievement and a certificate of completion

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- MATH is requesting DE status for most transfer-level courses
- Math co-requisites for some Physics courses have been updated to improve articulation to UCs
- OSH reports all four courses have been approved for DE status. They hope to move toward offering on online degree program.
- PHYS has updated all Physics and Astronomy course outlines
- VWT has updated all course outlines, degrees, and certificates and updated them in the catalog and the website

c. Enrollment Management

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

Programs are actively engaged in their enrollment management processes and utilize discipline plans to prioritize class offerings. Several programs request more reassigned time due to the number of projects being coordinated within disciplines and many non-instructional commitments. Several programs have been able to add new sections to meet student demand; maintaining those sections will require continuing FTEF support. Many programs have impacted classes and long waitlists, and several were able to modify offerings immediately prior to the semester.

- Several programs identified a need for either adding or increasing reassign time for coordination of programs
- Programs made changes to section offerings, such as adding/removing sections or evaluating class size.
- Geology added lab sections (that had been cut in the past)
- BIO reports increase in enrollments and head count
- CHEM added a fifth section of Chem 1A and reports another could have filled based on the waitlists
- CHEM would like to offer a double section of CHEM 31 due to long waitlist in the previous year's offering
- CS reports overall "dramatic growth" in enrollments and a "noticeable increase" in diversity of students. CS in particular (not CIS or CNT) has doubled in last four years
- ENGR 46 added a unit
- ENGR reports the stipulated standard of 525 WSCH/FTEF is not realistic
- ENGR reports two courses once offered once a year are now offered twice a year (fall and spring) to help students' pathways to transfer requirements
- ENGR students have doubled in number in the last four years
- GEOL offered a late-start environmental course and had good enrollments
- GEOG cut a summer class and replaced it with an online class (not in the summer) to help with demand. Otherwise, number of students and courses have remained consistent
- HORT reports adjusting course sequencing to help students get a certificate in two years; however, this is still not possible for some certificates
- HORT reports a "slow rise" in enrollments
- MATH has added sections of Stats and Calculus I and canceled sections of Intermediate Algebra and Core Intermediate Algebra, likely because of changes in placement
- VWT reports increased enrollments and number of students served

d. External Factors

Such as state/accreditation mandates or advisory board directives.

Several programs have active advisory boards that guide programs toward meeting workforce needs. Recruitment for advisory boards is a challenge, as the CTE programs in STEM have only part-time faculty or only 1 full-time faculty. Regional growth offers both opportunities (more program partnerships, and students) and also challenges (traffic, cost of living affecting recruitment).

- Labor Market Data has encouraged Biology to develop a Computational Biology degree and certificate
- Productivity goals may not be realistic for courses that have a lab component

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- Computer Studies surveyed students to explore their interests for additional coursework and long-term educational plans
- Guided pathways and AB 705 are impacting programs
- Adding an additional unit to ENGR 10 to articulate to SJSU's Intro to Engineering Course
- BIO is updating BIO 40 for CID
- CS reports the CS Advisory Board was reinstated and updated in Spring 17
- ENGR Advisory meetings are continuing
- Engineering reports no formal way to count Engineering transfer students
- GEO 5 and 7 submitted and accepted for state CID equivalence
- OSH Advisory Board is undergoing revitalization
- VWT reports the need to equip facilities and hire instructors as per request of the VWT Advisory Board

e. Facilities, Supplies, and Equipment

Purchasing or upgrading

Programs are growing rapidly and have high enrollments. Programs are severely hampered by lack of lab and classrooms that meet specific disciplinary needs and insufficient equipment and supplies for the continued program growth. Lack of space is impacting both student learning opportunities and opportunities for programs to develop, and makes scheduling courses very difficult for all programs in STEM. Several programs share concerns about the need for storage for materials, lockers for students, food-safe spaces in the labs. The Facilities Master Planning process will be instrumental to addressing how to sustain growth in these programs.

- BIO requires additional facilities—lab and lecture space—due to program growth (number of sections and students). Size of BLC is not meeting student need and requirements for faculty oversight. In particular, new or additional space for Anatomy and Independent Study/Honors students would help. Also, more lab space needed for expansion of partnership with biotech company
- Biology needs space for safe food storage
- BIO reports low technician coverage in buildings, particularly in evenings and summer
- Biology's pilot partnership is in jeopardy as well as the potential to develop and grow the Environmental Sciences program
- Bio FT faculty have a hard time making load when teaching BIO 30 because of lack of lab space
- Office hour access within the BLC is challenging
- Bio would like an electronic check-out system for supplies
- CS reports lab space improved with 1000 building but more space is still needed, especially considering specialization of equipment needed
- Computer Studies requires specialized equipment, software and lab rooms and would also like a display area
- There was a successful update to the Geography Weather Station
- Geology plans to update their lighting in their 12 display cases to LED
- Chairs in room 1828 need repair or replacement
- Astronomy needs a home, as well as access to dark sky locations to be able to make use of current equipment
- ENGR reports a room dedicated to Engineering in the 1850 building never materialized as discussed when the building was built
- ENGR reports storage for materials is inadequate
- ENGR reports they have identified facilities challenges in past program reviews but they have not been resolved
- EVST reports need to share new future lab space with Physics and Biology
- GEO is requesting new chairs in 1828

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- HORT identifies lack of consistent lab and classroom space as a significant challenge. They note they lost their space several years ago. Storage area is also a challenge and lack of it is damaging important equipment
- HORT reports the Horticulture Yard, shade house, and irrigation system are in need of updating
- HORT cannot offer a new class because there is not a classroom with CAD capability
- MATH identifies a strong possibility of lack of computer classrooms available when AB705 takes effect.
- MATH reports the desire for a Proctoring Center
- PHYS identifies access to two dedicated labs as a challenge. One of the labs they currently use is shared with ENGR, which makes for difficulties. The author suggests modifying room 1826 for Physics. The room's current user has agreed to move to a different room. A long term solution is two dedicated labs and lecture hall specific to needs of the discipline
- PHYS identifies lack of storage as a challenge
- PHYS requests a home for astronomy such as a dark sky facility, or a dome on campus. The author notes this request has been ongoing
- VWT reports a lack of space for instruction and identifies this as a potential safety issue. Students also report this as a problem
- CHEM reports lack of lab space and lockers as an obstacle. Also, equipment is aging and needs updated. The author notes, "The Chemistry Program has outgrown its current lab infrastructure." Entirely new facilities are requested
- CHEM reports lack of lecture space near the science building is an obstacle

f. Financial/Budgetary

Program budgets or special funding.

Nearly all programs report a need for increased budgets. Most have created robust and growing programs but cannot sustain excellence without appropriate increase in funding. Some have not been updated in years, while others have not been increased to meet the growing demand for supplies and materials based on number of students being served. A few programs want to find funding to meet specific professional development needs or to build and maintain relationships with their part time faculty who should be compensated for their time. Finally, others need funding to continue projects that may end if the current funding source sunsets.

- Biology needs an increase in budget to match program growth
- There is a need to institutionalize funding for efforts such as Honor's projects, independent study, and expanding program offerings
- CS reports receiving a \$30,000 grant for Google as part of implementation of Google IT Support Professional Certificate
- Computer Studies also received Strong Workforce monies to cover 90% instructional costs for the associated courses for the Google partnership
- Geography is limited in updating equipment due to insufficient budget
- Geology reports negative impact of budget constraints
- Grants were applied for and received to benefit physics and engineering
- Program budgets or special funding
- BIO requests increased stable and consistent funding so lab supplies can meet program growth and industry technology needs. Funding for independent study student needs requested as well to meet inequity in current funding system (often from students' own spending)
- BIO requests funding for back-up system to carbon dioxide delivery system
- BIO reports 2 CAH for department coordinator position is insufficient considering size of the program.
- BIO reports funding for conferences and professional development is insufficient
- BIO requests more funding for lab safety training for faculty and staff

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- ENGR reports CAH for department coordination is insufficient and disproportionate to CAH provided to other department coordinators. Administrative duties are especially time-consuming considering it is a one-full-time-person department
- EVST requests CAH for coordination, or for additional CAH to be added to coordinators involved (Physics, Biology, Chemistry)
- GEOG notes updating equipment is an ongoing challenge due to a small budget
- MATH requests reassign time for Emporium and Math Jam coordination. Its support by a grant will run out in a year
- VWT reports the need for an equipment maintenance budget, especially once the new winery is completed in 2020. The current model of having instructor provide maintenance will not be possible as the new equipment will need professional maintenance and repair
- CHEM requests increase to 2 CAH for department coordination rather than the current 1 CAH
- CHEM requests continued funding for supplies and equipment
- CHEM requests increase in budget due to the new lab sections

g. Human Resources

Hiring and staffing needs.

While there have been recent faculty and staff hires, there has also been turnover due to retirements and resignations. Almost all programs indicate needing more faculty or staff meet program needs. Lab programs have been impacted by having 10-month positions for their lab assistants/coordinators and/or by the position salary scales. The STEM Coordinator position and Learning Community Support Specialist needs to be converted to a permanent position to support the multitude of programs and initiatives of STEM. Programs would like to support more part-time involvement in department activities and need financial support.

- BIO, CHEM, CS, and MATH request permanent position for STEM Coordinator. Currently funded by temporary grants. CS reports lack of STEM coordinator is an obstacle
- Multiple programs mentioned the need for a full-time STEM coordinator
- Many programs mentioned a concern about enough PT faculty
- Engineering needs a FT student support specialist
- A few programs have been impacted by sabbatical leaves or retirements
- CS reports two full-time instructor resignations and has submitted position requests to fill those positions, as well as an additional position request for full-time instructor. They identify hiring a third full-time position as "critical"
- Increase in biology and chemistry courses offered in different buildings has resulted in low technician coverage; requested the positions to be full time and 12 months; this would help with retention
- Astronomy needs lab technicians and instructors
- Time is needed for full and part time faculty to meet and plan for program sustainability and growth opportunities
- Overall programs identified not having enough personnel to complete ongoing new demands of faculty
- A few programs hired faculty recently
- BIO hired full-time instructor
- BIO requests HR help in establishing a pool of part-time instructors, requests advertising positions on CCC registry. Desires focus on diversifying hires. GEOG also notes this challenge and requests more marketing
- OSH notes a need for more qualified instructors as well
- BIO requests lab tech positions be made full-time, 12-month positions
- BIO is submitting Faculty Position Request for new faculty member in Allied Health
- BIO and EVST report lack of paid substitutes affects students when faculty travel for conferences
- ENGR reports the loss of an important Student Services Specialist because the funding for the position was not picked up by LPC as had been the understanding when the grant money ended. A part-time position is currently being funded but ENGR requests a full-time position

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- EVST requests lab tech position increasing from 10 to 12 months, hiring a part-time tech, or adding to load of current lab techs
- GEO will need to replace the retiring lab tech
- MATH reports the desire to hire a part-time Instructional Assistant to replace a similar position that was eliminated recently. Also, they look forward to filling the full-time position that has been covered on a temporary basis
- MATH reports the need to hire more full-time faculty
- OSH reports only having two part-time faculty as an obstacle and wants to consider hiring a full-time instructor
- VWT reports the need to hire more full-time faculty as the program expands due to the federal bond and six new classes are offered
- CHEM would like to hire two more full-time faculty. Another full-time faculty member will resign in Spring 19, so another hire will be needed as well
- CHEM reports the extension of a lab staff position from 10 to 12 months had positive effects on summer offerings and all labs

h. Learning Support

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

Programs innovate, support, and offer excellent programs to support students. Examples include clubs/honor societies, tutoring, mentoring, honors projects, independent study, learning community, faculty advising, and specialized learning spaces. Math and Chemistry have created a number of projects, in partnership with others, to provide learning support to students

- Computer Studies identified an increased need for student tutoring and need to recruit tutors
- Computer Studies submitted a grant proposal to fund a Code Jam program for students heading into CS1
- Geology offered a late start class in Geology Environmental course that was successful with students
- BIO reports difficulties in students checking out equipment
- CS reports surveying students and finding most students are interested in transferring to a 4-year institution. They also desire elective classes that cover material not covered in current classes.
- ENGR reports need for full-time Student Specialist position
- GEO hired a student assistant to help with the rock, mineral, and fossil sets

i. LPC Collaborations

Collaborative projects bringing together different programs/areas within LPC.

STEM faculty and staff are outstanding collaborators. Because so many students take classes across several STEM fields, the faculty must work together, using a matrix of classes, to schedule in the best interest of the student.

- The STEM Matrix requires collaborative scheduling for Math, Biology, Chemistry, Physics, Engineering, and Computer Science
- The Allied Health Matrix involves collaborative scheduling between Biology and Chemistry
- GE offerings in STEM requires collaborative scheduling for Astronomy, Biology, EVST, Geography, Geology, and Physics
- BIO reports development of Environmental Studies and Environmental Science Programs requires collaboration with Physics (currently ongoing) and creation of an advisory board with faculty, employers, and community representatives
- CS reports continued involvement in Guided Pathways work
- EVST reports collaborating with CTE to determine need for technicians with environmental skills. This will potentially lead to collaboration with private and public partners.
- PHYS reports lab tech collaboration with CTE in seeking and receiving grant funds
- PHYS reports working with ENGR to develop a class matrix to help guide students

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- VWT has collaborated with M & O to improve aesthetics of the vineyard and relationships with homeowners

j. LPC Planning Priorities

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

- HORT reports their non-credit CTE classes support several parts of the Master Plan priorities A, B, and C

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.

- Biology is moving toward more inquiry- and project-based instruction to match industry standards
- Biology is seeing more student success in DE based courses
- BIO created six Smart Shops to help students' basic skills needs
- Computer Studies has continued the implementation of robotics technologies into CS courses
- Geography identified a large number of students cheating in online courses and is working on ways to mitigate this concern
- Geology has changed the teaching of some of its lab courses to enhance student learning and success, such as changing approach to labs so they scaffold on earlier labs more
- GEO reports the AR Sandbox, a collaboration between students and different disciplines, is mostly complete
- Physics is developing new experiments and techniques for lab classes
- MATH changed a no-unit lab to meet face-to-face with the instructor
- MATH is developing concurrent support courses to help with challenges from AB 705

l. Professional Development

Activities and resources to enhance employee knowledge and skills.

Some programs and faculty have had many opportunities for professional development. Several programs mentioned not having access to professional development support although professional development funding is particularly more available for STEM and promoted on campus. The flow of information about these resources could be evaluated. Programs identified specific professional development needs for full-time and part-time faculty. There are several recommendations regarding FLEX day and variable Flex.

- Biology, Computer Studies requested additional funding to be able to attend workshops which are expensive
- A few programs mentioned the need for funding and time to complete required coursework for industry-specific certifications for faculty
- CTE funds have helped some faculty be able to attend more expensive conferences
- The forms for reimbursement need to be streamlined and updated
- Lack of paid substitutes is a barrier for faculty to attend conferences
- There is a desire to have flex day workshops be hands-on where work is completed or projects made
- BIO reports focus on including part-time instructors in meetings, development of more opportunities for part-time instructors to meet contract obligations
- BIO reports some faculty attended conferences this year
- CS reports time and funding for professional development are not sufficient
- CS reports lack of conference funding is a challenge for some conferences with high price points; however, faculty members have regularly attended conferences
- EVST faculty were able to attend conferences because of increased funds available as well as CTE funds; however, development opportunities outside the region are limited due to limited funds.
- EVST faculty collaboration meetings (meetings between disciplines in other programs) are not being funded or accepted for FLEX hours. They hope for this to change

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- GEO requests more time and flexibility for department meetings on FLEX Day so that part-time instructors can more easily participate
- GEOG reports part-time faculty have been attending a yearly conference held by a statewide geography organization
- MATH notes more professional development is needed to prepare Math faculty for challenges of AB705 They recommend professional responsibility hours be allowed to include this type of professional development. Incentives for training should be made available
- MATH reports several faculty members having attended conferences and workshops for professional development
- OSH reports part-time faculty need training in DE instruction
- PHYS reports faculty have been attending conferences and holding meetings
- VWT reports additional training will be needed in preparing faculty for the new equipment in the new winery facility
- CHEM requests more funding be made available for conferences
- CHEM faculty have attended STEM Success Workshop and AB 705 workshop

m. Services to Students

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

Programs are creative in providing support to students to complete their certificate/degree/transfer goals in a timely fashion, have clearer professional paths, and/or providing students with access to information through department or faculty websites. Pathways are sometimes, but not always clear to students; there are many opportunities to improve this service to students. There are multiple services available to students: clubs, tutoring, honors projects, independent study projects, etc.

- Honor societies and clubs are active in STEM
- Multiple departments have begun employing student assistants

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).

The Division office works iteratively with faculty to help all programs approach 100% SLO compliance for syllabi Programs are in varying stages related to their process of collecting and assessing data. There is a desire for more opportunities to engage part-time faculty in SLO discussion. eLumen's user interface and functionality continue to be a challenge.

- BIO results of assessments of three courses' SLOs. Noted no significant change. More data is needed due to small size. Will continue assessments
- CS reports updating CSLOs
- CS assessed a CSLO and learned student performance has increased over the last three semesters. Repetition in teaching the course is noted as a possible reason why
- ENGR plans to develop more "extensive" CSLOs and PSLOs
- ENGR reports 90% mastery in assessment of a CSLO. They found student success was lower in summer.
- ENGR reports tracking of students who successfully transfer to a 4-year institution to be lacking and sees this as a limitation of the SLO process
- EVST plans to create more SLOs for EVST 5
- GEO reports SLO assessments showed positive results generally. Some instructors noted the need to post reminders about quizzes and exams, as well as opportunities for additional practice.
- GEOG reports a desire to have more time or a process to allow instructors to get together to discuss SLO results
- MATH reports thorough analysis and discussion of SLO data

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- OSH reports they are currently developing SLOs
- PHYS will hold a discussion of new SLO results in spring
- CHEM reports the need to examine ACS standardized exams and comparing to SLOs

o. Technology Use

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

Several programs are using technology to enhance student learning and to provide information for students via faculty/department websites. Some identified a need for new or upgraded technology

- Canvas has a program called Proctorio that may help to reduce the capacity for students to cheat on exams when in online courses
- BIO requests funding for meeting industry standards in technology
- GEOG notes the GEOG lab software was updated
- GEOG notes that examination of differences in DE student performance led to the discovery of widespread online cheating (in other disciplines as well). As a result, a committee was formed to examine online cheating, and GEOG online content was examined and revised

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Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
William L. Garcia, Vice President of Student Services	Karin Spirn, Professor of English	N/A

Division/Area	Programs
Student Services II / Office of the Vice President of Student Services	Student Health & Wellness Center Student Life Office

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 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. During this past year, the Center experienced a change of Nurse Practitioner Coordinators but we are thankful that this transition did not result in any interruption of service to students. The collaboration between the Chabot-Las Positas Community College District and Stanford Health Care - Valley Care is an excellent example of how two community-based entities may come together to better serve our community. The number of students that visit Student Health & Wellness Center has continued to increase this past academic year as a result in the increase in the number of individual and group based programs and services offered. Students continue to recognize the importance of behavioral and mental health services. It is because of this reason that Chabot College and Las Positas College came together to draft a grant proposal to receive \$350,000 for the next two-year period to specifically address mental health. The collaboration between Student Health & Wellness Center, the Counseling Department, and the Psychology Department to continue the Behavioral Intervention Resource Team (BIRT) for the benefit of the entire college community is yet another example of how collaboration has a major impact on the well-being of students. Las Positas College is in the midst of negotiating a renewal two-year contract with Stanford Health Care – ValleyCare to begin in late May 2019 pending board approval.

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Student Life Office: The Student Life Office that includes the Las Positas College Student Government (LPCSG), the Inter-Club Council (ICC), and approximately 40 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 the approval of the name change from Associated Students of Las Positas College (ASLPC) to Las Positas College Student Government (LPCSG). Another significant accomplishment was the passage of the Student Mobility Initiative (transportation fee) that went into effect in fall semester 2018, which solidified the partnership with Livermore Amador Valley Transit Authority (LAVTA) to provide free ridership program for all students to connect to BART, the Livermore Transition Center, and the Altamont Corridor Express (ACE) train. Another significant accomplishment was hosting a special election to vote on a ratified Constitution and Bylaws in November 2018. Another significant accomplishment was launching “The Market” a food distribution/food pantry in collaboration with the Alameda County Community Food Bank as of May 2018. And the last major accomplishment was the acquisition of four charging stations to allow students to charge their mobile devices on-campus. All of this plus the continued support for the distribution of green books and scantrons; hosting numerous on-campus events; and financially sponsoring Prep 2 Pass during final exam week.

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 Health & Wellness Center and the Student Life Office 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 partnering 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.

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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	William: The Student Health & Wellness Center provides an excellent example of community collaboration with Stanford Health Care - ValleyCare to provide exceptional medical services on-campus for all students. The Student Life Office provides an excellent example of community collaboration with Livermore Amador Valley Transit Authority (LAVTA) to provide free bus transportation to and from campus for all students with payment of the transportation fee. The Student Life Office also launched "The Market" the food distribution/food pantry in collaboration with the Alameda County Community Food Bank as of May 2018.
Such as outreach, recruitment, internships, industry collaborations.	Karin: Behavioral Health Program - Student Health Center continues to collaborate with the Psychology Department and the Counseling Department, with increased funding this year. Las Positas College Student Government (LPCSG) is involved in the regional and statewide branches of the Student Senate for California Community Colleges, and four students from student government attended the SSSCC Fall General Assembly. LPCSG also collaborated with the Community College League of California (CCLC) on the Undocumented Week of Action. They collaborated with the Alameda County Community Food Bank to create the LPC Food Pantry (The Market) which has served approximately 200 individuals since its inception.
Curriculum Committee Items	Not applicable.
Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	
Enrollment Management	Not applicable.

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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	<p>William: The Student Health & Wellness Center and the Student Life Office will be included in the 2018 Facility Master Plan within the new Student Center being proposed. Both entities have run out of space to be able to provide additional programs and services for students. In the meantime, the Student Life Office plans to undergo an internal change as it relates to cubicles, furniture, and workstations.</p> <p>Karin: The Student Health & Wellness Center needs another private room for individual counseling. They also need a larger waiting area, to provide better privacy and Health Insurance Portability and Accountability Act (HIPAA) compliance for students checking in. They need a computer for self-check-in. The Student Health & Wellness Center would also like a room for mothers to breastfeed or pump.</p>
Purchasing or upgrading	
Financial/ Budgetary	<p>William: The Student Health & Wellness Center was successful in competing for a statewide grant in collaboration with Chabot College to obtain \$350,000 grant to specifically address mental health. The additional funding will provide the opportunity to purchase new equipment, order brochures, hire additional interns, train additional College personnel in mental health awareness and resources, bring guest speakers, and further support individual and group based mental health programs and services. The Student Life Office successfully hosted a special election in November 2017 during which the Student Mobility Initiative (transportation fee) was overwhelming passed by the student body. The transportation fee allows students to continue to ride the Wheels buses free of the ridership fare.</p>
Program budgets or special funding.	

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Human Resources	<p>William: The Student Health & Wellness Center will be able to hire additional interns with the receipt of the mental health grant funds from the state. This will augment the individual and group based programs and services available to students throughout the year. The proposed renewal contract with Stanford Health Care – ValleyCare will also staff the Student Health & Wellness Center for the entire fall and spring semesters as well as the entire 10-week summer term, if approved. The Student Life Office was successful in obtaining permission to hire a permanent Administrative Assistant to provide administrative support for student life and to determine student athletic eligibility. It is a shared position but the Student Life Office is thankful for the support for permanent personnel assistance.</p> <p>Karin: The Student Health & Wellness Center needs another Marriage Family Therapy (MFT) professional for individual and group counseling and workshops. The Student Life Office is in dire need of staffing. While the Las Positas College Student Government (LPCSG) has grown in size, the program has lost staffing. Their advisor resigned and they are currently are being advised by the Vice President of Student Services and Director of Student Equity and Success. The Student Services Assistant also left this position. A classified position that is 50% assigned to student life has been approved for hiring.</p>
Hiring and staffing needs.	
Learning Support	<p>William: The Las Positas College Student Government (LPCSG) has committed to supporting additional tutoring support during final exam week during what is known as Prep 2 Pass.</p>
Services provided to support student learning, such as tutoring and library support.	
LPC Collaborations	<p>William: The Student Life Office was able to successfully launch “The Market” the food distribution/food pantry due in part to the collaboration and support of other College entities including the California Work Opportunity and Responsibility to Kids (CalWORKs) program, Child Development Center, Cooperative Agencies Resources for Education (CARE) program, Extended Opportunity Programs & Services (EOPS) program, Information Technology Services (ITS), Maintenance & Operations (M&O), and the Nutrition program.</p> <p>Karin: Las Positas College Student Government (LPCSG) collaborated with areas across campus that support student equity, including the UndocuAlly Task Force to support undocumented students, and EOPS and CalWORKs on issues of hunger and homelessness.</p>
Collaborative projects bringing together different programs/areas within LPC	

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LPC Planning Priorities	Not applicable.
Available here: https://goo.gl/LU99m1	
Pedagogy/ Teaching Methods	Not applicable.
The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.	
Professional Development	<p>William: The Student Health & Wellness Center personnel receive on-going professional development through Stanford Health Care – ValleyCare to stay informed of the latest trends and best practices that relate to health care. The Student Life Office continues to host and provide for professional development opportunities for student leaders involved in the Las Positas College Student Government (LPCSG) and Inter-Club Council (ICC). Professional development includes student advocacy, leadership, and trainings.</p> <p>Karin: Various Student Health and Wellness Center employees have been trained to use Kognitos, an online health simulator.</p>
Activities and resources to enhance employee knowledge and skills.	
Services to Students	William: The Student Health & Wellness Center continues to provide a variety of programs and services to help ensure that students receive the support needed to help ensure the emotional, mental, and physical well-being of students during their

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Non-instructional services provided to students. Not limited to Student Services programs/areas.	<p>educational journey at the College. The Student Health & Wellness Center provides behavioral health services, medical assistance, triage, and walk-in assistance. The Student Life Office launched “The Market” the food distribution/food pantry in collaboration with the Alameda County Community Food Bank as of May 2018 and continues to provide the rental textbook program for students.</p> <p>Karin: The Behavioral Health Program provided individual counseling, support groups, workshops, online resources, and crisis support to students. There have been high levels of student participation in the Associated Students of Las Positas College (ASLPC), which changed its name starting this year to Las Positas College Student Government (LPCSG). Over 1,000 students voted in the spring 2018 LPCSG election, a record high. All senator and officer positions were filled for fall 2018, and additional seats were opened. Almost all college and district governance committees have student government representatives.</p>
SLOs/SAO Process	<p>William: The Student Health & Wellness Center is currently redefining their Service Area Outcomes (SAOs) but additional assistance with evaluation, discussion, and making changes per the results is needed. Mike Schwarz, Student Learning Outcomes (SLO) Liaison has been assigned to work with Student Services entities during the 2018-2019 Academic Year to help ensure that all Student Services entities have at least one SLO by the end of spring semester 2019. The Student Life Office has done a wonderful job with defining and assessing its SAO during the past year. Student leaders are being held to a higher standard having received new and continuous training on the Brown Act and Robert’s Rules of Order.</p>
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)	
Technology Use	<p>William: The Student Health & Wellness Center implemented SARS Grid to help record, query, and report student statistics about services rendered. The information collected thus far has helped prioritize their expenditures and focus on the programs and services most in-demand by students. The Student Life Office has acquired four charging stations deployed throughout campus to help students charge their mobile devices while on-campus. The Student Life Office recently had their computer refreshed or replaced by Information Technology Services, which helped tremendously because the older computers were beginning to fail or run extremely slow.</p>
How technology is used to instruct/serve students or for other college functions.	