

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 Dance English English as a Second Language Humanities/Philosophy/Religious Studies Interior Design Mass Communications (Journalism/Radio) Music Photography Spanish Speech 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 be 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.

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### 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
  - 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.

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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, speech, etc.)

C4. Meet Current and Future Technology Needs

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- 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.*

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
<p><b>Community Relationships and Partnerships</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>            ART- Art students participated in Livermore Art Festival.</p>
<p>Such as outreach, recruitment, internships, industry collaborations.</p>	<p>COMMUNICATION STUDIES- Communication Studies hosted the 8<sup>th</sup> 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 2<sup>nd</sup> in the nation in the "small school" category.</p> <p>DANCE- Dance offered Master Classes by the Cheza Nami foundation (which teaches about African culture through dance) and the Paul Taylor Dance Company.</p> <p>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.</p> <p>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.</p> <p>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, <i>Golden: The Miraculous Rise of Steph Curry</i>.</p> <p>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.</p> <p>THEATER ARTS- Theater Arts placed students into internships with local theater groups. They plan to do more recruiting of high school students.</p>

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	<p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recruitment and outreach support needs institutional support, particularly for ESL, Music, Theater Arts, UMOJA, Religious Studies, and Communication Studies</li> <li>• 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.</li> </ul>
<p><b>Curriculum</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>            ART- Art created a new Digital Illustration course.</p>
<p>Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	<p>COMMUNICATION STUDIES- Communication Studies developed a new AA-T.</p> <p>DANCE- Dance updated DANCE 1 (Introduction to Dance), DANC 5A/B- (Dance Composition) and DANCE 6A/B (Dance Production and Choreography).</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>

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	<p>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)</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• Many programs have new certificates, which need various human and enrollment management resources to support them.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Enrollment Management</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u></p> <p>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.</p> <p>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.</p>
<p>Changes to section offerings, such as adding/removing sections or increasing/lowering class size.</p>	<p>COMMUNICATION STUDIES- 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.</p> <p>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.</p> <p>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</p>



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 doubling 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 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

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<p><b>External Factors</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>  <b>ENGLISH AS A SECOND LANGUAGE-</b> 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.</p>
<p>Such as state/ accreditation mandates or advisory board directives.</p>	<p><b>ENGLISH-</b> 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.</p> <p><b>MUSIC-</b> 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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• A clearer, swifter process for resolving program-related collective bargaining issues is needed.</li> </ul>
<p><b>Facilities, Supplies, and Equipment</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>  <b>ART-</b> 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.</p>
<p>Purchasing or upgrading</p>	<p><b>COMMUNICATION STUDIES-</b> Communication Studies needs updated visual aids for tournaments. They would like to update to electronic aids rather than using posters.</p> <p><b>DANCE-</b> 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.</p> <p><b>ENGLISH-</b> 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.</p> <p><b>ENGLISH AS A SECOND LANGUAGE-</b>          Due to inadequate classroom space, many programs are sharing space inappropriately. English and ESL courses are being offered in</p>

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.

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Financial/ Budgetary</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u> 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.</p>
<p>Program budgets or special funding.</p>	<p>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.</p> <p>ENGLISH- More funding for RAW, Library and Sr. IA Replacement.</p> <p>MUSIC- Music needs a budget for piano tuning, sheet music, practice-room key cards, and for special events (master classes, workshops, etc.).</p> <p>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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• Support and funding for travel and special events has not been sufficient to support needed outreach, professional development, and program development.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Human Resources</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>            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.</p>
<p>Hiring and staffing needs.</p>	<p>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.</p> <p>DANCE- Dance would like to hire an additional part-time instructor.</p> <p>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.</p> <p>ENGLISH AS A SECOND LANGUAGE- E.S.L. needs a replacement for a full-time position due to a retirement.</p> <p>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.</p> <p>MUSIC &amp; THEATER ARTS- Music needs reassigned time for student recruitment and outreach. They also need an additional full-time instructor to coordinator 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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• Full-time faculty are needed for some programs to grow or maintain programs (Art, Mass Communication, and E.S.L.)</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Learning Support</b></p> <p>Services provided to support student learning, such as tutoring and library support.</p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>MUSIC-Music needs expanded tutoring services and add music mentors.</p> <p>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.</p> <p>VISUAL COMMUNICATION- Visual Communication has their first student tutor in the tutorial center.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• Learning support continues to be an area that many programs see great potential for, with subject-specific tutors being developed for several programs.</li> <li>• The Smartshop series offers innovative possibilities for student support and the fostering of a more academically-engaged student body.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Supporting materials, such as subscriptions to newspaper databases, literary magazines, and journals, and library resources are needed by many programs.</li> <li>• As mentioned in the Human Resources discussion, instructional assistants are providing and will need to provide critical learning support for students in many programs.</li> <li>• As the campus has expanded its support for diverse communities, more support programs for diverse students (Umoja, Puente) has been developed.</li> </ul>
<p><b>LPC Planning Priorities</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u> Music has requested expanded tutoring services, and the RAW Center has faced severe cuts in hours despite the priority regarding expansion of tutoring services.</p>
<p>Available here: <a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a></p>	<p>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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>• The Planning Priorities are relevant to and echo many of the needs of the division’s programs.</li> <li>• 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.</li> </ul>
<p><b>Pedagogy/ Teaching Methods</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u> 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.</p>
<p>The process of teaching students. Not limited to instructional programs/ areas. Might include</p>	<p>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.</p>

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<p>teaching/counseling/ tutoring methodology, class activities or course design.</p>	<p>DANCE- Dance changed curriculum in DANCE 1 in order to better accommodate a variety of student levels/ability, based on SLO findings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>MASS COMMUNICATIONS- Mass Communications hopes to incorporate more visual media.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>● Instructional equipment has supported some effective improvements in teaching methods.</li> <li>● Departments have sought increased consistency and coordination across sections, often in connection with a Student Learning Outcome inquiry or analysis.</li> </ul>
<p><b>Professional Development</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u></p> <p>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.</p>
<p>Activities and resources to enhance employee knowledge and skills.</p>	<p>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.</p> <p>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.</p>



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	<p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>● Programs have sought professional development that fosters inclusion, presents effective interventions in favor of student persistence, and leads to meaningful assessments of student learning.</li> <li>● There is a strong desire for more conference funding across the division’s programs.</li> <li>● Some programs, such as Theater Arts, need training for new equipment based on CTE</li> </ul>
<p><b>Services to Students</b></p>	<p><u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>  COMMUNICATION STUDIES- Communication Studies wants to continue their travel to competitions and conferences.</p>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>● Students are availing themselves of the academic and real-world opportunities that programs are given support for developing</li> <li>● Programs such as E.S.L. are interested in becoming a part of the Smart Shop series</li> <li>● Having materials and services that reach students and prospective students where they are, in intrusive fashion, is increasingly being identified as a best practice.</li> </ul>

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<b>SLOs/SAO Process</b>	<u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)	<p>ART- Art refined and created SLOs for courses and plans to follow SLOs from intro course to beyond to see how skills develop.</p> <p>COMMUNICATION STUDIES – Communication Studies want to streamline the SLO process for more effective/efficient input and feedback.</p> <p>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.</p> <p>ENGLISH –English developed a plan for analysis and discussion of all course SLOs over a three year period.</p> <p>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.</p> <p>HUMANITIES &amp; PHILOSOPHY – Humanities and Philosophy plan to revise course SLOs.</p> <p>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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"> <li>● SLO work is ongoing but in different phases.</li> <li>● The S.L.O. planning cycle need more clarification and associated training for faculty.</li> <li>● Further training on the effective design of assessments and effective interpretation of S.L.O. data continue to be needed.</li> </ul>
<b>Technology Use</b>	<u>ACCOMPLISHMENTS, PLANS, AND NEEDS:</u>
How technology is used to instruct/serve	<p>MASS COMMUNICATION- Mass Communications has largely finished the creation of new archives for <i>The Express</i> and <i>Naked</i> magazine. They will be creating a new website for <i>The Express</i>, which will also incorporate the archives.</p>

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<p>students or for other college functions.</p>	<p>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.</p> <p>MUSIC- Music has numerous technology needs related to instruments and recording technology, particularly for teaching the Music 36 course.</p> <p>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.</p> <p><u>THEMES:</u></p> <ul style="list-style-type: none"><li>• Communication Studies, Music, and Theater have extensive and particular technology needed to support their programs.</li><li>• 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.</li></ul>
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