

# Division Summary Form - Arts & Humanities, Jan. 2021

## List of Accomplishments & Notable Items

### Themes: “Rising to the occasion and beyond”

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

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## American Sign Language

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

## Art and Art History-

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

## Communication Studies

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

## Dance

- Nothing mentioned

## English

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

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

## ESL

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

## French

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

## Graphic Design and Digital Media

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

## Interior Design

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

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

#### Mass Communications -

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

#### Music

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

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

## Philosophy and Humanities

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

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

## Photography

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

## Reading and Writing Center and Smartshops

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

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

## Religious Studies

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

- Added synchronous meetings as an online option.

## Spanish

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

## Theater Arts

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

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## List of Challenges and Needs

### Themes:

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

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

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

- Nothing mentioned

## Art and Art History

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

## Communication Studies

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

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

## Dance

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

## English

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

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

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

#### ESL

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

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

## French

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

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

### Graphic Design and Digital Media

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

### Interior Design

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

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

## Mass Communications

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

## Music

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

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

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

## Philosophy and Humanities

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

## Photography

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

## Reading and Writing Center and Smartshops

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

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

## Religious Studies

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

## Spanish

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

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

## Theater Arts

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

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

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

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

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

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

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

- A. Quick fix (Can be done now or soon; may take little/no extra resources)
  1. Better communication between faculty and students, particularly with regard to promoting classes, events, and workshops, and in the event of campus emergencies.
  2. Continue work with Communication Studies on balance of CMST 1 vs. 10 course offerings, and establish agreed upon thresholds and cycle of consultation. This is already happening and can be more formalized.
  3. Review any small supply needs that might be satisfied within the existing budget allocation. Ensure Disciplines are aware of what they already have available and understand how to use those funds.

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

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

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

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

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