Program Review Update Division Summary Fall 2017

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
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Division/Area	Programs
Arts and Humanities	American Sign Language/French/Italian Art/Art History Communication Studies Dance English English as a Second Language Humanities/Philosophy/Religious Studies Interior Design Mass Communications (Journalism/Radio) Music Photography Spanish Theater Visual Communications

Executive Summary: 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 approximately 250-500 words in length.

Themes: 1.) The division's programs have generally made great strides in anticipating the needs of students, other academic programs, and industry in their curriculum, resource requests, outcomes assessment, and professional development. Increasingly, changes to curriculum and resource requests are being driven by the need to maintain the relevancy of what and how the programs teach and interact with their students. Mass Comm., VCOM, Music, Religious Studies, E.S.L. and many other programs continue to diligently create and revise curriculum proactively. 2.) Career and Technical Education certificates and degrees have an increasing presence in Arts and Humanities as many of the performing arts programs continue to grow in this area. 3.) Programs such as English continue to refine their best practices in placement and instruction to support student's long-term success with compelling data to support the effectiveness of these efforts. 4.) Learning communities supported by the division continue to expand, with the addition of the UMOJA program, and promote student learning and success. 5.) Student Learning Outcomes assessment has continued to progress as participation, particularly from part-time faculty, has become more normative. 6.) Outreach seems to be a significant opportunity for programs to sustain and accelerate their growth as well as identify opportunities for new, innovative courses and programs.

Obstacles: 1.) Many of the division programs, particularly those with regular travel and equipment costs, are working diligently to seek funding that will lessen the impact of decreased general fund support, but other funding streams, like grant funding, have still been insufficient for meeting regularly anticipated program needs. 2.) Support for student learning and program function via Classified staffing has reached a critical point, with new, unfilled vacancies, long-standing vacancies, and planned programmatic needs for technically skilled support staff all competing for increasingly scarce resources. The classified staffing approved via campus budgeting and allocation processes is not keeping pace with the technical and curricular needs of our programs. 3.) Facilities scarcity continues to be a major barrier in all areas, affecting enrollment management, curriculum, human resources, community partnerships and relations, student learning outcomes, professional development, and student learning support. 4.) Needs for adequately specialized and outfitted facilities have accumulated as older labs and spaces are taken offline without sufficiently tailored short-term or long-term replacement. 5.) Overall funding for support services such as tutoring, the Reading and Writing Center, and the library are having a negative impact across the programs of the division.

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.

College Planning Priorities:

- Accreditation: Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- Curriculum: Provide necessary institutional support for curriculum development and maintenance.

-Curriculum support discussions should include communication with Enrollment Management as the curricular needs of programs and the financial needs of the college seem to be competing, with financial considerations being of foremost consideration.

- Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses

  -The above planning priority was on the previous plan, with seemingly little progress made. An integrated planning effort and follow through is needed to provide:

  -RAW Center expansion needs

  -E.S.L. tutoring needs, especially for evening students, are insufficiently addressed.

  -Grant coordinator for all student success focused grants.

  -A Centralized institutional student support facility.
  -Institutionalization of student support services (RAW, tutoring, etc.)

- 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

  -Cross training of faculty to support counseling students on transfer and degree pathways as well as dynamic

  technical training for instructional assistants and classified staff is needed.

  -Continue support of campus training initiatives around programs like CORA.

Educational Master Plan:
A. EDUCATIONAL EXCELLENCE
Ensure excellence in students learning by providing quality teaching, learning support and student support services.
A1. Address the Educational Needs of a Diverse Student Population and Global Workforce
- Expand programs that support disproportionately impacted students (PUENTE, UMOJA), CTE programs increased support (broadcast technology, commercial music, CTE piano pedagogy, Veterans program
A2. Support Existing and New Programs
- Budgeting was mentioned in multiple program review documents. For example, travel budgets for Communication Studies, Music, and Mass Communication, classified staffing for Communication Studies, English, Music, and Theater Arts, materials budgets for Art, Communication Studies, Music, and Theater, and a campus-wide grants manager position funding were among identified needs.
- Program-supportive building remodels and new facilities were identified as needs for Art, Dance, English, E.S.L., Religious Studies, Mass Communication, Music, Theater, and Visual Communication.
A3. Create Accessible Class Schedules and Supportive Services,
A4. Address Needs Basic Skills Student Needs
- Continue Multiple Measures assessment and Basic Skills Student Outcomes and Transformation program grant.
- Restore and expand support services for basic skills students

A5. Assist Underprepared Students
- Support continued innovation and best practices in placement and instruction for basic skills
- Institutionalize the grant-funded resources provided to learning communities

A6. Focus on Workforce Readiness
- CTE programs now focusing on strong workforce development.

A7. Provide Student Opportunities to be Informed, Ethical and Engaged
- Increase support for student conferences, workshops to engage in ethical discourse.

A8. Expand Tutoring Services
- Identified need to increase student support services in terms of RAW hours, tutorial services overall.
- Address equitable access for Distance Education students

B. COMMUNITY COLLABORATION
Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.

B1. Expand K-12 Outreach

B2. Update Programs to Serve Workforce Needs
- Several CTE programs are engaging in curriculum updates (Music, VCOM, Mass Comm., Theater)

B3. Develop and Strengthen Private and Public Sector Partnerships
- Increasing work with advisory boards in all CTE areas.

B4. Publicize the Strengths of Las Positas College
- Division programs broadly participated in the Spotlight Series.

C. SUPPORTIVE ORGANIZATIONAL RESOURCES
Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs and expanding or updating facilities.

C1. Strengthen Financial Stability
- Need identified to increase overall classified support staffing at the program and division levels, budgeting for regular program costs

C2. Build Infrastructure to Support and Implement Grants
- Recommend institutional grant manager

C3. Provide Appropriate Staffing Levels
- Need to increase support staff in the divisions and in several programs with part-time staffing needs (performing arts (music, theater, communication studies, etc.)

C4. Meet Current and Future Technology Needs
- Need identified for significant investments in recording technology, presentation technology, etc. to meet program curricular needs

D. ORGANIZATIONAL EFFECTIVENESS
Ensure excellence in student learning by improving organizational processes and fostering professional development.

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D1. Streamline Existing Processes
D2. Enhance Transparency and Accountability
D3. Expand Professional Development
- Greater funding for expanded professional development and conference attendance requested in several program reviews.
D4. Provide Opportunities for Personnel to help each other with Professional Development
- Some possibilities identified through funding from HSI and Transformation Grants
D5. Monitor and Analyze Student Performance
- Increase monitoring and part-time participation in SLO work.

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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 Review Updates, please write "Not Applicable."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art students participated in Livermore Art Festival. COMMUNICATION STUDIES- Communication Studies hosted the 8th Annual Talk Hawk Invitational Speech Tournament, attended by 14 different colleges and universities. The forensics team also traveled to Lima, Peru for the International Forensics Association competition and Washington DC for the Phi Rho Pi National Championship Tournament, where they placed 2nd in the nation in the "small school" category. DANCE- Dance offered Master Classes by the Cheza Nami foundation (which teaches about African culture through dance) and the Paul Taylor Dance Company. ENGLISH- The English department promoted Umoja at area high schools and participated in the Division's Spotlight Series Open House over the summer, with the A.A., A.A.-T, Anthology, Puente, and UMOJA program all being represented. ENGLISH AS A SECOND LANGUAGE- E.S.L. increased community outreach to local schools and libraries to counteract declining enrollments in Spring 2017. They also hosted an open house in Spring 17, which helped restore the program to full enrollments in Fall 17. They plan to partner with the Mexican-American Catholic College in the future as well and are reaching out to the Tri-Valley Wine Industry by developing E.S.L. courses for workers in the wine industry. E.S.L. seeks continued and expanded support in student outreach and recruitment in local language-learner communities. MASS COMMUNICATION- Students from the Mass Communication program have won numerous awards from the Journalism Association of Community Colleges and from the Associated Collegiate Press for their reporting and photography. Mass Communication has relied on CTE grants to fund membership in professional organizations, maintain equipment and archives, and allow students to attend conferences. Mass Communication organized and hosted a successful book-signing party for faculty member Marcus Thompson's book, *Golden: The Miraculous Rise of Steph Curry.* MUSIC- Music's CTE piano program allowed partnerships with other musical organizations including local piano teachers, MTAC (Music Teachers Association of California), CSUEB's music department, and the California Jazz Conservatory. Future collaborations will occur for new CTE certificates in music business and music technology. The Music program would like to create internship opportunities for students but needs the help of outreach/internship specialists. THEATER ARTS- Theater Arts placed students into internships with local theater groups. They plan to do more recruiting of high school students.

	THEMES: ● Many programs have developed and are developing certificate program to meet industry standards and the needs of local communities. Career and Technical Education is a newly enlarged part of the division's programs and the funding that supports them. ● Recruitment and outreach support needs institutional support, particularly for ESL, Music, Theater Arts, UMOJA, Religious Studies, and Communication Studies ● Many programs had groups of students and staff at conferences/tournaments, which is critical to these programs and a challenging activity when there have been cuts to funds that support travel and special events.
Curriculum Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art created a new Digital Illustration course. COMMUNICATION STUDIES- Communication Studies developed a new AA-T, updated all courses, and created a new course, CMST4: Introduction to Communication Studies. DANCE- Dance updated DANCE 1 (Introduction to Dance), DANC 5A/B- (Dance Composition) and DANCE 6A/B (Dance Production and Choreography). ENGLISH AS A SECOND LANGUAGE- E.S.L. created a new set of courses, ESL for the wine industry (VESL), to be launched in Spring 18. They also plan to create non-credit VESL courses in the future. They want to develop advanced speaking and listening classes. HUMANITIES-Two survey-of-the-world Humanities courses that would satisfy major prep. Requirements for Humanities focused students on a C.S.U. track were successfully proposed. MASS COMMUNICATION- Mass Comm. redesigned most of its curriculum over the past year for compliance. The program is updating the Newspaper courses (MSCM 16A-D) to include a hybrid component. MUSIC- Music's AA-T was approved. In addition, Music also created seven new courses (including Music Business and World Music), made three courses (MUS 25, 26, and 27) available in D.E. modality, created four new certificates in commercial music, and created a private music lesson course (Music 38). RELIGIOUS STUDIES- Religious Studies plans to expand its offerings beyond its current four courses and also investigate the possibility of a Religious Studies degree. They will also investigate the establishment of a mindfulness-based curriculum.

	THEATER ARTS- Theater Arts plans to develop two new courses, one in musical theater production and one in movement for actors. They also hope to develop a conservatory-style theater major. VISUAL COMMUNICATION- created a number of new courses responding to industry need, including courses on UI/UX, Wordpress, Digital Painting and History of Design. They would like to create a new certificate in Digital Illustration. This raised their enrollments because the new courses were more desirable and also allowed students to complete degrees (note that this was possible because of finally replacing FT faculty member) THEMES: • Many programs have new certificates, which need various human and enrollment management resources to support them. • Many programs will be producing new and revised curriculum: religious studies and theater arts will pursue new degrees; dance, music, art will be creating majors/certificates. Sustained division and college level support for writing curriculum and for the curriculum committees ability to review curriculum in a thorough and timely manner are necessary. • Programs that were encouraged to pursue leveling courses as a means of maintaining some level of access when higher level courses may have difficulty making minimum enrollments have found the multilevel classroom limiting. The student capacity requirements for programmatic capstone courses are unrealistic and not a best practice for effective major-focused instruction.
Enrollment Management Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	ACCOMPLISHMENTS, PLANS, AND NEEDS: COMMUNICATION STUDIES- Communication Studies plans to offer Small Group Communication (CMST 3) for the first time in Spring 18; the course had been targeted for offer a year earlier but the necessary FTEF allocations were not approved. Communication Studies have low enrollments for Oral Interpretation and Readers Theater. The program has sought to raise enrollments so sections will not be cancelled, since both these courses can be applied to the AA-T. SLO assessments in Communications Studies showed that course sections with larger enrollments (more than 28) performed more poorly than smaller sections. The program will continue to monitor this trend and may seek an enrollment capacity change in CMST 1 if the trend persists. DANCE- Dance has declining enrollments since 2012. The program's assessment is that this decline is due to outdated course offerings and decreased allowable repeatability. Support for curriculum creation, including a modern dance course, would benefit the program's enrollments. ENGLISH- English's use of multiple measures in English doubled the enrollment in ENG 1A and increased student success especially for African Americans, Filipinos, Latinos and multi-ethnic students. Using multiple measures to place more students successfully in ENG 1A had a ripple effect on other English courses. Fill rates dropped for a time but are now back at or above

100% for English 104, English 1A, English 4, and English 7. The increased fill rate indicates that the need for the transfer level courses is, once again, outstripping the college allocation for these courses.

ENGLISH AS A SECOND LANGUAGE- E.S.L. faced decreased enrollments after the 2016 election, which was a destabilizing event for immigrant communities. ESL began doubled their offerings of Oral Communication courses based on student feedback and had strong enrollments.

HUMANITIES & PHILOSOPHY- Philosophy and Humanities offered more evening sections to try to increase enrollments for older students. While this did increase access, the sections had low enrollments and success. The program will continue to study enrollment patterns to find the best way to provide access to a diverse range of students while also maximizing enrollments and course success.   Humanities increased online section offerings.

MASS COMMUNICATION– Mass Communication adjusted course offerings to increase access to the program.

MUSIC- Music has increased specialized course offerings, which has caused some sections/courses to have lower enrollments. However, the program will offset this lost productivity by raising caps for GE courses and capturing student TBA hours using SARS. Music needs a sustainable way to pay for Applied Lessons courses, which are expensive to offer and are currently funded under the budget for accompanists until the FA finds a solution. Offering of these courses is mandated by the state.

THEATER ARTS- Theater Arts has faced problems because of low-enrollments in specialized courses (THEA 1B, 14, 50, 50L) needed for both discipline majors. The program wishes to discuss lower enrollment capacities for these courses. Theater Arts 48 ABCD has problems with its structure. Right now the levels are cross-listed but this has not worked well; without the cross-listing, though, the sections would not have enough students.

VISUAL COMMUNICATION- Visual Communication increased its enrollments, reversing a four-year trend of dropping enrollments. As part of their curriculum changes, several courses were increased from 2 to 3 units; the program is in need of increased FTEF allocations to accommodate this increase and to offer classes needed for a potential certificate. They would also like to add summer offerings.

THEMES
- Support for low-enrolled courses—intermediate and advanced courses that are part of a major are proving difficult to offer in the current enrollment management environment but are necessary for student success and degree completion.

- Access for non-traditional students and evening students do not have the access they were once afforded.

- Even as the overall numbers show steady growth, there have been significant shifts in student enrollment that have proven difficult to plan for. Even anticipated shifts resulting from changes in placement have been difficult to properly adjust for.

	● The ability and support for updating Curriculum has a direct impact on course and program enrollment
External Factors Such as state/ accreditation mandates or advisory board directives.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ENGLISH AS A SECOND LANGUAGE- The removal of the E.S.L. program's late-start courses, which was influenced by the collective bargaining process, has been an obstacle to student recruitment, persistence, and success. In Fall 2017 alone, 35 students assessed during the first week of class, and these students were essentially left to wait until the following semester to begin their language program. ENGLISH- The English department was preparing for the recently cancelled Statewide Assessment Initiative but the assessment replacement effort was cancelled. Umoja was accepted by the Statewide Umoja program. MUSIC- Music needs a sustainable way to pay for to Applied Lessons courses, which are expensive to offer and are currently funded under the budget for accompanists until the FA finds a solution. Offering of these courses is mandated by the state. THEMES: ● A clearer, swifter process for resolving program-related collective bargaining issues is needed.
Facilities, Supplies, and Equipment Purchasing or upgrading	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art classes are all held in the same room, so more space is needed to expand course offerings and provide appropriate work space for 2-D and 3-D art courses, including ceramics. Student studio space for completing projects is also a need. Without increased classroom space, Art can't run the classes needed for students to complete degrees. Art also needs updated furniture (chairs, easels). Art acquired new plaster casts that allowed for new drawing opportunities for students. Art is working with the Facilities Committee to bring more art to the campus. COMMUNICATION STUDIES- Communication Studies needs updated visual aids for tournaments. They would like to update to electronic aids rather than using posters. DANCE- The floor of the Mainstage Theater is not installed properly to insure safety for dancers. Dance requires the installation of a Marley floor to prevent injuries to student dancers. ENGLISH- In order to offer more transfer level classes, English needs more lab and instructional space as available lecture and lab rooms have been filled and distance education courses should not be a last resort for students desiring face-to-face instruction. A clearer plan for replacing the English Center in building 400 is needed in order for the department to plan for the basic skills program in the future. Clarity around the 2100 building and an Integrated Student Support Center are also desired as these facilities

will greatly impact the pedagogy and design of English courses and support services.

ENGLISH AS A SECOND LANGUAGE-
Due to inadequate classroom space, many programs are sharing space inappropriately. English and ESL courses are being offered in rooms meant for Dance and Theater Arts. E.S.L. needs dedicated classroom space as they are currently are offering 8 class sections in portables or inappropriate classrooms (computer labs and dance studio).

PHILOSOPHY/HUMANITIES/RELIGIOUS STUDIES- The Humanities cluster needs a dedicated space for classes, faculty offices, and student workspaces. In addition, Religious Studies would like an adjacent meditation, mindfulness and possibly labyrinth space.

MASS COMMUNICATION- Radio Las Positas moved from a faculty office space to a properly designed recording studio. Mass Communication needs a larger media lab near Photography, VCOM and Music. They also a dedicated recording studio, a radio station, video production area and adjacent classroom. They could possibly share a recording studio with the Music program.

MUSIC- Music needs specialized software (Pro Tools, Sibelius, Finale) to be installed and regularly updated on all Music Building computers. In the future, they will require music libraries (Kontakt and Spectrasonics) for a film-scoring courses. Music also needs recording space, more practice rooms, and a new choral room to replace the poorly designed one near a noisy elevator. They also need increased storage space (particularly for pianos) and new instruments.

THEATER ARTS- Theater Arts cannot offer multiple classes at once because their classrooms are used by lecture courses in other departments. Theater arts needs storage space, and hopes to have a large dedicated storage area in the future. They also have continued need of a van and for the amphitheater to be completed.

VISUAL COMMUNICATION- Visual Communication students have had use of Wacom digital tablets starting November 2016. These tablets have helped students successfully achieve the VCOM 51 course SLOs. The VCOM lab needs a The lab needs a black and white laser printer capable of duplexing and printing 11x17 paper. Visual Communications needs an additional classroom. This would allow them to offer more sections at times that are desirable for students.

THEMES:
- There is an increased need for specialized technology and instructional equipment across the division to meet instructional and industry standards in our curriculum. Increased instructional equipment budgets and regular funding for departmental equipment are needed.

- General classrooms are not suitable for many programs' instructional best practices and technical needs. The severe impact of the campus classroom shortage seems to have lead to classroom design that is multi-use to the point that it does not fit most courses particularly well, but, rather, passably.

	- Programs are offering courses in less-than-ideal arrangement, locations ,and times as a product of room scarcity. - Incomplete, such as the amphitheater, or inappropriate spaces for Dance, Theater, and Music create curricular issues, and even safety and liability issues in the case of Dance. - Confusion and anxiety over facilities, such as the Student Support Center, that have been generally announced but not outlined with any specificity have made medium and long-term planning difficult for many programs. - General campus support of students and faculty's human needs should be considered in facilities planning, including a food pantry, more and more accessible bathrooms, a learning community center, and a prayer/reflection space.
Financial/ Budgetary Program budgets or special funding.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art needs budget ($300/year) for small repairs to equipment and classroom supplies. This will save money on larger expenditures to replace poorly maintained equipment. The FT art instructor has been forced to pay for basic supplies (replacement for broken pencil sharpener) with his own money because they were urgently needed in this particular program (this would not be a dire need in most classrooms) and could not wait for the replacement process. COMMUNICATION STUDIES- Communication Studies has faced cuts to its forensics budget despite the growth and success of the team. Their district-funded budget of $6,400 was eliminated several years ago, then only partially reinstated, and has faced more cuts. Their curricular funds have also been cut. They need a restored or increased budget to support their growing forensics team. ENGLISH- More funding for RAW, Library and Sr. IA Replacement. MUSIC- Music needs a budget for piano tuning, sheet music, practice-room key cards, and for special events (master classes, workshops, etc.). READING AND WRITING CENTER- The RAW Center has faced difficulties in staffing due to increased salaries, while the budget has remained fixed. Also, the practice of including RAW tutoring as part of load has prevented many part-time faculty from tutoring, making it difficult to staff the center. RAW needs to reinstate afternoon and evening hours and online tutoring services. RAW would also like to integrate with other tutoring services across campus to provide more comprehensive support for students. Students report high levels of satisfaction with the RAW center; over 90% of students surveyed responded that RAW tutoring helped them improve their writing and grades. THEMES: Support and funding for travel and special events has not been sufficient to support needed outreach, professional development, and program development.

	● Budgeting for student support in the Reading and Writing Center, Library, and Tutorial Services is counter productively idiosyncratic. A more regular and transparent budgeting process for these services is need. ● Music, Art, Communication Studies, and Theater and others have regular budget needs that may not be well suited to the Resource Allocation Committee processes and might be better served by ongoing departmental funding. ● Grant funding is a frequent component of many programs across the division (Mass Comm, English, Music, etc.) A grants coordinator and more allotted administrator participation is necessary to ensure that the grants are properly developed and implemented.
Human Resources Hiring and staffing needs.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art would like to hire a full-time Art History professor to expand the program and facilitate the creation of an Art History ADT. COMMUNICATION STUDIES- Communication Studies needs to replace the forensics assistant position that was cut in 2007. They expressed high levels of frustration at never having this position replaced despite yearly requests and the growth of the forensics team. Communication Studies would like to hire an instructional assistant to support their courses. DANCE- Dance would like to hire an additional part-time instructor. ENGLISH- English would like to fill its vacant Senior Instructional Assistant position; English strongly supports the hiring of a Grants/ Restricted Funds Processing Office or Coordinator as well as more time for supervising administrators to spend monitoring and aiding in development of grant goals. ENGLISH AS A SECOND LANGUAGE- E.S.L. needs a replacement for a full-time position due to a retirement. MASS COMMUNICATION- In Mass Communications, staffing is difficult with only one FT faculty member and part-time instructors who are also busy with their journalism careers. MUSIC & THEATER ARTS- Music needs reassigned time for student recruitment and outreach. They also need an additional full-time instructor to coordinate the commercial music and band programs, and classified professional support (instructional assistant and accompanist). Music also requests a counselor with a performing arts emphasis to help students navigate repeatability policies. Music and Theater Arts both need a piano accompanist and stage technicians. Music needs a stage manager/sound technician position, and Theater Arts needs a stage technician with specialization in audio engineering and video projection/3D mapping.

	Theater Arts also needs a costume specialist. Theater Arts will request an additional full-time instructor specializing in musical theater, acting and theater history. Funding and support for student interns to help with the summer musical is desired. THEMES: ● Full-time faculty are needed for some programs to grow or maintain programs (Art, Mass Communication, and E.S.L.) ● The dearth of reassigned time and the increasing workload associated with supporting an academic program continue to be unresolved concerns of most programs in the division. ● Classified staff and instructional assistants are critical to the function of many programs, particularly as C.T.E. grows in the Arts and Humanities Division, but position allocations continue to be scarce.
Learning Support Services provided to support student learning, such as tutoring and library support.	ACCOMPLISHMENTS, PLANS, AND NEEDS: COMMUNICATION STUDIES- Communication Studies has immediate need of a Newspaper database in the library. Communication Studies and ESL plan to co-create a workshop for ESL students to help ESL students transition to non-ESL courses. ENGLISH- Smart Shops in various essay, grammar,reading, and critical thinking related subjects are being offered. Subscriptions to print copies of literary magazines and journals for in-class use are being requested. ENGLISH AS A SECOND LANGUAGE- E.S.L. worked with the library to create a dedicated library space (BELL section) for books/materials for English language learners. ESL also purchased earplugs and fidget spinners to aid students attention challenges and learning disabilities. MUSIC-Music needs expanded tutoring services and add music mentors. READING AND WRITING CENTER- Because the R.A.W. staffing budget has remained static while salaries have increased, the RAW Center has seen severe cuts to its hours, dropping from 24 hrs/week in Fall 2016 to 16 hrs/week in Fall 2017. Due to these cuts, the center can no longer offer late afternoon/evening support. VISUAL COMMUNICATION- Visual Communication has their first student tutor in the tutorial center. THEMES: ● Learning support continues to be an area that many programs see great potential for, with subject-specific tutors being developed for several programs.

	● The Smartshop series offers innovative possibilities for student support and the fostering of a more academically-engaged student body. ● Supporting materials, such as subscriptions to newspaper databases, literary magazines, and journals, and library resources are needed by many programs. ● As mentioned in the Human Resources discussion, instructional assistants are providing and will need to provide critical learning support for students in many programs. ● As the campus has expanded its support for diverse communities, more support programs for diverse students (Umoja, Puente) has been developed.
LPC Planning Priorities Available here: https://goo.gl/LU99m1	ACCOMPLISHMENTS, PLANS, AND NEEDS: Music has requested expanded tutoring services, and the RAW Center has faced severe cuts in hours despite the priority regarding expansion of tutoring services. ENGLISH- The English program's loss of its Senior Instructional Assistant hurts the Basic Skills program and English 1A students through the loss of a skilled instructional assistant to support the program and the individual students in attached sections. The loss further inhibited efforts to address the expected decline in basic skills success after multiple measures changes and to pilot instructional assistant support in transfer-level courses. THEMES: ● The Planning Priorities are relevant to and echo many of the needs of the division's programs. ● Plans and allocations that result from college processes may not be in line with the vision of planning priorities, as identified priorities are sometimes experiencing reductions in support.
Pedagogy/ Teaching Methods	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART– New art busts were acquired to give students a wider variety of drawing positions. The quality of art produced has increased subsequent to utilizing the variations in drawing positions.

The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.	COMMUNICATION STUDIES- Communication studies wants to develop more online options as a part of their program and transition the programs instructional technology use to Canvas. DANCE- Dance changed curriculum in DANCE 1 in order to better accommodate a variety of student levels/ability, based on SLO findings. ENGLISH– English is piloting transfer level instructional assistant student support; grant funding is paying for an hourly temp, but replacement of the Senior Instructional Assistant classified position will be necessary if the pilot is successful. ENGLISH AS A SECOND LANGUAGE- E.S.L. changed their department textbooks for reading and writing courses. They also created new outcomes and assignments for the research component of these courses. They created uniform grammar materials based on SLO assessment results. PHILOSOPHY- Philosophy created a new CSLO regarding respectful dialogue. They created new materials and teaching methods to emphasize this skill, and found that this enhanced the classroom environment, although it was difficult to measure this progress through a formal assessment. MASS COMMUNICATIONS- Mass Communications hopes to incorporate more visual media. THEMES: ● Instructional equipment has supported some effective improvements in teaching methods. ● Departments have sought increased consistency and coordination across sections, often in connection with a Student Learning Outcome inquiry or analysis.
Professional Development Activities and resources to enhance employee knowledge and skills.	ACCOMPLISHMENTS, PLANS, AND NEEDS: ENGLISH- English had advocated for the C.O.R.A. training that was supported on campus. The department has departmental task forces that will share out information on online grading, grading in general and reading topics. English requests increased funding to train instructional assistants in reading and writing support. MASS COMMUNICATION- Mass Communication faculty attended the Journalism Association of Community Colleges conference twice per year. Mass Communication presented on the topic of the student press for the F17 Flex Day.

	MUSIC- Music faculty regularly participate in professional organizations and conferences (Music Association of California Community Colleges, MTNA GP3 [Group Piano and Piano Pedagogy] Forum) but needs more funding to continue these activities. THEMES: ● Programs have sought professional development that fosters inclusion, presents effective interventions in favor of student persistence, and leads to meaningful assessments of student learning. ● There is a strong desire for more conference funding across the division's programs. ● Some programs, such as Theater Arts, need training for new equipment based on CTE
Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	ACCOMPLISHMENTS, PLANS, AND NEEDS: COMMUNICATION STUDIES- Communication Studies wants to continue their travel to competitions and conferences. ENGLISH –English continues to study the effects of its revised Multiple Measures placement process. English's section for the Umoja Learning Community began Fall 2017 –The requisite linked Umoja courses were finalized and the Reading and Writing Center provided a dedicated Umoja/Puente tutor. ENGLISH AS A SECOND LANGUAGE- E.S.L. started conversation corner, a place for students to meet new friends and chat, and is working on creating Smartshops to help ESL students with learning American classroom cultural norms. The new E.S.L. handbook offers important information in English learner friendly language. E.S.L. requests support for creating outreach material created in other languages. MASS COMMUNICATION– Grants provide conference attendance for students and the department. hosted an event that students help put on – a book signing for an LPC author. MUSIC– The Music program spent many days recruiting students, sending students to concerts, researching new music to perform, and finding opportunities for students to perform. READING AND WRITING CENTER- The R.A.W. Center worked with Puente and Umoja to offer a dedicated R.A.W. tutor for reading and writing support. THEMES: ● Students are availing themselves of the academic and real-world opportunities that programs are given support for developing ● Programs such as E.S.L. are interested in becoming a part of the Smart Shop series

	● Having materials and services that reach students and prospective students where they are, in intrusive fashion, is increasingly being identified as a best practice.
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.)	ACCOMPLISHMENTS, PLANS, AND NEEDS: ART- Art refined and created SLOs for courses and plans to follow SLOs from intro course to beyond to see how skills develop. COMMUNICATION STUDIES – Communication Studies want to streamline the SLO process for more effective/efficient input and feedback. DANCE – Dance revised SLOs will be available Spring 2018. Enrollment in most courses is unreliable so recording SLO data is challenging. Dance 3 is planned to be assessed. ENGLISH –English developed a plan for analysis and discussion of all course SLOs over a three year period. ENGLISH AS A SECOND LANGUAGE – E.S.L. revised course projects to offer better scaffolding and careful analysis of SLOs. Faculty will meet at the end of the Fall to discuss. HUMANITIES & PHILOSOPHY – Humanities and Philosophy plan to revise course SLOs. MASS COMMUNICATION– Mass Communications saw a slight dip in their MSCM 31 scores, due to an updated rubric that the program believes is a more accurate measure of student achievement. SLOs are refined by instructors as courses are taught. Planning on analyzing the Journalism AA-T. Looking to see if students are actually prepared to transfer or not through analysis of two SLOs for their 16B course. THEMES: ● SLO work is ongoing but in different phases. ● The S.L.O. planning cycle need more clarification and associated training for faculty. ● Further training on the effective design of assessments and effective interpretation of S.L.O. data continue to be needed.

Technology Use How technology is used to instruct/serve students or for other college functions.	ACCOMPLISHMENTS, PLANS, AND NEEDS: MASS COMMUNICATION- Mass Communications has largely finished the creation of new archives for *The Express* and *Naked* magazine. They will be creating a new website for *The Express*, which will also incorporate the archives. COMMUNICATION STUDIES- Communication Studies needs presentation options to replace the unwieldy posterboard method currently used, particularly due to the difficulty of taking poster board while flying/travelling. MUSIC- Music has numerous technology needs related to instruments and recording technology, particularly for teaching the Music 36 course. READING AND WRITING CENTER- The implementation of Nettutor has essentially replaced the online reading and writing support offered by the R.A.W. Center. An assessment of Nettutor's effectiveness for supporting D.E. student reading and writing needs to be pursued in order to ensure distance education students have equitable support services. THEMES: - Communication Studies, Music, and Theater have extensive and particular technology needed to support their programs. - Technology offers support services whose effectiveness is not always clear. A clearer process for assessing the effectiveness of a technological support service should be considered, particularly when it replaces an existing function or service.

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

Division/Area	Programs
BHAWK	Business, Economics, Health, Kinesiology and Athletics, and Nutrition

Executive Summary: 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 approximately 250-500 words in length.
The Division of Business, Health, Athletics, Work Experience and Kinesiology had an exemplary year. Over the course of the 2016-2017 academic year, the division hired a new dean, a new full-team faculty member to teach in business and coordinate the work experience program, as well as two classified positions, athletic trainer and athletic assistant. Additionally, the division continued to grow it strong presence in the community through involvement on business advisory boards, student club outreach, and athletic events bringing more Tri-Valley residents to campus than in previous years. The Entrepreneurship Speaker Series continues to grow as well. Bringing in engaging business leaders to share their experiences and interact with our students. Faculty members also serve on Boards that provide career programs such as the Accounting Career Awareness program that encourages underserved Youth of Color to pursue careers in finance and accounting.

Our faculty members also developed two new AS-Ts (Nutrition and Health), new certificates, updated curriculum, assessed SLOs, and enjoyed an average WSCH/FTEF productivity across the division of 558.79 for the 2016-2017 Academic Year, which was the highest of all divisions at Las Positas College.

However, these successes were not achieved easily. Limited facility space negatively impacts KIN and HLTH enrollments. While BUSN classes are often relegated to classrooms without appropriate technology and space for the subject matter being taught. Which, in turn, negatively impacts student success. In addition, with very limited support staff, KIN instructors and Division administrators must find time to perform clerical tasks that have historically been carried out by administrative assistants and/or other classified personnel. In addition, faculty members are required to work greater than eight hours since they must also drive their athletic teams to and from contests. Having additional classified support (drivers) will cut down on work hours while also increasing student, employee safety, and limiting work days to eight (8) hours.

In addition, with limited faculty in BUSN the growth and expansion of the program into areas such as International Business, Business Analytics, and Entrepreneurship cannot be explored. Between retirements of BUSN and KIN faculty in recent years (non-SERP), the division is down approximately four full time faculty positions. Without these positions, the programs have not been able to realize their full potential. Unfortunately, with two new retirements in the division as a result of the SERP, BHAWK will not be able to maintain the aforementioned levels of performance. This coupled with inadequate facilities and minimal classified support puts the BHAWK division in a precarious situation.

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.

- Planning and building of a Health and Wellness Center to provide much needed space for KIN activity classes and additional classroom space for HLTH classes.
- Planning and building of a Food Lab for the growing NUTR program (5-year FTES growth of 217%) that can also be used for the student club, a food pantry, general community outreach, and community education courses.
- The addition of Intercollegiate Women's Volleyball for the 2018-2019 academic year. This team will carry 15-20 students athletes each required to enroll in a minimum of 12 units.
- Planning and building of Entrepreneurship Center on campus so the Business Program may continue to foster strong relationships with organizations such the Silicon Valley Leadership Group and Innovation Tri-Valley. This will be carried out in coordination with the LPC Makerspace Initiative.
- The hiring of additional full-time faculty members in BUSN and KIN to assist in program growth and development.
- The hiring of full-time classified staff members to assist in the mounting clerical work and driving needs of the division.
- Replacing the Synthetic soccer field for student safety concerns and revenue potential.

Program Review Update Division Summary Fall 2017

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."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	**Themes:** • Each program has established strong ties with the local community and see the value in strengthening these ties as well as developing more. **Accomplishments:** • Business Advisory Boards, Entrepreneurship Speaker Series, Youth Outreach, and business studies. • Outreach and marketing efforts by live streaming athletic events, increased social media presence, and an updated Athletic Website **Challenges:** • KIN & BUSN: The overall challenge is having sufficient full-time faculty to develop and nurture community ties. • NUTR: Capacity for marketing and outreach to build community partnerships and internship opportunities • NUTR: No food lab on campus for hands-on learning and community-oriented events such as cooking classes and community education opportunities. • KIN: Deteriorated quality of Synthetic field resulted in approximately $8,000 in lost revenue from San Jose Earthquakes for 2017 and moving forward. • ECON: Connecting with industry partners to effectively develop new curriculum and programs • More funding for professional development
Curriculum	**Theme:** BHAWK has done a good job in updating curriculum, developing new curriculum, as well as new degrees (ECON, NUTR, and HLTH) and certificate programs (KIN and BUSN).

Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	**Accomplishments:** • AS-Ts in NUTR and HLTH • New Classes: NUTR 5, KIN FC, HLTH 7 & 11, and ECON 10 • New Curriculum Developed: Intercollegiate athletics and KIN Activity • Developing Certificates: Yoga Instructor, personal fitness, adaptive therapies, ECON, sales, and Business analytics • Updated courses/Certificates: Retail Management, Business Entrepreneurship, supervisory management, as well as in HLTH, KIN • International Trip to Japan **Challenges:** • Development of Int'l Business and expansion of Entrepreneurship program due to loss of FT faculty • Inadequate space for current KIN and future KIN activity courses • Loss of faculty has resulted in "pausing" of initiatives and curriculum development • CROSS-DISCIPLINE CERTIFICATES – Completing the cross discipline certificates continues to encounter frustrating challenges. Mark Grooms was involved in this initiative. His leaving created a restart situation on several fronts.
Enrollment Management Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	**Themes:** • Productivity in the division was the highest of all divisions on campus in 2016/17 at 558.79 WSCH/FTEF. **Accomplishments:** • Robust fill rates for HLTH, NUTR, ECON, and BUSN • Productivity for NUTR, BUSN/WRKX, HLTH, and ECON **Challenges:** • Correct mix of online courses, fast-track, and full-term courses to facilitate completion • Change in requirements for classes leading to decline in enrollment for HLTH • Increase in students taking classes, but smaller class sizes for KIN affecting productivity • Productivity affected for KIN classes due to inadequate space to accommodate more students • Decline in FT KIN (non-coaching) to assist in the development of new courses, certificates, and degrees
External Factors Such as state/ accreditation mandates or advisory board directives.	Athletic Coaches are required by CCCAA to update information which results in additional work. While this is an increase in responsibilities, it falls within their scope of duties.

Facilities, Supplies, and Equipment Purchasing or upgrading	**Themes:** • The programs discussed needs they have as it relates ability to fill sections/current offerings. As well as the addition of facilities to increase class sizes and offer new courses and programs **Accomplishments:** • Programs did not discuss accomplishments **Challenges:** • BUSN – Limited Access to "smart-Classrooms" which is needed in order to effectively deliver content • BUSN – Entrepreneurship Center to connect classroom learning with real word projects and industry/community partnerships. • Campus did not build out all the facilities from the 2012 FMP which has resulted in fewer opportunities for KIN classes, intercollegiate classes, community engagement, as well as campus and departmental fundraising. • HLTH – Limited classroom space • KIN – Limited space results in lower enrollments for classes in the weight rooms, gymnasium, and exercise studios. • KIN – Synthetic turf is passed years of use and replacement is needed in order to offer more classes. • KIN – New lighting for the pool deck. Currently, there is a "dark area" near the diving boards. Automatic pool covers would increase energy efficiency and decrease the labor hours needed to cover and uncover. • KIN – Equipment needs for Futsal (goals); Badminton (racquets); Cricket (new curriculum). • NUTR – Food lab to teach additional courses and improve community relations and increase community partnerships
Financial/ Budgetary Program budgets or special funding.	**Themes:** Only BUSN addressed this area **Accomplishments:** **Challenges:** Funds are needed for sending students to conferences like the National Association of Black Accountants, Phi Beta Lambda, and to professional association meetings, and local presentations offered (for example) by the Tri Valley Innovation Forum, the chambers of commerce, the Small Business Administration and others. While our clubs raise a tremendous amount of funds those funds are insufficient to meet the opportunities they should be offered. Further, faculty attendance at meetings/conferences is covered to an extent, but needs to be more available to insure competency in our fields and to maintain the professional connections, which are so valuable to our students.

Human Resources Hiring and staffing needs.	**Themes:** • Additional FT and PT faculty are needed. • Additional classified support (drivers for athletic contests, admin. assistants, and instructional assistants. • An increase in FTEF to accommodate for the additional degrees, certificates, and courses being developed. **Accomplishments** • New FT hire in BUSN has significantly increased productivity for BUSN/WRKX • New PT hire has increased course offerings in NUTR • New Athletic Assistant • New Athletic Trainer • BHAWK DEAN/AD **Challenges:** • Classified help is needed in KIN/Athletics – Administrative Assistant. • Classified help is needed in KIN/Athletics – Drivers for increase safety of student-athletes, faculty, and staff. • Increase in FTEF for HLTH. • ECON is managed by one FT Faculty member with growth projected. • BUSN is down to two FT faculty members and this resulted in an inability to develop new curriculum. • BUSN & ECON - PT faculty turnover. • BUSN – Instructional Assistants/tutors for Accounting, business Law, and Introduction to Business
Learning Support	**Themes** Support for student learning and a sense of belonging is being supported by learning communities such as Umoja, student clubs, and participation in athletics.

Services provided to support student learning, such as tutoring and library support.	**Accomplishments** • Umoja Learning Community • Library resources - The library has obtained access to Lexis Nexis for AY 2017-2018 and we are hoping the department's use of it is adequate to have it continue. **Challenges** Tutorial development: The full-time faculty in the discipline has identified 4 - 6 students each semester in our BUSN1A, BUSN1B, BUSN18, and BUSN40 sections. However, it has been a challenge to coordinate and get the word out to students, who could be good tutors the following semesters. We have asked part-time faculty to assist in this identification process as well. As an institution, we need to develop some methodology to attract and retain student tutors. Loss of full-time faculty has impacted two student programs designed to deepen students experience: • Developing an international program • Expansion of the entrepreneurship program: an important and useful program providing students with more options and understand the process for product development starting from inception to marketing.
LPC Planning Priorities Available here: https://goo.gl/LU99m1	
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.	NUTR addressed this area by discussing the lower success rates for the students in online summer classes.

Professional Development Activities and resources to enhance employee knowledge and skills.	
Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	**Themes:** • Programs host and encourage students to join clubs on campus. • Programs actively seek out internship opportunities for students • Programs host speaker series and involve students with learning communities on campus **Accomplishments:** • Host speaker series and secure internships with campus support (foundation) • New BUSN/WBL instructor is developing new internship opportunities and revamping the WRKX/INTN program • NUTR and BUSN have started extra-curricular club opportunities • BUSN faculty is connected to disproportionately impacted students on campus through Umoja. • KIN/ATHL – Events are now live-streamed, there is an increased social media presence, and the athletic website is currently being updated. • Curriculum developed for Women's Volleyball and Women's & Men's Track & Field. Curriculum submitted for Women's Volleyball fall 2017 to (ideally) begin in fall 2018. Both of these sports will have a minimal fiscal impact on the institution as supplies, equipment, and facilities needed are already in place. **Challenges** Food insecurity and student hunger
SLOs/SAO Process The process of creating, recording and assessing SLOs/SAOs	**Themes:** • All programs are working on updating, assessing, and inputting SLO data in eLumen **Accomplishments:** • NUTR, BUSN, ECON, HLTH, KIN – updated and assessed SLOs and received training **Challenges** Impactful use of data to improve student learning and content delivery

(not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)	
Technology Use How technology is used to instruct/serve students or for other college functions.	ECON, NUTR, KIN, HLTH, and BUSN have taken steps to move to Canvas and have also received training in eLumen.

Program Review Update Division Summary Fall 2017

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Don Carlson	Adeliza Flores & Michal Shuldman	Angelo Bummer

Division/Area	Programs
CATSS	Anthropology, Computer Studies, Early Childhood Education. History, Library, Political Science, Psychology, Welding

Executive Summary: 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 approximately 250-500 words in length.
I believe on the most important developments for CATSS will be new and remodeled facilities, equipment, software and other supplies from Measure A and B. Many of the division programs will be affected by new construction on campus including Anthropology, Psychology, Sociology, Library, Automotive Technology, Welding and Computing Studies.   Acquisition of new equipment and materials is particularly critical for the Library, Applied Technology Programs and the Computing Studies Programs that fall into a high expense category.   Planning will be critical for success of our new facilities to serve our growing and evolving programs.

Other themes and trends for CATSS are typical for most of our division and are around quality instruction. This comes with hiring new full-time and part-time faculty and staff, evaluating performance, development of new curriculum, updating existing curriculum, professional development, advisory committees, and measuring success through our SLO and PSLO processes. Ultimately, our goal is to deliver the best quality instruction that serves our students, employers and community. |

Program Review Update Division Summary Fall 2017

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. Resource planning and acquisition is very critical in this time. Planning for our programs impacted by Measure A in particular and the implementation processing will be critical for success for our programs that will be getting new and expanded facilities, equipment and software. Human resources needs in our program planning for instruction and staffing will also be critical to continuously review and request to meet the needs of growing programs and services. It is recommended each program work diligently with the dean's office, shared governance committees and administration to make sure our program needs for resources are being met.   2. Quality of programs delivered is critical. It is recommended that the CATSS division continues to improve in its measures and implementation of SLO and PSLO processes for assessing our courses and overall programs to assure we are delivering the best possible instruction.

Program Review Update Division Summary Fall 2017

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."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships	**ACCOMPLISHMENTS** **Computer Studies:** Has been asked to hold a Computer Science course at a local high school. This may provide opportunities for increasing the connection between the local high school (Dublin) and our program.

Such as outreach, recruitment, internships, industry collaborations.	The CyberPatriots program continues to grow. Throughout the year, competition and competition prep days were held in the 803 computer lab on Saturdays for local high school teams. Faculty worked with high school instructors from several local districts to prepare teams for state competitions. Continue to outreach to the local business community, particularly Sandia and LLNL in the area of cybersecurity. Work with the WBL Specialists to increase internship opportunities for students and to promote our programs to local businesses.

The CyberPatriots program continues to grow. Throughout the year, competition and competition prep days were held in the 803 computer lab on Saturdays for local high school teams. Faculty worked with high school instructors from several local districts to prepare teams for state competitions. Continue to outreach to the local business community, particularly Sandia and LLNL in the area of cybersecurity. Work with the WBL Specialists to increase internship opportunities for students and to promote our programs to local businesses.

Auto: developing internships with local dealers; outreach to local high schools. Auto has existing industry relationship with GM and AC Delco. Relationships with further industry partners in the area is being developed.

Early Childhood Education: Our students have benefited from many community partnerships cultivated by the program, primarily through the work of the Professional Development Coordinator. Some collaborations include working with Child Care Links, Directors of the Valley, the Alameda Early Care and Education Council, First 5 Alameda County, Child Development Training Consortium, CA Early Childhood Mentor Program.

History: John Rosen joined the Tri-Valley Historical Council in order to connect the college with local libraries, historical societies, parks, etc.

Psychology: continues to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. Currently, the program includes a weekly peer support group (Chill & Chat), and a workshop series. The department is considering collaboration with local transfer institutions so that students can gain research experience by becoming research

Welding: Participated in the first ever Livermore Innovation Fair, Worked with Tri Valley ROP to offer WLDT 70 Intro to Welding in the Livermore High School welding lab, Union apprenticeship programs are actively seeking candidates and some students have found success.

CHALLENGES
WELDING
- Having to do outreach takes time away from class.

PLANS
LIBRARY
- Increase outreach and marketing
COMPUTER STUDIES
- Continue to outreach to local business community and the lab to ensure our programs address workplace training needs
AUTOMOTIVE
- Possible internship programs with students and local dealers. Creation of more partnerships with industry that are recession-proof.

Program Review Update Division Summary Fall 2017

Curriculum	**ACCOMPLISHMENTS** ECD • Increase in number of students completing Basic Teacher Certificate. • Addition of a second state preschool classroom allowing for more economic diversity and more students receiving funding.

Program Review Update Division Summary Fall 2017

| Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status. | • Funding provided to continue math and English contextualized courses and learning communities.
• Student portfolios piloted in the spring; portfolio assignments assigned in all courses
• Integration of the lab for ECD 63
• CTE funding to provide grants to student to purchase textbooks and curriculum supplies
• Almost 50% of courses have a DE option
• Institutionalization of the ELL and contextualized math courses contributes to student success.
LIBRARY
• LIBR 1 course updated
COMPUTER STUDIES
• 18 course outlines updated and 3 new courses developed
• Student success rates and course completion rates are trending up
• CyberPatriots program keeps growing and faculty and high school instructors work together to prepare teams. Curriculum is being developed so students can earn credit for their participation.
• Improvement of programmatic loop SLO to 90+% using robotic technologies
• Hosted development of model curriculum for a software development and IT and discussed model curriculum for CyberPatriot
• Changes to degrees and certificates discussed
• Development of developing non-credit courses discussed
WELDING
• The Welding AS degree and Certificate and 19 course outlines were updated. Six new courses were created in Spring 2017: the Summer Welding Camp where high school students earn 1 unit of welding college credit; the Construction Safety short course for anyone planning to work in the construction industry, and the Print Reading industry class designed for welding, auto, engineering, and engineering tech students. 3 welding courses were also articulated with SF State University.
AUTOMOTIVE
• All courses and degrees have been updated and a New Service Consultant course has been written.
SOCIOLOGY
• DE component approved for three sociology courses increasing pedagogical flexibility and staffing adaptability due to limited faculty staffing.
HISTORY
• Course outlines were updated for 4 history courses. Course outlines for 2 history courses were approved to meet CSU institutions requirement.
POLITICAL SCIENCE
• Updates are in progress for C-ID approval for transfer curriculum. Course outlines were updated for 5 political science courses. Course outline updates may help other areas like global studies.
WOMEN'S STUDIES
• WMST 1 and 2 course outlines were updated.
CHALLENGES
ECD
• Loss of institutional history due to retirement of long-term ECD faculty.
• Decrease in number of students completing ECD Associate Teacher certificates.
• Downward trend in success rates for some courses despite an overall average success rate of 85%
• Need to build a library of curriculum materials and children's books for some ECD courses for students so they do not have to use their own money to purchase materials.
• Need for cross-training between ECD and CDC faculty on emergent curriculum practices.
• More work needed on portfolio system; Need to update course outlines but lacking the time and a tracking system.
PLANS
ECD
• Explore OER resources to support ECD 50; Brainstorm on how offer important electives despite no additional FTEF and offer more than every 4-5 semesters
• Develop a series of parenting classes, perhaps through non-credit and collaboration with other programs
• Create specific courses for transitional kindergarten if approved by advisory board
COMPUTER STUDIES
• Rewrite or revise existing degrees and certificates in all Comp Studies disciplines
• Examine whether career certificates should be converted to certificates of achievements for completers to be recognized by state
• Work with Business program to develop a Data Analytics Program; Continue with development of CyberPatriots program, credit or possibly non-credit
WELDING
• Develop career certificates focused on specific welding technologies and welding inspection
AUTOMOTIVE
• Possible AS degree and certificates are in the works but waiting on Advisory Board.
HISTORY
• Diversify course offerings and create a new course in non-western history contingent on hiring a fourth full-time faculty with expertise in this area. |

Enrollment Management	**ACCOMPLISHMENTS** ECD • Addition of a second state preschool classroom allowing for more economic diversity and more students receiving funding. COMPUTER STUDIES

Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	• Enrollment has increased in CIS/CNT/CS areas. Instructors are able to accommodate larger classes with same equipment and workspace with no adverse impact noticed on student retention or participation. PSYCHOLOGY An increase in the number of students who wish to take Research Methods (PSYC 25) has led the department to offer three section of the course in Spring 2018 (instead of two). WELDING • High productivity rate, retention rate, and fill rate for Fall 2016 semester. Added one more section of WLDT 62AL lab class which had a 90% fill rate. HISTORY • Increase in fall and spring enrollments and headcount. **CHALLENGES** ECD • Lower enrollments for the FA16-SP17 academic year despite demand for many teachers. Lack of financial and academic support incentive may be a reason as well as students opting to finish GE courses. • Productivity and fill rates are down as well over the previous years. Perhaps the requirement to take a lab class and/or the change in start time for the evening classes may have contributed to this. WELDING: • The Pipe Welding section was cancelled which held students back 8-months from completion. Additional CAH is needed to offer another WLDT 63 to accommodate engineering tech students and welding students. **PLANS** ECD • Investigate cause of decrease in productivity • Brainstorm on how offer important electives despite no additional FTEF and increase frequency to less than every 4-5 semesters • Start an evening program for CDC students • Enroll more families to open more CDC classrooms and allow lab access for ECD students • Advertise 2GenFund more effectively to increase number of students benefitting from the financial support. AUTOMOTIVE • Possible downsizing of the automotive department or building up program through outreach to outlying areas.
External Factors	**ACCOMPLISHMENTS** COMPUTER STUDIES • Reactivation of Computer Studies Advisory Board

Such as state/ accreditation mandates or advisory board directives.	**WELDING** • Strong labor market for entry level skilled hands with many employers visiting the college and presenting opportunities for students. Many students have found part-time jobs at good per hour rates which work well with their school schedule. Union apprenticeships are also seeking students; however math presents a barrier. **AUTOMOTIVE** • There are more jobs available to students as the labor market grows at an exponential rate with local jobs not being filled. **CHALLENGES** ECD • Occupational codes (SAM and SOC) used in Launchboard do not reflect fully the work options for ECD students due to different occupational titles used by BLS resulting in lower employability data. This being updated currently for more accurate data next year. WELDING • Union apprenticeships are seeking students; however math presents a barrier. **PLANS** AUTO • Seeking Advisory Board for approval of Service Consultant class; waiting on Advisory Board for possible development of AS and Certificate programs. ECD • Explore collaborations between CDC and School of Imagination WELDING • Passage of Measure A may make some of the long term facility needs of the department a reality in the future.
Facilities, Supplies, and Equipment	**ACCOMPLISHMENTS** LIBRARY • $300,000/year allocation from Measure A funds for the life of the bond to purchase materials with faculty consultation • Instructional equipment funds $12000 used to purchase books, databases, and other library materials COMPUTER STUDIES

Purchasing or upgrading	• Computer repair workshop rearranged
	• Rooms 804, 805, and back office have been cleaned and organized
	• Cisco program and CNT program equipment funded through SWF
	PSYCHOLOGY
	• The department has acquired new software, Sona Systems, that will help PSYC 25 students organize participant sign- ups for their research projects.
	CHALLENGES
	ECD
	• Increase in supplies budget for lab courses. May need to charge small materials fee if budget is not increased.
	• A list of 9 security issues to be addressed in building 2300 including locking issues, improved cell reception, shading, security cameras, etc. Some of these were already identified in a previous report.
	COMPUTER STUDIES
	• Computer repair workshop needs more workspace and benches
	• Shortage of lab rooms with computers
	• Other disciplines needing and using lab space and computer rooms resulting in scheduling conflicts
	• Increasing issues with IT support
	PSYCHOLOGY
	• Access to more computer lab space for PSYC 25. A future obstacle we may face involves the availability of important library resources such as PsycARTICLES and Films on Demand
	• Purchase equipment such as brain models and other classroom materials as well as equipment to teach psychophysiology to be used in classes such as PSYC 1, PSYC 4, and PSYC 25. Identify dedicated space/a room for the program to use for Chill & Chat, workshops, and for students to study/relax.
	WELDING
	• Welding facilities are aging and there is limited space and infrastructure. Need robotic welding and orbital welding automation technology and CNC equipment.
	• Facility needs include: new lab space to replace old lab, covered outdoor yard protected from weather, and an Advanced Manufacturing space (maker space?) for machine shop work with additive manufacturing and CNC equipment.
	• Equipment needs include: robotic welding cell, manual and automated plate and sheet metal cutter replacement, constant voltage and constant current welding power supplies replacements, hand tools and manufacturing equipment, new tools for emerging laser welding classes, pipe and tubing equipment, layout equipment, and safety equipment upgrades.
	AUTOMOTIVE
	• None of the following plans from 2016 have been achieved: replacement of aging equipment, new and replacement of storage space, more shop space, more teaching space. Only on piece of Hybrid training equipment has been purchased. Program has to depend more and more on GM contract to supplement program needs.
	HISTORY
	• Lack of available classrooms remains an obstacle. Program is unable to offer more sections despite full enrollments and waitlist. Growth of the program is impeded and program has to resort to offering online courses which are not in the best interest of students.
	PLANS
	LIBRARY
	• Purchase additional laptops for students
	• Support and assist in the development of an integrated academic support center
	• Additional study rooms, checkout and reference desk, storage space, flexible library classroom, and community/student quiet room
	COMPUTER STUDIES
	• work with IT to address software and hardware issues
	• CISCO/Networking lab needs a larger, more modern space and more equipment for larger class sizes
	• Ask for a new Computer Studies area that will consolidate all the labs plus 1-2 new labs into one space
	• Enlarge PC repair lab
	WELDING
	• Develop the infrastructure to support an American Welding Society Accredited Testing Facility. Maintain a safe workplace.
	• Facility needs include: new lab space to replace old lab, covered outdoor yard protected from weather, and an Advanced Manufacturing space (maker space?) for machine shop work with additive manufacturing and CNC equipment.
	• Equipment needs include: robotic welding cell, manual and automated plate and sheet metal cutter replacement, constant voltage and constant current welding power supplies replacements, hand tools and manufacturing equipment, new tools for emerging laser welding classes, pipe and tubing equipment, layout equipment, and safety equipment upgrades.
	AUTOMOTIVE
	• Construction of new building and purchase of new equipment and tools.

Financial/ Budgetary Program budgets or special funding.	**ACCOMPLISHMENTS** COMPUTER STUDIES • Purchase of external hard drives, computer systems for CNT **CHALLENGES** ECD • Increase in supplies budget for lab courses. May need to charge small materials fee if budget is not increased. LIBRARY • Increase operating supplies budget, office supplies budget, and funds for part-time librarian hours, summer librarian funds, and budge for student assistants. WELDING • Budget has remained the same despite growth in sections and headcounts, e.g. gas costs are a primary expense and have increased in price. AUTOMOTIVE • College would like to cancel the GM contract which would lead to loss of current year cars and 75% of equipment and tools used in classes. **PLANS** ECD • Explore leveraging Equity and HSI funds to support activities of the PDC and replace funding for student supplies and academic support LIBRARY Establish a plan to use Measure A funds
Human Resources	**ACCOMPLISHMENTS** ECD • Hiring of a new faculty member to replace a 20-year faculty member who retired. • Addition of a second state preschool classroom allowing for more economic diversity and more students receiving funding.

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| Hiring and staffing needs. | • Institutionalization of the PDC position. PDC cultivated and improved community partnerships and collaborations.
LIBRARY
• Extended hours for the library in last weeks of Spring 2017 semester through Student Equity funds
• Library technician hired in December 2016
COMPUTER STUDIES
• sabbatical leave replacement hired
• two new CS part-time faculty hired
• new full-time CNT faculty
SOCIOLOGY
• Completed teaching evaluation of three part-time faculty with satisfactory results.
CHALLENGES
ECD
• A staffing crisis when it comes to finding substitute teachers. Student workers who cannot be left alone with children have to be hired putting a strain on other teachers' time to support the student workers. The Director is overworked and teachers are frustrated.
• Reduction of the Professional Development Coordinator hours from 12 months to 10 months resulting in various reduction in services in the summer.
• Resignation of the Director delayed the hiring of student assistants and the opening of a second state preschool classroom resulting in staffing issues and loss of consistency of care and interaction with families.
• The Director resigned and was replaced by an interim director who is faculty, leaving a staffing shortage to teach her courses.
• Uncertainty in whether funding has been secured for the second state preschool.
• Need for more FTEF to cover what was lost with taking on bilingual classes.
• Consistent shortage in staffing. Each classroom was designed to have a specialist, full-time assistant, and a permanent sub.
• Need a full-time assistant at the front desk to answer phones, welcome people, answer questions, etc impacting the work of staff and faculty in the classroom who have to take the time to do these tasks.
LIBRARY
• Resignation of a library technician leading to possible cut in hours if not hired soon
• anticipating potential decrease in student satisfaction rating for Fall 2017 with loss of extended hours due to lack of funding
• restore budget to hire student assistants and tutors for library and computer lab
• struggle with timely IT support due to insufficient staffing in IT
COMPUTER STUDIES
• staffing shortage with two faculty on leave; sabbatical leave replacement hired
• Increasing issues with IT support
• Time and funding to support continuous demand on Computer Studies faculty to upgrade skills and retrain
• Anticipated retirement of several part-time CIS faculty over the next 3-12 months
• Need more part-time faculty to teach classes but difficult to find for this program
• Each discipline in Computer Studies has only two faculty members responsible for all the curriculum work, program updates, equipment requests, SLO's, tracking and reporting, etc
WELDING
• Have requested increasing the 24-hour instructional assistant, which serves both automotive and welding to a full-time 40-hour position for a number of years. Need extra support in the evenings and weekends.
AUTOMOTIVE
• Faculty workload changed to include noncredit/contract teaching and classified staff duties for F hour load; no coordinator pay for coordination (high school outreach, building relationships with local shops, training).
SOCIOLOGY
• Shortage in faculty staffing due to a full-time faculty having to attend to a family emergency in 2016-2017. Some plans have to put on hold, including analysis of SLO and assessment strategies. Request for a new faculty was not approved last year and shortage of human resource is a big challenge for the program.
POLITICAL SCIENCE
• Single faculty program makes it challenging to complete all administrative duties. Additional full-time instructor starts in January
WOMEN'S STUDIES
• Lack of viable pool of adjunct faculty.

* SEE PLANS FOR HUMAN RESOURCES AT END – RAN OUT OF SPACE |

Learning Support Services provided to support student learning, such as tutoring and library support.	**ACCOMPLISHMENTS** ECD: • Continued work-based tutorial support service 2 days/week through CTE funding. • Technical tutoring to improve reading and writing skills offered to students through CTE funding. • CTE funding to provide grants to student to purchase textbooks and curriculum supplies • Institutionalization of the ELL and contextualized math courses contributes to student success. • Faculty spending office hours in tutorial center. LIBRARY • textbooks commonly used by students purchased through student equity funds • library workshops with English and Psych-Counseling through smart shop series • consistent kudos from students for help in achieving better grades • increase in student satisfaction in Spring 2016 and Spring 2017 correlated with library hours extension **CHALLENGES** LIBRARY • anticipating potential decrease in student satisfaction rating for Fall 2017 with loss of extended hours due to lack of funding **PLANS** LIBRARY • Increase embedded librarian • Pilot library workshops on information competency and research process • Increase access to course textbooks • Provide a 24/7 chat service to support DE students and faculty
LPC Planning Priorities Available here: https://goo.gl/LU99m1	The program reviews for CATSS meeting the following planning priorities for LPC in 2017-18: **Curriculum:** Provide necessary institutional support for curriculum development and maintenance. **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
Pedagogy/	**ACCOMPLISHMENTS**

Teaching Methods The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.	ECD • Collaboration between director, ECD faculty, and PDC to improve student learning and lab experiences funded through CTE. • Student portfolios piloted in Spring 2017 • Increased student visits to labs for assignments. • ECD 63 lab component has benefited students' ability to apply principles learned in their courses. • Institutionalization of the ELL and contextualized math courses contributes to student success. LIBRARY • extension of embedded librarian program partially achieved COMPUTER STUDIES • Improvement of programmatic loop SLO to 90+% using robotic technologies **CHALLENGES** AUTO • Lack of appropriate equipment is making it difficult for students to achieve the SLOs for some classes. ECD • Finding time to meet to collaborate on improving student learning and lab experiences for director, ECD faculty, and PDC. • More work needed on portfolio system. **PLANS** LIBRARY • increase DE student and faculty use of library services and resources • pilot new library workshops on information competency and research process collaborate with ESL faculty on purchasing and categorizing books
Professional Development Activities and resources to enhance employee knowledge and skills.	**ACCOMPLISHMENTS** ECD • Institutionalization of the PDC position. PDC cultivated and improved community partnerships and collaborations. • Cross-training between the ECD faculty and CDC teachers on emergent curriculum practices and anti-bias education will support greater cohesion between what students are learning and what they see/experience in our lab program. • Continue to communicate the opportunities for training and support for ELumen, Curricunet and Canvas for faculty. COMPUTER STUDIES • Training funded through Strong Workforce Development WELDING • The department technician to CNC plasma cutting classes, instructors attended a National Welding Educator seminar, instructor attended the Cal Poly Materials Engineering Advisory Board meetings, and instructor renewed Certified

Welding Inspector certification.

CHALLENGES

ECD
- Reduction of the Professional Development Coordinator hours from 12 months to 10 months resulting in various reduction in services in the summer.

COMPUTER STUDIES
- Time and funding to support continuous demand on Computer Studies faculty to upgrade skills and retrain

WELDING
- Because of teaching load issues, instructor has no time for professional development which deprives students of the latest technology to teach.

PLANS

ECD
- Formalize professional development work between ECD faculty and CDC teachers

AUTOMOTIVE
- Coordinator plans to attend training sessions outside of LPC.

Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	**ACCOMPLISHMENTS** WELDING • Excels on working with students with special needs, e.g. one who was wheelchair bound and one who was deaf. • The program is strongly advocating for CTE tutoring services and instructor led a flex day workshop on CTE tutoring needs of faculty.

SLOs/SAO Process	ACCOMPLISHMENTS/CHALLENGES/PLANS
	Anthropology: The program gave an example of how it is updating a specific SLO and its importance. The program should continue to measure SLOs, build out PSLOs and measure them, and with an additional, new full time faculty member, the program plans to show more integration with results of SLOs and program planning in the future.
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)	**Computer Studies:** Increase the use of robotic technologies to enhance the learning environment in CS courses based on responses and SLO outcomes from the 2015/2016 academic year. Improvement of programmatic loop SLO to 90+% using robotic technologies. SLO's for a significant number of programs updated. Program SLO's updated in some Computer Studies disciplines. Will need to review again later when changes in degrees and certificates take place.
	Early Childhood Education: An example was given SLOs for one course and difficulty with the process and data. Faculty are going to review the measures and improve on the process this year. The team also reported out planning for PSLOs for the ECD program and listed them.
	History: During the past academic year History revised and increased the number of SLOs for History 1, 2, 7, and 8. Develop and improvement of SLOs and PSLOs, was among the priorities for the program last year. Course SLOs for History 14, 25, 28, and 32 are in short-term plans for updating. History plans to continue to expand faculty discussions on data from SLOs to continuously improve the program.
	Library: New SLOs for LIBR 4, 5, 6, 7, and 8 have been added to eLumen; the Library plans to create an annual Library retreat for faculty to analyze and discuss SLO data.
	Political Science: During the past academic year the program updated SLO's, by developing and revising for each Political Science course: 7, 12 20, 25, 30. A new full-time faculty member starts in the program in January of 2018, with hopes to continue to build on this program.
	Psychology: intends to create an assessment for diversity SLO for PSYC 1. The program also reported out measuring Critical Thinking in Social Psychology, however, assignments regarding this important area are being reassessed.
	Sociology: Plan for 2016-207 included an in-depth review of our SLO and its assessment strategies. Sociology plans to revisit the review of SLO during AY 2017-2018 with the goal to improve SLO assessments, such as review of CSLOs and PSLOs, data collection, data analysis, and outcome assessments. Program leadership plan to establish more effective communication among both full and part-time faculty members to increase the SLO data input and usefulness.
	Welding: The program discussed its Safety SLO in courses and a standardized test based on national standards, and they

	have had great success. An area of improvement mentioned would be involving more adjunct effort in the SLO process. **Women's Studies:** Is planning to continue updating SLOs for courses and also is in progress creating PSLOs
Technology Use How technology is used to instruct/serve students or for other college functions.	**ACCOMPLISHMENTS** ECD • Half the courses have been moved to Canvas, the rest will be moved to Canvas in Spring 2018. LIBRARY • collaboration technology purchased through IER and installed • proxy server established partially achieved COMPUTER STUDIES • updated Computer Studies webpages • Computer Studies courses have been or are being transferred to Canvas WELDING • Program is becoming more data-driven and technology-focused with increasing automation. **CHALLENGES** ECD • Some improvement in communication and networking between full-time and part-time faculty regarding SLO's but more work is needed (particularly in use of eLumen technology) WOMEN'S STUDIES • Continued support for Canvas use in classes (for students and faculty) LIBRARY • proxy server established but requires annual maintenance costs • lack of adequate resources in IT for computer support AUTO • Lack of funding and/or no adequate time for faculty to use the latest technology with students. Aging equipment is breaking and making hard to maintain industry standards.

Human Resources – additional information	**PLANS**
	ECD
	• Collaborate with new CDC Director to increase budge and improve hiring and quality CDC work and alliance with ECD
	• Brainstorm on how offer important electives despite no additional FTEF and increase frequency to less than every 4-5 semesters
	• Hire enough staff to open all CDC classroom and access to lab by ECD students
Hiring and staffing needs.	LIBRARY
	• hire a new librarian
	• increase funds for part-time librarian hours
	• increase funds for library summer hours
	COMPUTER STUDIES
	• work with IT to address software and hardware issues
	AUTOMOTIVE
	• Plan for more professional development to stay current on industry trends.
	SOCIOLOGY
	• Re-submit faculty-hiring request.
	HISTORY
	• Diversify course offerings and create a new course in non-western history contingent on hiring a fourth full-time faculty with expertise in this area.
	POLITICAL SCIENCE
	• A new full-time faculty is coming in which will have an impact on the program, including a balance in course offerings, both DE and face-to-face. New faculty may also want to expand in other areas such as community partnerships, pedagogy, etc.
	WELDING
	• The program is strongly advocating for CTE tutoring services and instructor led a flex day workshop on CTE tutoring needs of faculty.
	WOMEN'S STUDIES
	Find qualified faculty to teach in the Program.

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Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Sylvia Rodriguez	Christina Lee Aki Hirose	

Division/Area	Programs
Enrollment Services	Admissions & Records Financial Aid EOPS/CARE Veterans Program International Student Program Community Education CalWORKs DSPS

Executive Summary: 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 approximately 250-500 words in length.

Themes, Trends, and Developments

This past year, one of the most exciting developments is the ROI of Equity and SSSP funds allocated to augment positions and services throughout Enrollment Services. The program summaries noted the following as current results of this investment:

- New DegreeWorks Coordinator (May 2016) – Position continues to be instrumental in moving the DegreeWorks project implementation forward with a scheduled "go live" date of January 2018. With this system, students can track their own progress toward meeting degree/certificate/transfer completion.
- Expanded EOPS/CARE adjunct counseling –
- New DSPS full-time counselor/faculty (Spring 2016) - the first staffing increase since 1997.
- Expanded DSPS adjunct counseling
- Financial Aid front-line services (on-call hourly support)
- First Responders Initiative (A&R After-Hours Support)
- New Veterans full-time counselor/faculty (Fall 2016)
- Veterans Specialist (position approved Spring 2017)

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Summaries provide strong, clear evidence that programs (Veterans First, A&R, DSPS, and EOPS/CARE & Financial Aid) are heavily reliant on external funding (SSSP, Equity) to support program initiatives and oftentimes to provide basic services to students. The program leaders are exemplary in their innovative, collaborative approach to maximizing resources to serve our students.

Programs (Veterans, DSPS, EOPS/CARE, Community Education and ISP) continued to focus on outreach efforts and community collaboration to enhance awareness of program services. EOPS/CARE had particular emphasis on the CARE program and have increased in-reach and out-reach to ensure that eligible students get services.

Programs (Veterans First & DSPS) have significantly increased the number of students served. With the addition of a full-time counselor, the Veterans First Program continues to expand services provided to our veterans. The Veterans First Program noted that between **2013 and 2016, the veteran population increased 61% (from 297 to 479).** DSPS program data indicates DSPS staff provided over 2,000 direct-contact student services. The hiring of a new full-time counselor (spring 2017) helped DSPS to serve this population.

EOPS/CARE has seen a slight increase in student headcount which is a planned approach to managing program growth (2 FTE for student population of approximately 275).

This past year Financial Aid had a decrease in the number of students applying for and receiving financial aid. Although, this is a statewide trend influenced in part by a healthy state economy, the lack of consistent program outreach and in-reach efforts has impacted college efforts to promote student awareness of financial aid and scholarship opportunities.

The International Student Program is trending downward with enrollment projections. This program is heavily influenced by larger external factor involving U.S. policies such as the move to end DACA and the executive order to ban travel from specific countries.

State initiatives (Completion Grant, Dreamer Emergency Grant, and Veterans one-time and ongoing funding) will continue to challenge the programs to respond quickly to mandates without the luxury of extended time for planning. Workload and staffing issues have become more pronounced.

A major theme throughout the program updates was the sense of urgency program coordinators expressed over the **limited staffin**g they have in place to balance compliance requirements while responding to increased student needs and newly enacted State initiatives. Additional counselor/faculty and classified professional support is needed throughout Enrollment Services.

Operational budgets that adequately meet the needs for office supplies, on-going training, professional development, and technology will continue to be a critical need for each of the programs**.** Programs are working hard to sustain current levels of service but it is evident that this mode of operation cannot continue without delays to processing of student files, decreased levels of customer service, and a stall in the creation of innovative strategies that support student success/completion rates.

Programs are poised to utilize technology to expand services. ISP is utilizing "College Week Live" and "Hotcourses" as a means to market the program to potential international students. The Veterans Program is offering online counseling services via Zoom technology. EOPS/CARE, Veterans First, A&R and ISP have been trained in the use of Cranium Café software which will increase access to services online. EOPS/CARE has been successful in piloting

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DegreeWorks with its students and also in utilizing technology for maintenance of student records in accordance with compliance guidelines. A&R implemented an "after-hours" service - First Responders – that was very successful in providing admissions, registration, and payment services online, via chat, and through Cranium Café. DegreeWorks is ready to be launched and will streamline evaluation processes and allow students the opportunity to monitor their own degree/certificate progress/completion.

Programs (EOPS, DSPS, and Veterans) continue to explore methods of providing direct academic support and early intervention to promote access and success.

Collaboration amongst the Program Leaders within Enrollment Services is exceptional. During another year of transition - where we welcomed a new Vice-President and an Interim Dean of Student Services – I felt it especially heartwarming to have a group of phenomenal colleagues, valued partners who always maintained their primary focus on students and how best to serve them.

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 needs for the Veterans First Program (Measure A) (EMP: Educational Excellence, #A1, A2, A3). This also includes possible office remodel for EOPS/CARE and CalWORKs to address the organizational restructure. In addition, safety issues concerns were expressed by the programs.
4. Continue to encourage and work towards collaboration amongst Enrollment Services programs to leverage best practices 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 (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 Upward Bound) and efforts to accurately identify and serve the most at-risk and difficult to reach populations (Foster Youth and Homeless students). (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. Serving these students and enrolling them in and providing them with all of the opportunities available should be a focus. This includes EOPS/CARE CalWORKs connections, expanding mental health services for veterans, and academic and soft skills support for students in areas such as basic skills, resume writing and networking, and intervention strategies.

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The EOPS Academic Success Program piloted during Summer 2017 with be fully implemented during 2017-18. EOPS students at 2.49 GPA or less, will be asked to participate in the EOPS Academic Success Program. Students will meet with a counselor, complete an Self-Assessment, check in again to turn in their Mid Semester Work in Progress report (WIP) and will be asked to attend at least one workshop (such as the Smart Shop series). Students will be tracked through multiple semesters and will be given some sort of recognition at the end of the year celebration.

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."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	DSPS - In collaboration with Community Education, Adult Education Collaborative, and the LPC Horticulture Program, LPC was able to initiate a seminar/workshop for students with mild to moderate disabilities. The ultimate goal is to develop a certificate program that will lead to employment in the field of horticulture, landscape, and plant nursery centers. Community partnerships included Pleasanton Adult Education, Sunflower Hill, and the Horticulture Advisory Board. Veterans First Program (VFP) – During Spring 2017 collaborations started with LPC Veterans First Program (VFP) and Valor Crossing Veterans housing project in Dublin, which opened Summer 2017. LPC VFP completed an MOU to provide weekly services and support at this site. Community Education continued to explore on-campus and community partnerships to generate income. New on campus collaborations included Adaptive Horticulture, BioTech Camp and a continuation of Welding Camp. Community connections include Tri-Valley Haven and Tri-Valley Housing and Opportunity Center. Statewide CARE numbers are dropping and this holds true for LPC. One of the continuing need is to increase number of CARE students. Stepping up both outreach and in-reach, in particular making sure that all eligible CalWORKS students are enrolled in CARE. New CalWORKs Coordinator and Program Assistant will work to strengthen relationships with County Social Services partners. 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. 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).

Curriculum Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	The VFP has been exploring and developing a new Veterans course **focusing on success strategies and leadership development**. The curriculum utilized for this course will be modeled after best practices at Pasadena College. The Program Coordinator and Veterans Counselor will be collaborating with the Counseling Department.
Enrollment Management Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	Admissions & Records 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 56 students in 2016 to 103 students in Fall 2017. 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. The Degree Works Coordinator presented Degree Works to the General Counseling, Admissions and Records, Deans, and Curriculum Committee. Degree Works trainings were also provided to the Counseling Department, Admissions & Records, and one to one setting for Staff and Faculty. Since March 2017, the following pilot programs, EOPS, Puente, HSI, Veterans, and General Counseling started using Degree Works to advise students. With collaborative efforts and diligent work, the "Degree Works" degree audit/planning system was officially launch January 2018. This program will enable students to keep track of their progress towards their educational goals (enrollment and completion). The following programs have seen a decrease in application and enrollment: Financial Aid, ISP and Community Education The following programs have increased applications and/or enrollment: EOPS/CARE , DSPS, and VFP

External Factors	**A&R:** State and District audit compliance requirement to support the 320 report including appropriate documentations to ensure compliance for audit requests for enrollment/FTES (4 reporting periods plus audit). A&R - Several times a month, thoroughly review any discrepancies related to data submission reports from the National Student Clearinghouse and submit reconciliations of these reports within 10 working days due to federal mandates. Throughout the semester, work collaboratively with the Veterans First Program in reviewing payment lists of Post 9/11 Chapter 33 to ensure Veterans' account reflect payments accurately, along with payback letters and reconcile any discrepancies in veteran's accounts. Community Education continues to experience difficulty finding and retaining instructors for CE classes; restrictive district hiring procedures, community fee-based competition, instructor attrition, and limited community responses to several turnkey initiatives. CE competes for student discretionary income in a service area that has robust competition from 3 large Parks and Recreation Departments, revitalized Adult Education environments due to AEBG, and active senior centers, retirement communities and arts/education business entrepreneurs. DSPS - Accommodation testing continues to be a primary accommodation provided to students and continues to grow in demand with increased headcount of students. ADA requires the college to provide all accommodations in a timely manner. Currently there is only one classified position to meet this demand and is only able to do so within a restricted time-frame. 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. 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. 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. 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. Veterans First Program - Governor Brown approved funding for Veterans Resource Centers in community colleges (spring 2017).

| Such as state/ Accreditation mandates or advisory board directives. | For the past two years the VFP (along with student veterans and CC across the State) has been advocating strongly for funding allocated specifically for Veterans Programs. The new legislation was approved and will include 5 million onetime and 5 million on-going funding specifically for Veterans Resource Centers at CA community colleges. This allocation is hopefully the start of dedicated state funding for Veterans programs and resource centers.

ISP: 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. 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). Various world events are also negatively impacting international student enrollment (e.g., Trump administration policies including the travel ban, the move to end DACA, etc) that contributes to the image that US is unwelcoming. On the other hand, other English speaking countries are seeing a surge in international applicants.   Decreased number of applications (5.5% decline from Fall 2016 to Fall 2017 and 14% decline from Spring 2016 to Spring 2017). There also has been an increased number of cancellations and denials of visas in addition to the fact that 27 student transferred out of the international student status. Majority of inquiries are not about applying for international student applications but regarding changing their immigration status.

Competition from neighboring community colleges with language programs and established international market presence. Need to establish and cement LPC presence in the global community |

Facilities, Supplies, and Equipment Purchasing or upgrading	<table><tr><td>**PROGRAM**</td><td>**SPECIFIC NEEDS**</td><td>**INVOLVES WHAT BUILDING**</td></tr><tr><td>**Admissions & Records**</td><td>Storage / Safety Measures / Office Reconfiguration</td><td>Remodel of Building 1600</td></tr><tr><td>**Community Education**</td><td>Office Easily Accessible to Public / Proper Signage / Dedicated Classroom / Community Meeting Room</td><td>Remodel of Building 1600</td></tr><tr><td>**EOPS, CARE, CalWORKs**</td><td>Safety Measures / Office Reconfiguration</td><td>Remodel of Building 1600</td></tr><tr><td>**Financial Aid & Scholarships**</td><td>Safety Measures / Waiting Area for Students / Storage / More Offices</td><td>Remodel of Building 1600</td></tr><tr><td>**International Students**</td><td>Storage / Safety Measures</td><td>Remodel of Building 1600;</td></tr><tr><td>**Veterans**</td><td>Build Regional Center for Students, Community Partners, and Veterans Organizations / Study Rooms / Tutorial Area / Storage / More Office Space</td><td>New Student Union</td></tr></table> EOPS – With the recent reorganization of EOPS/CARE and CalWORKS – more space or at least an office remodel is necessary to accommodate the additional staff and to address the needs of these special populations. With the passage of Measure A, the VFP is eagerly anticipating being involved in discussions, work groups, and committees that will address plans for facilities expansion. The Veterans First Program and Veterans Resource Center were key initiatives for Measure A with a focus on improving services and resources for Veterans on both campuses. Programs noted the need to address safety concerns in open access areas (front windows in A&R, Financial Aid, EOPS, and OSC).

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Financial/ Budgetary	Themes include a need for organizational support through appropriate operational budget allocations.
	Explore combining funds from CalWORKs, Equity, 3SP & EOPS for a full time counselor
Program budgets or special funding.	New legislation was approved with the 2017 state budget to include $5 million one-time and $5 million on-going funding specifically for Veterans Resource Centers at CA community colleges. An important step toward dedicated state funding for Veterans programs and resource centers.
	Programs noted the need for increased ongoing operational budgets.
	Financial Aid secured funding for Financial Aid TV and the GetSAP satisfactory academic progress program through 3SP and Equity funding for the 2017-18 school year.
	Continued to conduct research regarding utilizing compensated agents for international student recruitment. International Students is continuing research utilizing compensated agents for international student recruitment.

| Human Resources | Themes include the need for increased staffing to meet compliance requirements, increased student population and increasing numbers of student served in a growing number of special programs like Middle College.

Challenges include constant staffing changes and training needs related to new technology, and district policies that restrict staffing flexibility and sometimes delay hiring processes.

A&R: Need for an A&R Coordinator to oversee day to day operations. With the retirement of an Admissions and Records II who has been employed for over 30 years, and addition of new staff, office will need to revisit distributions of job duties. With the hiring/promotion of 4 employees, a need for dedicated time for training. A Student Records Evaluator was hired in Aug 2016 (funded by 3SP) and a new A&R Asst. II position was hired on Sept. 2016.

DSPS: Since 1997, DSPS has had only 1.5 counseling positions available to support DSPS students despite a <u>400% increase</u> in student headcount. The 2,000 direct contacts per semester do not account for the number of counseling hours spent identifying and unraveling the complex presentations of students with disabilities. In addition to direct student contact DSPS counselors support faculty in the provision of accommodations as well as advice on management of student behavior in the classroom and pedagogic strategies that remove barriers to learning. Hired a new DSPS counselor using SSSP funding in Spring 2017 but the senior FT DSPS counselor retired resulting in a zero net change. The program also expressed a need for a permanent FT Accommodation Specialist. Accommodation testing continues to be the primary accommodation provided to students and demand continues to grow. ADA requires the college to provide all accommodations in a timely manner. For 2017-2018, administration will review current organizational structure and propose positions that include: 1) FT DSPS Director; 2) FT DSPS counselor.

EOPS/CARE: Able to utilize SSSP/Equity funds to pay for part time and temporary staff. One Counselor Assistant I (temporary) to the CARE program and there are 2 part time counselors in addition to Jill Oliveira to provide sufficient counseling hours. As the program continues to grow, there is a need to add another part time counselor or ideally hire a full time counselor to serve EOPS/CARE and CalWORKS students in particular with additional services needed for foster youth and homeless students. Continue to lack permanent staffing that makes it difficult to both plan and implement plans and goals. Explore combining funds from CalWORKS, Equity, 3SP & EOPS to hire a full time counselor.

FA: Understaffing and staff turnover has been a major issues from 2016-18. There was a retirement in Dec. 2016 that was not filled until April 2017. Staff member then transferred to Chabot in August 2017. This position was filled for only 4 months. Further, the full-time Financial Aid position (approved through RAC) did not move forward due to insufficient funding which resulted in the program relying on hourly support. Challenge expressed by the program is balancing office needs with HR policies regarding restrictions on-call hourly support. . Program will utilize existing full time staff to cover front desk duty starting in Jan. |

Hiring and staffing needs.	2018, slowing down the work of the office in terms of processing files and other compliance issues.
	Ongoing additional funding for financial aid staff is required to meet federally-mandated level of administrative capability needed to run a full service financial aid office.
	VFP: Fall 2016: addition of a dedicated full time Veterans counseling faculty has positively impacted the level and quality of services provided to student Veterans. Spring 2017: RAC and the President approved a new full time Veterans Specialist position for the 17-18 academic year.
	RAC new non-instructional requests submitted in fall 2017-2018 for Enrollment Services included the following proposals: 1) increasing the Community Education Program Coordinator from .75 to 1.0 FTE 2) a new Financial Aid Advisor I to cover the front counter 3) a new Financial Aid Advisor II to focus on scholarships 4) an administrative assistant position (50% A&R, 50% Athletic Eligibility)
Learning Support Services provided to support student learning, such as tutoring and library support.	DSPS continues to explore methods of providing direct academic support. Direct support refers to identifying and addressing the cognitive elements that limit student *access* and *success*. Historically, the Learning Skills program has attempted to address disproportionality in English and math for students with disabilities. This approach has had a limited impact on student success. In Fall 2016 DSPS initiated an open math lab for students wanting additional help with math courses. The software program "CathUP Math" was purchased to provide assessment and tutorials that address specific deficiencies in math. A part-time professional expert was hired to be available during open lab hours EOPS continues to monitor students with a 2.5 GPA and below by providing extra follow-up, phone calls, and help clearing probation. The program is exploring better ways of tracking these students over time, while offering additional case management services. EOPS continues to offer MBTI and SII career assessments, finding that it not only helps undecided students but also students wanting to change their major.

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LPC Planning Priorities Available here: https://goo.gl/LU99m1	Staffing changes and technological improvements, augmentations and changes make professional development and training a key challenge to Enrollment Services. Compliance could be in jeopardy in several areas if this particular need is not met.
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.	With the implementation of the GetSAP automated program in June 2017, the program can now measure and quantify the improvement in students' understanding of Satisfactory Academic Progress standards through the use of pre and post quizzes. Statistics have indicated students who complete the GetSAP program have a better understanding of the concepts compared to those who in the past participated in "in-person" SAP workshops. EOPS continues to promote the advantages of priority registration for its students. Regular reminders on the benefits of enrolling early are sent through Blackboard email, signs are posted in the office, and program staff are diligent in reminding students in person as they come into the EOPS office. In addition, the program reserves the day before and the two days of priority registration for drop-in counseling to encourage registration during their established priority dates. Spring 2018, a 2 unit Veterans transition / leadership course will be offered, focusing on many key items of the mission of LPC. It will have lectures and exercises to support progress and success for student Veterans in areas such as deciding and choosing a major, career goals, academic goals – career technical and/or transfer, degree completion, retaining, and how to maximize the many qualities Veterans have – leadership, dedication, career focus, mission oriented, and many other qualities employers want.
Professional Development Activities and resources to enhance employee knowledge and skills.	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. Staffing changes and technological improvements, augmentations and changes make professional development and training a key challenge to Enrollment Services. Compliance could be in jeopardy in several areas if this particular need is not met.

Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	DSPS - Academic Accommodation Plan was revised to facilitate student advocacy and communication. Students report greater ease and confidence with a form that both notifies instructors and facilitates further discussion. Financial Aid - Academic Works scholarship software program was purchased by the LPC Foundation. Financial Aid has expectations that the program will provide students with easier navigation and a simplified application that hopefully will encourage more completed applications. EOPS/CARE students were given access to Degree Works, our online degree audit system. Program offered workshops and one on one assistance to students. The response was positive, with students reporting that they enjoyed having access to their plans through Class-Web. EOPS/CARE program provides increased support during priority registration to strengthen connections with their students' but also to emphasize the importance of priority registration. Drop in counseling is available so that students can access their education plans and advising if needed. VETERANS - A consultant was hired and brought in to conduct various sessions with the VFP staff as well as students focusing on communication, self-reflection, respect, and understanding. The outcomes and training was presented at spring flex day and division meeting. Transportation Needs - With over 50% of student Veterans coming from the Valley – Tracy, Stockton, Manteca, Lathrop - transportation is an issue. The VFP addressed this by utilizing and promoting the college ACE and Wheels program. VFP pays for the ½ of the cost that is charged by AC A&R must support increasing services across the college, such as Middle College, AJ Academy, Math Jam, Interventions, (Probation clearance support). In spring 2017 - Admissions & Records offered a new after-hours support service. This service had dedicated Responders available to answer questions in real time from potential or current students. This service was available in addition to regularly scheduled Admissions & Records business hours. The Responders were located in the Admissions and Records Online Service Center. The program ended at the end of September, 2017 due to limited budget. Responders responded to over 2400 requests via email, phone, and cranium café. Tracking and following up potential students were a big part of their responsibilities. The goal was to recruit potential students to apply and register classes at Las Positas College. The Responders were also involved on other projects such as, contacting students who are in jeopardy of being drop for non-payments. They were also involved in our outreach events, such as the Spotlight Series that were held at the Las Positas College campus.

SLOs/SAO Process	Enrollment services staff needs to continue assessing, updating, and integrating assessment results, and reassessing SAO and SLO in eLumen. This work is ongoing, and reliant on the ability of the Office of Institutional Planning and Research to continue to provide, and in some cases begin to provide, ongoing student satisfaction data.
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	Financial Aid (1) successfully tested and implemented the move to the Banner Baseline product effective January 2017 and (2) successfully implemented the GetSAP program to replace in-person SAP Workshops in June 2017.
How technology is used to instruct/serve students or for other college functions.	EOPS/CARE has migrated to a paperless file system using Adobe Portfolio. Counselors met in the spring and discussed best practices and procedures for maintaining student information. Program staff will evaluate the system after the fall 2017 semester.
	EOPS will continue to explore/use CANVAS for communication and resources/calendar
	EOPS/CARE was the key pilot program in "testing" the DegreeWorks system. Through their successful efforts, students now have access to their student education plans online through Degree Works and Class-web. Therefore, students can view their plans and follow-up with questions via email or phone if they can't make it to campus. The program is also considering using Remind.com to text students' important dates.
	The VFP continues to develop newer communication tools between the program and future, current, and past student Veterans. The program is currently piloting a VFP app that promotes community amongst our Veterans student population while enhancing program connection with the veterans.
	DSPS, Veterans First, and Financial Aid are currently in the process of having our website redesigned. Financial Aid will embed Financial Aid TV and GetSAP informational videos throughout the financial aid website as appropriate.
	VFP is exploring an online orientation to augment the summer Operation Gateway orientation for new Veteran students.

	A&R started using SARS to identify and track the type of services students request from A&R. Data obtained will allow A&R to assess current utilization of services that could be redirected to the Online Service Center. The Admissions and Records web page has an entirely new look and the updated enhancements is more user friendly Implement Credentials to alleviate the routine transcript processing duties to a reputable, established third party

Program Review Update Division Summary Fall 2017

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Nan Ho	Peter Kuo Nadiyah Taylor	Robin Rehagen

Division/Area	Programs
MSEPS	Administration of Justice Astronomy Biology Chemistry Emergency Medical Services Engineering/Engineering Technology Environmental Science Environmental Studies Fire Service Technology Geography Geology Horticulture Occupational Safety and Health Physics Radiation Safety Viticulture/Winery Technology

Executive Summary: 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 approximately 250-500 words in length.
Major themes arise from the analysis of 12 Program Review Updates, representing 16 disciplines in Math, Science, Engineering, and Public Safety.

- Faculty and staff deliver continue to develop and deliver **outstanding learning opportunities** for students, whether in the classroom and lab or through a wide range of student activities and opportunities to support student goals, including Honors Projects, Independent Study, student clubs, honor societies, internships, seminars, conferences, poster exhibits, transfer, scholarships, and learning communities.
- This has been a year of **hiring** (especially for replacements), **facilities** envisioning, expanded opportunities for **professional development,** and **curriculum** updates and innovation.
- Faculty and staff increasingly struggle with the **lack of adequate time and resources** to complete their many non-teaching tasks and to create comprehensive, thoughtful progress on several fronts: curriculum; SLOs; staff development and other training within and between departments, facilities, student support; and K-20, community and industry outreach.
- As programs have grown and modernized, there is the significant need for increased access to three types of **resources—funding, space, and people**.

Other main themes:
- This was the year for curriculum updates. All programs have updated **curriculum**, with hundreds of course outline updates, new courses, and multiple new or revised degrees and certificates. Some disciplines are exploring different modes of delivery, such as non-credit, co-requisite, hybrid, OEI, DE, and Emporium model.   There are still some course outlines in need of revision, especially in departments with one or no full-time faculty.
- The division reached 100% compliance with an accreditation requirement to have **SLOs** on syllabi. Programs continue to revise, discuss, and assess SLOs, and wish to engage more with their part-time faculty, although it remains a scheduling challenge is to bring together FT and PT faculty for meaningful dialogue on SLOs. Several programs report pedagogical improvements based on SLO results.
- Many programs and individuals have received extensive **professional development**, but the distribution of professional development opportunities is not evenly distributed among faculty and programs, for multiple reasons. There is desire for more professional development.
- Several programs have reached capacity in existing spaces, while others are in outdated facilities. The division has spent a significant amount of time envisioning its long-term facilities needs and done an excellent job creating thoughtful and data-informed plans. **New and renovated facilities** are required to meet the teaching, learning, personnel, and storage space needs of various programs—these include a Public Safety Training facility, a new science building, renovation of Buildings 1800 and 1850, dark-sky space, student learning center, more computer labs for math, and a horticulture facility and a teaching winery/viticulture building. There is broad support for keeping CTE programs close to the center of campus, so that CTE is not physically isolated from other programs.

- Programs emphasize the importance of the Library and other specialized **learning spaces** such as the Integrated Learning Center, Open Math lab, Biology Learning Center, and Maker Space. These specialized facilities require increased funding, staffing, space, and equipment improvements.
- Some disciplines continue to need **additional FT faculty and increased classified professional support**. Smaller departments with one or no full-time faculty are disproportionately affected by the amount of work required of faculty.
- Programs have been successful in using the Instructional Equipment Request process to improve instruction. There is sustained need for funding for **supplies and equipment**. Maintenance of current and future facilities must be sustainable.
- There are currently several successful **community relationships and partnerships**. An additional event/lecture venue would support community outreach, since existing spaces are impacted. Programs are responding to **external and other factors**, such as accreditation and state initiatives. Work-based learning specialists have had a positive impact on programs.
- A **part-time faculty pool** is highly desired by multiple programs.
- A **proctoring center** will help all programs.
- **Technology needs** include software and hardware updates.

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 continue to be:
- 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)
- Dedicate resources, including training, to assist faculty with collaborative work on curriculum and SLOs. (Planning Priority-Curriculum, SLOs; Educational Master Plan-Supportive Organizational Resources)
- Support evaluation and prioritization of 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)
- Support departments in engagement of part-time faculty in more program work. (Planning Priority-Curriculum, SLOs; Educational Master Plan-Organizational Effectiveness)

Program Review Update Division Summary Fall 2017

- Facilitate professional development opportunities within and outside LPC. (Planning Priorities-ACCJC Standard, Professional Development; Educational Master Plan-Educational Excellence, Organizational Effectiveness)
- Support departments in identifying and requesting sufficient resources for staffing, equipment, supplies, and technology. (Educational Master Plan-Educational Excellence, Supportive Organizational Resources)
- Continue development of part-time faculty pools. (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness)
- Support cross-disciplinary work on optimizing scheduling. (Educational Master Plan-Educational Excellence)
- Streamline and standardize processes institutionally to alleviate time demands on faculty and staff. (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness)
- Shift allocated college time towards more opportunity for shared work on program needs. (Flex day, 2nd hour of Town Meeting, Convocation/college day, etc). (Educational Master Plan-Supportive Organizational Resources, Organizational Effectiveness)
- Provide institutional support and funding of various specialized student learning spaces and programs (Integrated Learning Center, Open Math Lab, Biology Learning Center, Math Jam, Maker Space). (Planning Priorities-Tutoring Services and Student Success; Educational Master Plan-Educational Excellence)
- Support program outreach to the community and external agencies. (Educational Master Plan-Community Collaboration)

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	Themes: Within this set of programs, there are many instances of community partnerships. Many are with the K-12 system to either support high school students or to improve the pathway from high school to college. Some programs have been accredited from outside entities. Other are creating new degrees/certificates for specific populations by partnering with community agencies or schools. Similar to last year's update, faculty and staff need time and support to develop community relationships and partnerships. Opportunities for outreach and partnerships occur on a regular basis; many are turned down due to lack of resources such as faculty who have the capacity to lead the effort. Accomplishments: - AJ: Tri-Valley ROP Justice Academy – creates a pipeline from K-12 to college to employment. - Bio: Working with advisory board to create a degree/certificate in Computational Biology; host several community partnership/outreach events such as camps and youth horizons; held Biotech Bootcamp for the first time to engage local high schools - Chem: Participating in Major's faire and high school health fairs, and participating with the high schools through the HSI program - EMS: Paramedic program was accredited through the CAAHEP; has articulation agreements with Tri-Valley ROP and wants to increase community partnerships and outreach - Engineering Technology: formed many connections with local employers to provide internships and opportunities for Engineering Technology Learning Community, now in its 4th cohort - Fire Services technology to create contract with Livermore Pleasanton Fire Department to pursue recognition for "Fire Fighter I" preparatory training as an approved ALA facility. - Hort: Created Adaptive Horticulture Program in conjunction with Sunflower Hill, Pleasanton Unified and other agencies to serve those with mild to moderate disabilities. - Math: offering Math 3 at a local high school - Math Department and Livermore Valley Joint Unified School District has formed a tutoring program for high school students. 3 Faculty and 6 student tutors are helping 50 students who are enrolled in a non-credit TUTR200 course. Paid for by a two year grant. - All MSEPS departments participated in the Spotlight Series events. - LLNL/LPC Seminar is in its 8th year, furthering a strong partnership with LLNL. Having a STEM Coordinator has helped move this effort and several others to an institutional level; however, this position is grant-funded and will need to be folded into general funds. Challenges:

	- The Engineering Technology program faces a serious challenge with the lack of a permanent position and/or fully-institutional support mechanisms for the learning community. This learning community is in its fourth cohort, and will need dedicated staff and student services support to match the support given to other learning communities. - As mentioned above, having a STEM Coordinator has helped support many partnerships; however, this position is grant-funded and will need to be folded into general funds. - All program would benefit from more marketing and more opportunities to engage with high schools and potential industry partners. - AJ requests release time to market their program to local high schools to combat low enrollment. - EMS and most STEM programs would benefit from a more diverse student population (e.g., more women in EMS and Fire) to see more women enrolled; perhaps this can be addressed by marketing? FST perhaps needs better marketing, to compete with inferior "private sector" companies who market well. - Geography needs better marketing to attract more students to the major.
Enrollment Management Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	Themes: Programs are actively engaged in their enrollment management processes and utilize discipline plans effectively to prioritize the needs of students. Many programs are requesting more coordination time due to the number of projects being coordinated within disciplines and many non-instructional commitments. Several programs have been able to add new course sections to meet student demand. Many programs have impacted classes and long waitlists, and several have responded to immediate changes to course offerings based on demand. Accomplishments: - Multiple programs noted challenges with block scheduling. - Astronomy: increase in enrollments and high productivity. - Bio: adding more sections of courses to meet student demand (4 since last PRU). May need to increase sections of Bio 30 if needed for the Public Health degree - Chem: increased course offerings (4 new sections). - EMS: Offered an additional section of EMT. - EVST continues to fill its single course offering of EVST 5. - FST has grown in enrollments, especially because Delta College shut down their FST program. - HORT has shown excellent growth in program due to offering 3 courses per term to ensure students can complete their program. - Math: offering more sections to meet high student demand; Math has increased enrollment in upper-level/transfer courses. CEMC has approved additional sections for Fall and will offer additional sections in Spring. Students are placing higher in math classes. - Phys: increased number of sections for Physics 1 & 2 series. Possibly related to Chabot eliminating their Physics 2 Sequence. Students also coming from Engineering Technology. Challenges:

	• AJ: Lower enrollments. Lack of coordination time for marketing – program partially sees the reduction in release time in 2011 to lowered enrollments (and new ADT degree); offered fewer classes due to workload – students were negatively impacted. • Bio: lack of facility space means students go to other colleges for completion – need to add more classes to meet demand; both pathways in biology majors and Allied Health are growing. • Geography has not added sections because it would cost productivity. • GEOL wants to offer more online classes due to student demand. • Hort: needs continuing support to offer an additional class per semester to allow students to complete their degrees and certificates in a timely fashion. • Math: Consider funding for faculty reassign time to coordinate the Math Emporium. • Phys: some decrease in enrollments. • Vit: low enrollments in one course has resulted in cancellation 3 semesters in a row.
Curriculum Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	Themes: All of the programs are working on curriculum projects at this time, with several creating new certificates or degrees. The Division has successfully updates more than a hundred courses. Several are updating curriculum to meet changing needs in industry. Others are changing units or sequencing based on student success. Accomplishments: • BIO is looking into developing several new degrees and certificates to prepare students for employment in clinical laboratories and hospitals, as well as in environmental and biotechnology industries. • CHEM: some courses due for update; want to introduce more modern labs that use instrumentation and modern technologies. • EMS: The paramedic program has its first credit-based cohort (vs. fee-based in past). • EVST has updated their curriculum and degree this year, and plans to work on new certificates and lab courses in the future. • FST plans to update curriculum to reflect the latest guidelines from accrediting bodies and the State Fire Service Board. • GEOL updated all course outlines, wants to create a certificate program in geology, developed safety procedures for students in lab, needs to offer Historical Geology 3 & 3L to meet the Geology AS-T degree requirements, and is also considering offering one or more courses online through the OEI. • HORT needs to revise curriculum so all required courses can be offered within a 2 year period; created non-credit Adaptive Horticulture Program, but that has not yet been implemented. Horticulture. Also plans to implement a 5 course Adaptive Horticulture program with internship. Some of those classes would be non-credit classes. • Math: changes names of some courses and reducing units in one course; added a lab to another and reduced the lecture hours: deactivating a course and revamping two others, Prerequisite for Math 1 is redesigned. Math 65 becomes Math 110 in Fall 18. Math 55 will emphasize STEM applications in the course. providing an accelerated pathway to Calculus and offering a technical mathematics pathway for Auto & Welding; would like to fast-track

	some courses; adding co-requisite support courses; submitting curriculum for Math Jam and the high school tutorial classes; Math plans to offer two certificates for Math Jam to keep it free for students but faculty should receive appropriate compensation. • Phys: Changed the numbering and order of courses to help students choose courses successfully. • Vit: in process of creating a new Career Certificate in Wine Hospitality. Challenges: • Non-credit is an issue. Math and Hort have programs that need resolution on the non-credit compensation issue. • AJ: students choosing to pursue ADT means some courses being low-enrolled or canceled. • EVST, as a major, needs interdisciplinary support from faculty, and a dedicated lab course, which may coordinate with other disciplines (like BIO). • GEOL: Low enrollments are an issue in some courses required for majors (3, 3L, 7), so program will need support to develop a clear pathway for students to increase enrollment; program is experimenting with combining it with GEOL 1 • VWT: staying up to date with curriculum is especially challenging due to having only one full-time instructor.
External Factors Such as state/ accreditation mandates or advisory board directives.	Themes: Multiple programs have active advisory boards that have helped programs move to meet industry needs. Several programs identified obstacles to program success because of District or College processes. Hiring timelines, the downgrading of positions by HR, lack of movement on payment for non-credit courses and scheduling were specifically called out. Others are impacted by outside grants ending. Some identified that community perceptions about the discipline (career choice) are resulting lowered enrollments. Regional growth offers both opportunities (more program partnerships, and students) and also challenges (traffic, cost of living affecting recruitment). For-profit college programs are a competitor for some programs. Accomplishments: • Multiple programs are now meeting regularly with their advisory boards (AJ, Bioscience, EMS, Engineering/Engineering Technology, Fire, Horticulture, Viticulture). • EMS: Paramedic program is now accredited. Challenges: • AJ: Perception of law enforcement is contributing to lowered interest in this career; additional non-instructional requirements from state and college reduces time to complete tasks; many retirements across the county due to changes in CalPERS retirement benefits – creating potential job shortage. • Bio: HR downgraded the laboratory tech position and this has resulted in high turnover, negatively impacting biology and chemistry programs as a whole. Also, the PT/10-month nature of these positions also increases turnover. Increases in pay and time are required for these positions. • Engr: Grant funding of STEM coordinator and Student Support Specialist leaves Engineering Tech Learning community program in precarious situation of not having institutionalized support.

	• Fire: Has facilities requirements that need to be met to be recognized as an accredited training site. • Math: Funding the current pilot program for tutoring HS students will end in 1.5 years; lack of movement on compensation for non-credit prevents movement in putting through possible curriculum; block scheduling and lack of classroom space make it very difficult to schedule classes effectively and efficiently. • Phys: The district needs to streamline the hiring process; college can improve the scheduling process. • Vit: would like the college/district to go out for a winery bond to produce and/or distribute wine.
Facilities, Supplies, and Equipment Purchasing or upgrading	Themes: Programs are growing rapidly and have robust enrollments. Programs are severely hampered by lack of lab and classrooms that meet specific disciplinary needs or just not enough classroom spaces and equipment and supplies for the continued program growth. Also, there are concerns about lack of storage for materials, lockers for students and even being able to meet OSHA requirements due to lack of space. Some programs are housed in subpar facilities, so the FMP process will be key to supporting sustained growth in these programs. Accomplishments: • All departments actively reviewed and assessed their upcoming facility needs as the college prepares to start work use on Measure A funded projects and development for facilities master plan. • Several departments received funding for equipment through Instructional Equipment Grants. Challenges: • AJ/EMS/Fire: Measure A – will need extensive work toward new Public Safety Training Center in coming years. • Bio: Need more laboratory space before adding more anatomy classes; the greenhouse needs major maintenance; need for more space for classes – Allied Health program completion being negatively impacted, creates great difficulty in scheduling courses, faculty meeting load and not creating difficulty for students because required courses run concurrently with one another. Need more dedicated space for the Biology Learning Center. Not meeting OSHA requirements for Biology Food Storage. • Chem: Needs more lab spaces (2 new and 3 redesigned) and classroom near to those labs; increase number of student lockers; need waste room, storage and explosion proof volatiles/flammables room; Seeing an increased use of lab supplies and equipment due to 10% increase in classes offered; need to replace specific equipment that is outdated or broken; Would like to add another section but are severely hampered by classroom and locker space. Need to update the technology used for faculty webpages and Chemistry website. • EMS: Needs simulation lab and classroom due to less opportunities for students to have clinical placements. • EVST: Also need a new classroom for lab. Can be shared with physics/astronomy. Need a field research site, possibly a portion of mitigation land. • GEOG: Needs a new, dedicated classroom because of expanding program, that can fit both the lectures and GIS. • GEOL: Has an extensive list of items needed for supplies, from display cases to lab materials to laptops, printers

	- Hort: Need dedicated classroom and lab space, additional storage space for small and large equipment, updated shade house. Has a new class but no space with the required specifications needed for this course. Need equipment to offer hydroponics and aquaponics courses; need to fix the irrigation equipment. - Math: need access to more classrooms and computer labs; need to update the Ethernet lines in the classrooms; want to have a centralized Academic Support Center; need more wireless hubs/hotspots, smartboards and/or wireless projectors. - Phys: needs 2 additional physics and astronomy lab rooms, along with additional storage; need lab equipment for 2 additional labs; need a dark sky site for observational equipment. - Vit: need space to store equipment inside; need additional teaching space; needs a dedicated production space and driveway access to the HORT/VWT yard needs to be maintained. - BIO, CHEM, PHYS all need additional lecture classrooms nearby the labs, as well as new lab rooms. - ENGR/GEOL/PHYS need more storage space, and a working elevator.
Financial/ Budgetary Program budgets or special funding.	Themes: 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. Challenges: - Bio: budget has not grown despite increasing supplies and expenses; had to borrow from other budgets, which is not sustainable, and there is still unmet need. Working to secure funding for a start of semester workshop with all faculty to improve services to students, pedagogy and safety – compensate PT faculty. - Chem: Needs additional budget to accommodate growth in course offerings = more equipment, supplies and maintain existing equipment; College needs increased PD funding. - EMS: As the program moves from fee-based to for-credit, the costs of professional experts will be a challenge. - EVST needs funding to allow purchasing and maintaining future lab equipment not covered in instructional grant requests. - GEOG: Needs a new map set, as well as lab equipment. - GEOL: Needs increased funding (previously reduced) for maintenance of its supplies and equipment. - Math: Need to find source of funding to continue HS tutorial program once grant ends; more funding for Math Emporium support and permanent funding for Math Jam; funding to purchase more graphing calculators for the loan program.

	• Vit: No increase in program budget for 10 years; need increased budget for vineyard maintenance.

Human Resources
 	
Hiring and staffing needs.
	Themes: Programs have been able to hire either staff or faculty, and almost all indicate need to make additional hires to meet program needs. Lab programs have been impacted by having only 10-month positions for their lab assistants/coordinators and also by the downgrading of position categories by HR (e.g., lab technicians are not offered a competitive salary, given their high level of technical expertise). STEM Coordinator position and Learning Community Support both need to be converted to a permanent position. Some programs may be unable to meet regulatory or contractual obligations without changes in staffing. Programs would like to support more part-time involvement in department activities and need financial support.
	
	Accomplishments:
	    • AJ/EMS/Fire: hired a public safety programs manager.
	    • Bio: Hired new FT faculty – replacement for vacant position; hired a shared position (new lead lab technician/safety officer) with chemistry. Hired multiple PT faculty.
	    • Chem: Hired 4 PT faculty.
	    • EMS: Hired new FT faculty/discipline coordinator.
	    • Math: Hired some PT faculty, a new Senior Instructional Assistant, and a PT Instructional Assistant.
	    • Vit: Hired a PT lab tech – has helped with the campus vineyard
	
	Challenges:
	    • Bio/Chem: faced challenges of multiple retirements and resignations; this is partly a structural issue because salary scale and options for advancement are not competitive for lab technicians.
	    • Bio: need more laboratory technician positions in general and FT specifically. ; need to add a late shift lab tech; lack of experience among student assistants is impacting learning.
	    • Chem: Need to hire another FT faculty person; need to hire additional lab techs and increase existing to 12-month positions. Requests more release time for department coordinator.
	    • ENGR and all STEM: STEM Coordinator and Student Support specialized functions need to be institutionalized into permanent roles.
	    • GEOG: would like a lab technician with more geography knowledge. The current lab technician is more geared towards physics and astronomy, and perhaps move back to a social sciences division.
	    • Vit: Vineyard maintenance staffing is required.

Learning Support Services provided to support student learning, such as tutoring and library support.	Themes: Programs excel in offering programs to support students such as through through clubs/honor societies, tutoring, mentoring, honors projects, 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. Accomplishments: • Open Math Lab (OML) has been renamed the Mathematics Learning Center (MLC). MLC will be housed under ILC. • Chem: Faculty advise clubs and mentor students and support honor's projects; through an HSI grant supporting Latinx students to visit chemistry labs in the community. • Math: Implementation of Multiple Measures showing early success in students placing into higher levels of math; re-named the Open Math Lab to Mathematics Learning Center to lessen student confusion; looking to implement a reading Apprenticeship Program. Challenges: • BIO: Biology Learning Center needs a bigger facility to support large numbers of students needing extra support.
LPC Planning Priorities Available here: https://goo.gl/LU99m1	Theme: Programs have sought and received professional development support for some faculty and/or some programs, but not all programs are as active in these areas. There is a need for creating sustainable process for recording and assessing student learning. Accomplishments: • Accreditation: Several MSEPS departments increased work on SLOs and updated curriculum, which help maintain accreditation. • There is a substantial support from CTE Basic Skills and other grants funding for professional development in some areas. • Math: Extensive professional development around Math Emporium and Accelerated Math. Challenges: • Chem: Increase amount of SD funding so faculty can afford to attend conferences.
Pedagogy/ Teaching Methods	Themes: Several programs are making changes to their teaching methods, curriculum, and services to students based on their assessments of student outcomes. They are working diligently to improve student success and to ensure their programs meet the needs of diverse student populations. The college can provide a more global

The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.	focus on pedagogy; faculty are often taken away from their teachings and students to work on administrative tasks. Accomplishments: • AJ: modifications to the course based on assessment results have improved student success, including students' increased understanding of critical components of investigative report writing. • Bio: working in several ways to create cohesiveness among Ft/PT faculty and for improvement of classes and assessments, development of common tools; after reviewing assessment results faculty will provide additional support to students to make sure they understand assignments and devote enough time for completion. • Chem: Continuing to validate the chemistry assessment exam; more collaboration with PT faculty leading to improvements in better procedures and lab experiments; changing to a new textbook for Chem 1A/1B; students have high performance on American Chemical Society National Exam. • Geography and AJ modified pedagogy based on SLO results. • Geology is developing experiential lab exercise and activities and has transferred all courses from blackboard to Canvas. GEOL is building an augmented-reality sandbox. • Math: redesigned pre-requisites for some courses; created core activities for each Math course that could be modified; changing the textbook in one course. • Vit: new equipment has greatly improved student learning; based on assessment results, program redesigned the analysis labs; added more one-on-one instruction. • Phys: new equipment has made for smaller lab group sizes and more hands-on learning; developing new labs; investigating "flipped" classrooms; based on assessments instructors are making sure to review learning from courses earlier in the Phys sequence to support students learning the new information. Challenges: • EMS: Desires an increased focus on teaching for Flex Day. Would like increase number of Asian-American and African-American students in the program and the number of women overall • Math: Eliminated hybrid courses due to much lower success rates; program is evaluating the Math Emporium, which is in its pilot year. • Phys: considering moving Engineering Tech students into physics classes that may be more suitable, based on their lower success rates; having difficulty scheduling the lab classes due to lack of lab space.
Professional Development	Themes: Some programs and faculty have had many opportunities for professional development; engagement in these programs should be more broadly inclusive and targeted. Programs identified professional development needs for full-time, part-time faculty, as well as lab techs and student workers.

Activities and resources to enhance employee knowledge and skills.	**Accomplishments:** • CTE and other grant funding sources have been utilized extensively to support professional development opportunities for some faculty and programs. • Bio: Building and maintaining an inclusive environment for full and PT faculty. • BIO, CHEM and PHYS faculty continue to attend professional development opportunities that improve teaching and student learning; ACS seminars, LLNL-LPC seminars, HSI STEM Conference, Guided Pathways Conference, NCASM, Transforming STEM Conference, Advanced Placement (AP) workshops, etc. • Math has many conference option – CMC3, CMC, AMATYC, NAPA, HACU, MMA, Golden Section, NCTM, Joint Mathematics Meetings, Student Success Conference, Northern CA Mathematics Conference. **Challenges:** • Bio: Student assistants need more training and experience to be effective; consider arranging safety/hazmat training, perhaps in conjunction with Chabot.
Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	Themes: 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. **Accomplishments:** • AJ: New Public Safety Training Facility will be able to meet the need of people wanting to be reserve peace officers and do not need full academy. • Bio: Biology Club/Biology Honor Society is one of the most active student organizations on campus, and hosted a multi-state regional conference attended by many 4-year universities. • Math: Math Club – students attended conferences and help with exam competition. Math Jam is very successful Math Club offers help for student Math League Exam competition and CMC3 Tahoe conference. • Phys: More female students are enrolling; some lowering of success rates are being investigated. • Vit: has updated their website. **Challenges:** • Math: Need to move Math Jam to take place before Spring instead of within Spring academic term; institutionalizing courses for ECD and Engineering Tech has meant that these are no longer courses for students with a similar goal; rent out calculators – need more graphing calculators. • Several programs need revisions and updated websites.

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.)	Themes: Division program reached an important milestone, with 100% of syllabi including SLOs. Programs are in varying stages related to their process of collecting and assessing data, from needing support to find the best way to use the SLO process overall, to programs with specific cycles of recording and assessing SLO dat,a to programs working on PSLO reflection. There is a desire for more opportunities to engage part-time faculty in SLO discussion. eLumen and its cumbersome user interface and functionality continue to be a challenge. Some programs did not submit SLO analysis. Accomplishments: • Chem: Working to create more comprehensive SLOs for two courses. There is a need to find opportunities to discuss SLOs among FT and PT faculty. • Geography updated SLOs and now assesses once per year. • GEOL updated 24 SLOs, and developed a 3-year plan for assessment. • Math: redesigned the rotation of their recording and assessment process. Math has 5 PSLOs (Multiple representation, communication, problem solving, modeling, technology) that map to all CSLOs, with a focus on one at a time. • Phys: has been revising SLOs. • Math and Physics programs will be analyzing their PSLOs. Challenges: • eLumen needs push notifications and improved functionality and user experience. • CHEM is frustrated by the constant changes in the SLO process. Changing to new version of eLumen disrupted ability to assess long term data. • Hort: need to work on how to assess SLOs meaningfully for this field. • Math: Data on Math Emporium may be incorrect or skewed due to unforeseen situations.
Technology Use How technology is used to instruct/serve students or for other college functions.	Themes: 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. Institutional technology includes excellent but overworked staff. Accomplishments: • AJ: Using new technology to support students in AJ54, leading to increased comprehension and success. • GEOL made a Canvas site with centralized information about their program to help keep part-time faculty in the loop. Geology is planning to construct Augmented Reality Sandbox for the program, a computer-generated light projection topographic mapping tool that utilizes sand • Viticulture has acquired a grape elevator, vibrating sorter, conveyor-sorting table, and bottling line.

	Challenges: • Some programs have outdated websites that may not be able to fully service students wanting timely information about their programs. Faculty need time and resources to update these. • CHEM would like to update their lab curriculum to include more modern technologies. CHEM wants help with their department website. Need to update the technology used for faculty webpages and Chemistry website. • Math: wants to use classroom-monitoring software in computer labs and investigate e-manipulatives. • Phys: would like to create an online inventory of all equipment and physics demos.

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Michael Schwarz	Bhairav Singh	Martin Nash

Division/Area	Programs
Student Services	Assessment Center, Counseling, Learning Skills, Psychology-Counseling, Puente, Transfer Center, Tutorial Center, Umoja

Executive Summary: 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 approximately 250-500 words in length.
Several major themes emerged within Student Services, including curricular accomplishments, staffing challenges, need for SLO/SAO support, group spaces, technology, professional development, and safety challenges. Learning communities including Puente and Umoja continued to grow and thrive; for example, in Puente the English level increased to 1A; in Umoja, PCN 30, PCN 10, English, and Library courses were added. Psychology-Counseling (PCN) grew the number of sections offered in PCN 25 and 30 and began the process to develop the AS-T in Social Work and Human Services. Adequate staffing remained a challenge in all program areas in light of the continued growth of Las Positas College specifically, the need to increase classified support in the Transfer Center, faculty coordination in the Tutorial Center, and the addition of general and program-specific counselors emerged as critical needs within Counseling. Adding support for the SLO/SAO process also emerged as a theme and was specifically highlighted in the Tutorial Center and Umoja learning community. Group spaces were cited as a need in several programs, including requests for learning community spaces, a unified learning center, a multicultural center, and a reconfigured Career/Transfer Center. Technology enhancements to meet accreditation standards for equitable service to DE students were achieved in Counseling and in the Tutorial Center. Professional development support within Assessment, Umoja, Transfer, and Learning

Skills were requested. Finally, upgrading facilities to enhance safety emerged as an important theme within Student Services- specific needs include improved safety enhancements to the windows in the Tutorial Center, improved locks and security mechanisms in Counseling, and electronic notification options (such as a panic button) in individual offices where students are provided confidential, individualized services.

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.

Note: Order presented is not a statement of priority for the recommendations.
- Institutionalized funding for Cranium Café and NetTutor to provide equitable services to DE students per accreditation requirements. (Planning priorities on Tutoring and Accreditation)
- LRNS – curriculum modification and SLO support
- Safety and security enhancements for all Student Services programs
- Student spaces including Learning Community Center, Multicultural Center, Unified Learning Center
- Institutionalized funding for Umoja program, Transfer Center, Tutorial Center
- Full-time Tutorial Center faculty coordinator (Planning priority)
- Additional classified support in Transfer Center and Assessment Center
- Additional counselor/instructor positions within Counseling and Learning Skills to include support for the general student population, LD students, Student Athletes, Middle College students, and the Psychology-Counseling program
- Increased professional development opportunities across Student Services (Planning Priority)
- Increased support for SLO / SAO development and assessment across Student Services
- Improvement of online orientation and in-person program planning (SSSP core services)

Program Review Update Division Summary Fall 2017

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."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	The Assessment Center set a goal to offer Math and English assessments on-site at the local high school, some of which would occur within expanded offerings of Psychology-Counseling (PCN) 25 for Early Admission students. PCN is moving toward evolving the Health and Human Services certificate to a new AS-T in Social Work and Human Services, enhancing community partnerships with potential internship and employer sites. Puente and Umoja developed a partnership, with Umoja looking to increase mentors, guest speakers, partnerships with high schools and outreach. Within Counseling, the articulation officer successfully articulated over 700 courses over the past three years, and increased the number of agreements with private/independent colleges to over 40, while maintaining agreements with UC and CSU campuses to the extent available. The Transfer Center increased college rep visits to LPC and expanded its social media presence. However, the Transfer Center also reported a challenge with the discontinuation of the UC Davis Transfer Opportunity Program (TOP) partnership with CLPCCD, dramatically reducing UC Davis visits to LPC as well as field trip options to the university.
Curriculum Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	Learning Skills (LRNS) indicated potential curriculum challenges involving minimum qualification requirements to include Math and English instruction within LRNS courses. All LRNS courses need updates. The LRNS program review cited potential disproportionate impact for students who need grammar instruction and lower math than pre-algebra if LRNS content is modified as requested. A potential solution was to move to a non-credit model to help high-need students. Psychology-Counseling (PCN) updated curriculum to meet the C-ID standard to be used for developing the AS-T in Social Work and Human Services, with plans to deactivate the certificate of achievement in Health and Human Services.
Enrollment Management	Psychology-Counseling (PCN) increased offerings in the transferable PCN 30, Student Success and the College Experience, as well as PCN 18, University Transfer Planning, and is phasing out or modifying PCN 5, 6, 8 as these certificate course face enrollment challenges. PCN 25, Transition to College, sections were also increased to accommodate Early Admission students in all five local high schools. PCN also increased the enrollment cap in PCN 18 (University Transfer Planning) from

Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	20 to 30 students and was highly successful in offering it online. PCN also offered externally funded programs implemented by our local executive administration to serve high school students. The Puente Project plans to add a second cohort within two years, and shifted Library Studies (LIBR) 8 from Spring to Fall semester. Umoja added courses including PCN 30, PCN 10 (Career and Educational Planning), as well as English and Library courses.
External Factors Such as state/ accreditation mandates or advisory board directives.	The Assessment Center updated the Accuplacer tool, and successfully updated procedures to be consistent with required multiple measures mandates (enhancements in partnership with Math and English occurred prior to the multiple measures mandate). Counseling and the Tutorial Center invested resources to successfully meet accreditation requirements to provide equitable service to DE students. Umoja is working to meet the requirements of its MOU to provide a dedicated learning community space, and Puente is focusing on the mandate to facilitate UC transfer. Challenges include the CCC Board of Governors mandate to increase transfer by 35% and to provide a high level of core student services as required by Title 5, and influenced by SSSP and Student Equity.
Facilities, Supplies, and Equipment Purchasing or upgrading	The program reviews within Student Services emphasized several facilities needs. Safety and security emerged as a concern within offices that offer individualized confidential services to students. Highlighted examples include, but are not limited to, notification systems (such as panic buttons) were requested for individual offices within Counseling in which confidential services are provided. Enhanced locks for Counseling were also mentioned as a need, and the Tutorial Center expressed concern with worn window linings as a safety issue. Puente and Umoja programs highlighted requests for a dedicated learning community center, and a multicultural center, and the Tutorial Center shared a vision of being part of a unified Learning Center. Psychology-Counseling and Counseling program reviews mentioned more classroom space and office space as a need, with Counseling also requesting reconfiguration to include standing desks for enhanced health benefits. The Transfer Center also requested reconfiguration to best accommodate the incoming Career program, as well as to provide a more accessible location for presentation equipment.
Financial/ Budgetary Program budgets or special funding.	The Transfer program requested to have an operating budget, as initiatives have been funded through Student Equity funds or through co-curricular. The Tutorial Center also highlighted budget as a concern, with fewer student tutors able to be funded despite greater need, and to support programs including Math Emporium. Institutionalized support is requested for the Umoja learning community; specifically, a continuing operating budget was mentioned as a need.

Human Resources Hiring and staffing needs.	Additional staffing for Student Services programs once again emerged as a dominant theme. The Assessment Center requested additional staff to offer on-site assessment at the high schools, as well as to cover on-campus when needed. Counseling requests new full-time counselors to help with the general counseling student population as many new hires have been dedicated to special programs serving fewer students with specific needs. However, the increase in targeted student populations (for example, those disproportionally impacted when considering measures of student success, or in special programs) has also intensified the need for program specific-counselors including student athletes, Middle College, financial aid, a proposed new Asian Pacific Islander learning community, and Puente. Both Counseling and the Transfer Center highlighted classified professional support for the Transfer Center as an ongoing major need, particularly as the career function is expanded. The Learning Skills program mentioned an LD Technician as a need, and documented major staffing issues that will impact the ability to offer LRNS courses in the future. The Umoja program expressed a need for student assistants and dedicated math and English tutors in support of Umoja students. Finally, the Tutorial Center highlighted the ongoing need, as well as the LPC planning priority, to increase support for the Tutorial Center by hiring a full-time faculty coordinator.
Learning Support Services provided to support student learning, such as tutoring and library support.	Both Counseling and the Tutorial Center highlighted the implementation of equitable services for DE students as successful. Smartshop workshops were introduced in collaboration with Academic Services, many of which are specific for learning support. Learning Skills program expressed concern about LRNS courses, as well as specialized tutoring for learning disabled students, to be under-resourced. The Umoja program plans to implement a Book Loan program for the courses within Umoja. The Tutorial Center presented data which strongly support the efficacy of the program. Finally, Counseling proposed the development of a new learning community in support of the Asian Pacific Islander (API) student population.
LPC Planning Priorities Available here: https://goo.gl/LU99m1	Increasing support for the Tutorial Center emerged as essential, and is in line with the planning priority to expand tutoring services. Both the Tutorial Center and Counseling highlighted efforts to provide equitable services to DE students, which aligns with the planning priority on meeting accreditation standards. Professional development opportunities were highlighted within Assessment, Umoja, Transfer, and Learning Skills, which directly relates to the planning priority on Professional Development.
Pedagogy/ Teaching Methods The process of teaching students. Not limited to	The mandate to provide equitable support for DE students resulted in significant gains in the provision of online counseling (using Cranium Café) and online tutoring (via NetTutor). The Transfer Center contributed 34 SmartShop workshops in Fall 2017 and improved student access to supported transfer-oriented lab sessions (for example, "Transfer Tuesdays"). Counseling is seeking to improve student learning in the program planning sessions after an SAO revealed that 24% of students leave program planning without adequate understanding of what course pattern to follow. Expansion of the

instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.	structured Psychology-Counseling 25 to include all local high schools emerged as a potential way to address the issue. Psychology-Counseling program found that, when assessing the course SLOs, that improved communication as well as intrusive counseling have helped improve outcomes. Finally, Learning Skills indicated that there are large numbers of existing LPC students than expected; however, Math and English faculty prefer to develop discipline-specific courses to support underachieving students.
Professional Development Activities and resources to enhance employee knowledge and skills.	Professional Development was cited as a need in several Student Services programs. For example, Assessment highlighted attendance at assessment conferences as important for the upcoming academic year. The Umoja program expressed a desire for Umoja faculty and administrators to successfully complete intensive Umoja's 2017-18 Summer Learning Institute (5 days and 4 nights) as a requirement of the state-wide Umoja Community, in order to learn strategies, conversations, and activities to facilitate understanding of campus life and academics from the perspective of Umoja students. Finally, transfer conferences were mentioned in the Transfer Center program review, and the expansion of career counseling will require conferences and trainings to enhance career services to students.
Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	The Assessment Center reported strong success in the move to drop-in services within available time blocks, while maintaining appointments for Early Admission students. Foreign Language assessments were also newly added during the past academic year. Within Counseling, career services were enhanced effective Fall 2017, with dedicated counseling time assigned to enhance the career function. Career workshops and embedded counseling will be expanded in the Spring semester. Within the Transfer Center, increased Transfer Tuesday lab times, SmartShop workshops, campus rep visits for 1:1 student appointments, TAG appointments, and a TAG review team represent enhancements that occurred over the past year. The Tutorial Center added tutoring for CTE classes, expanded tutorial orientations and evening hours, and increased support for Math Emporium students and for students in the HSI cohort group. The Umoja learning community was launched and includes a dedicated counselor. Current and future enhancements to services to students include moving LD assessment from the LRNS courses to individual student referrals, and enhancement of the online orientation and in-person program planning sessions for new students.
SLOs/SAO Process The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management,	A significant need to improve the SLO / SAO process within Student Services was identified, with a request for additional support emerging as a theme. For example, with staffing changes within Puente, consistency in SLO/SAO development and assessment needs to be maintained. Psychology-Counseling highlighted the need to consult with more instructors in the SLO process, particularly for PCN 30 and PCN 13. Counseling highlighted the need for a process to close the loop on orientation and program planning SAOs, requesting a timeline for completion. The Tutorial Center expressed a need to transition to the latest eLumen platform. The Learning Skills program indicated a need to revise SLOs during the curriculum revision process. Finally, the Umoja program needs to develop SLOs and SAOs.

equipment, etc.)	
Technology Use How technology is used to instruct/serve students or for other college functions.	Several innovative ways to integrate technology to enhance services to students were highlighted with Student Services. Within Counseling, Cranium Café was implemented to serve students from a distance. The LRNS program identified Catch Up Math and Mind Play as programs to help students enhance their learning. The Tutorial Center is moving forward with Tutor Trac scheduling software, and NetTutor services for DE (and other) students who wish to connect remotely. The Assessment Center is implementing a new version of Accuplacer, and the Umoja program has utilized the GroupMe smartphone app to help connect students. Future requests include an update to the Transfer Center website, a reconfiguration of the presentation technology in the Transfer Center, and Canvas training for Psychology-Counseling instructors.

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

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

Executive Summary: 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 approximately 250-500 words in length.
Student Health & Wellness Services: Las Positas College Student Health & Wellness Services has done a great job responding to the emotional, mental, and physical health related needs of our students. The collaboration between the Chabot-Las Positas Community College District and Stanford 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 Services has increased each academic year thus the increase in the demand for services. As a result of the demand, students supported the college's proposal to increase the student health fee from $17 to $20 per semester and from $14 to $17 for summer in order to provide additional mental health services. Students recognize the importance of mental health services and are willing to pay the increase of the mandated fee. Innovative programming by Student Health & Wellness Service such as biweekly workshops focusing on mental wellbeing and suicide prevention have been well received. The collaboration between Student Health & Wellness Services, the Counseling Department, and the Psychology Department to develop a Behavioral Intervention Resource Team (BIRT) for the benefit of the entire college community is yet another example of how collaboration may have a major impact on the well-being of students. Thankfully, the Chabot-Las Positas Community College District Board of Trustees signed a two-year contract with Stanford Valley Care.

Student Life Office: The Student Life Office has done a wonderful job despite having a full-time faculty member serving 4.0 CAHs (the equivalent to 10 hours per week) and a half-time Student Services Assistant working 20 hours per week. Despite limited staffing, the Student Life Office has been able to successfully support the Associated Students of Las Positas College (ASLPC), the Inter-Club Council (ICC), and dozens of student clubs and organizations. This fall semester, the ASLPC was successful in preparing for a special student election to consider two issues: (1) implementing a Student Mobility Initiative – transportation fee; and (2) official name change from ASLPC to Las Positas College Student Government. ASLPC has also been successful in hosting a college club day and various programs helped to design to welcome students to the college. The ASLPC hosted a welcome week by having a table at the entrance to campus giving out school supplies, class schedules, and lending textbooks. The ASLPC also plans to continue to financially support the agreement with Livermore Amador Valley Transit Authority (LAVTA) to provide free bus transportation to all students and to provide funding for additional tutoring hours, light food, and refreshments for Prep 2 Pass in December 2017. The ASLPC is also helping spearhead new initiatives including the acquisition of charging stations to allow students to charge their mobile devices and to help bring an Automated Teller Machine (ATM) to campus.

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 Services 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, Student Health & Wellness Services 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 ASLPC, ICC, and student clubs and organizations "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 Services provides a model for community collaboration by partnering with Stanford Valley Care to provide exceptional medical care on-campus.
   Las Positas College Educational Master Plan – 2015-2020
   B3. Develop and strengthen private and public sector partnerships.

Program Review Update Division Summary Fall 2017

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."

Category	Themes, Accomplishments and Challenges
Community Relationships and Partnerships Such as outreach, recruitment, internships, industry collaborations.	Karin: Student Senate will increase its participation in the region's branch of Student Senate for California Community Colleges during the 2017-2018 Academic Year. William: The Student Health & Wellness Services provides an excellent example of community collaboration with Stanford Valley Care to provide exceptional medical services on-campus for all students. The Student Life Office also provides an excellent example of community collaboration with Livermore Amador Valley Transit Authority to provide free bus transportation to and from campus for all students.
Curriculum Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.	Not Applicable
Enrollment Management Changes to section offerings, such as adding/removing sections or increasing/lowering class size.	Not Applicable

External Factors	Not Applicable
Such as state/ accreditation mandates or advisory board directives.	
Facilities, Supplies, and Equipment Purchasing or upgrading	Karin: The Student Health Center needs increased space, including individual offices for each staff member and rooms for workshops, therapy groups and individual therapy. They also need a room for breastfeeding. The Student Life Office requests a student union, open gym space, and a maker's space. William: The Student Health & Wellness Services and the Student Life Office have each asked for additional office space or a new building to meet the ever-increasing demand of services by students. The current facilities allow each entity to maintain current services and programming but does not allow for creativity or growth. Both entities are helpful that the 2018 Facilities Master Plan may address their facility needs.
Financial/ Budgetary Program budgets or special funding.	Karin: The Student Health Fee will be raised from $17 to $20 per semester starting in Spring 2018. This will fund several new initiatives related to mental health and wellness. The Student Life Office had a drop in funds during AY 2016-2017 due to decreased student activity fee revenue. They worked with the business office to resolve these problems and are in a stronger funding situation for this year. ASLPC wants to implement a Student Mobility Initiative fee to help pay for the Wheels Easy Pass service. William: The Student Health & Wellness Services believes that the increase to the student health fee effective spring 2018 will allow it to increase its mental health services and programming to meet the needs of students. This is a step in the right direction for the college. The Student Life Office continues to suffer from limited funding from an optional student activity fee and hopes students vote in favor of the Student Mobility Initiative (transportation fee) to allow for the continuation of the subsidized bus transportation to and from campus.
Human Resources	Karin: The Student Health Center has hired two faculty employees and two interns. They need clinical and administrative support so that the center's director will have more time to oversee projects such as women's health services. They would like to hire one part-time Marriage Family Therapy (MFT) and increase the hours for other positions. Feedback was given

| Hiring and staffing needs. | about clarifying about the hiring – it sounds like Sheena and Heike are full-time.

William: The Student Health & Wellness Services hopes to meet the need of students with regards to personnel thanks in part to the increase of the student health fee in spring 2018. The Student Life Office continues to struggle with regards to personnel. The Vice President of Student Services has proposed a continuation of at least a half-time Student Services Assistant to be assigned to the Student Life Office and has proposed additional help from college administration for future years. |
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| **Learning Support**

Services provided to support student learning, such as tutoring and library support. | William: The Associated Students of Las Positas College (ASLPC) has committed to supporting additional tutoring support during finals week during what is known as Prep 2 Pass. |
| | |
| **LPC Planning Priorities**

Available here: https://goo.gl/LU99m1 | Not Applicable |
| | |
| **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. | Not Applicable |

Professional Development Activities and resources to enhance employee knowledge and skills.	William: The Student Life Office continues to host and provide for professional development opportunities for student leaders involved in the Associated Students of Las Positas College (ASLPC). Professional development includes student trips to Sacramento and Washington, DC annually.
Services to Students Non-instructional services provided to students. Not limited to Student Services programs/areas.	Karin: The Student Health Center achieved their Service Area Outcome (SAO) of having students be able to schedule a mental health appointment within two weeks of their requests. 100% of students were scheduled within two weeks. The Student Health Center increased to 38 hours per week for mental health services. They partnered with Axis Community Health to refer students for women's health services. The Student Health Center has started new workshops for students regarding mental/emotional health issues. The Student Health Center will work on educational campaigns for students on the topics of marijuana and of consuming vegetables and fruits. These topics were both areas of concern based on student surveys. The Welcome Center was initiated by Student Life Office. The Student Senate doubled its membership to over 20 students. Last year's SAO assessments showed that ASLPC students were not attending their committees regularly. The Student Life Office will raise awareness of committee times and increase reporting duties to encourage more regular attendance and participation. ASLPC continued its support of the Wheels Easy Pass program by providing $25,000 to the program. The initiative has provided more than 100,000 individual student trips to campus since summer 2016. Feedback was provided to clarify if ASLPC runs the Welcome Center. William: William concurs with the comments made by Karin Spirn noted above regarding services to students by the Student Health & Wellness Services and the Student Life Office.
SLOs/SAO Process The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management,	William: The Student Health & Wellness Services and the Student Life Office have done a good job developing Service Area Outcomes (SAOs) but need additional assistance with evaluation, discussion, and making changes per the results. The feedback instrument for the program reviews will be to clearly articulate the SAOs and plans for evaluation, discussion, and making changes per the results, if applicable.

equipment, etc.)	
Technology Use How technology is used to instruct/serve students or for other college functions.	Karin: The Student Health Center needs an online guided program for students to help with emotional health and sleep issues. The Student Life Office piloted the use of an Associated Students of Las Positas College (ASLPC) app but it was discontinued due to low use and too much maintenance work required. William: The Student Health & Wellness Services will benefit greatly from implementing SARS Grid to help record, query, and report student statistics about services rendered. This will help the entity prioritize their expenditures and focus on the services in-demand by students.