

Division Summary Form

<u>Reader Names</u>	<u>Division</u>	<u>Programs Read</u>
Amy Mattern Susan Cumbo Lucas Hasten Bhairav Singh Nadiyah Taylor Marsha Vernoga	Arts and Humanities	American Sign Language Art and Art History Communication Studies Dance English English as a Second Language Foreign Languages Graphic Design and Digital Media Interior Design Mass Communication Music Philosophy and Humanities Photography Reading and Writing Center and Smartshops Religious Studies Theater Arts

Readers will capture themes in the following areas:

List of Accomplishments & Notable Items

(alphabetical by Program)

American Sign Language

- Nothing mentioned
- ASL opted to not do Section One. I'd note that their response to COVID-19 was excellent. They were extremely concerned with shift online, but found ways to adapt and make it work. Their enrollment is very strong, even at higher levels which usually lag with our languages.

Art and Art History-

- Hired new faculty teaching "Watercolor", transferred classes to online due to COVID
- The addition of non-Western ARHS courses.
- Enrollment growth for ARHS.

Communication Studies

- Workshops with ESL now a NC course to help ESL students with public speaking
- Hosted speech tournament (with high school and community involvement)
- CMST faculty participated in online training and also OEI approval for CMST courses
- Four new CMST courses + updated SLOs
- The Talk Hawks won two online national tournaments (synchronous and asynchronous).

Dance

- Nothing mentioned

English

- English launched 1AEX course for students which will remove placement barriers to keep students in basic skills unnecessarily and also provides support for transfer level students entering with GPA 2.5 or below
- Online course development training completed department wide and transition to online classes during COVID complete with asynchronous and synchronous formats.
- Implemented the annotation program, Hypothesis, and requested an Instructional Equipment Request to include it as the usage tool for 2021. Hypothesis can be used discipline wide (anthro, math, etc.) *This IER has been approved.
- English noted the role of the Instructional Assistants in successfully converting online and supporting the ENG 104/204 and 1AEX courses, as well as the faculty teaching these courses.
- Development of the Next Level English lessons, the BlacknessX series, and many other examples of the deep work the English department is doing to address issues of equity and anti-Blackness.

ESL

- Successfully organized/completed 2019 open house/application workshops, smart shop workshops, in class registration workshops, implementation of AB705 standards, new SLOs with improved tracking (outreach to part-time staff), updated and redesigned ESL department website, creation of new ESL placement tool, formation of new canvas site for ESL instructors to share resources, and the addition of new courses (vocab and spelling) and marketing videos for ESL department.
- Reevaluated course offerings and structure of classes to make more accessible to students, and also offering NC grammar classes.
- Collaborating with the International students program. Continued collaboration with MACC partners and English partners.
- Established SLO point person.

- Creation of new marketing videos.

French

- Hybrid French 1A course was created and implemented for Fall 2019.
- Online French 1B was implemented in Spring 2020.
- The lone part-time instructor completed the first-ever Program Review for French.

Graphic Design and Digital Media

- Successful conversion of courses to Distance Education format and implemented Zoom with lectures being able to be recorded so students could review.
- Steadily increasing enrollments
- In-class tutoring support
- Successful conversion of Adobe licensing for student at-home use and digital tablet were prepared so students could check out and use at home.
- Updated classroom 714 has increased enrollment and reconfiguration of teacher station has helped with instructing the larger class.

Interior Design

- Advisory Board met twice during the year.
- Increased enrollments, as well as offered classes through Community Education.
- Current software was updated for computer classes.
- Successfully transitioned classes online and retained student enrollment with synchronous classes and students being able to borrow computers to use at home.
- INTD was able to offer their computer class online using Splashtop software which allowed students to remotely access the computer lab's specialized software.

- Internship opportunities and strong partnerships with firms.

Mass Communications -

- organized Press Pass Symposium, a virtual five-day conference which emphasized social justice/equity. Had positive feedback from participants. Incorporated the content from the conference into coursework
- developed three pathways: Journalism A.A.T., A.A.: Journalism and Media Studies, and Certificate of Achievement: Journalism.
- Students earned some of the most prestigious awards in the program's history
- Create 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

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

- Hosting a monthly Jazz Jam Session in downtown Livermore.
- Virtual choir performances.
- A public online masterclass featuring student composers.
- Instructor participation and representation at educational music festivals and competitions.
- Active social media presence.
- Online Certificate of Achievement in Piano Teaching Fundamentals
- Increase in unit load of Vocal Ensembles to reflect student commitment.
- Updated degree requirements and DE addenda.
- Ongoing work to create a functional recording space.
- Improvement of 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.
- Successful conversion 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 include a Global Cinemas class that has reached maximum enrollments
- Students interested in majoring in Film Studies and 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
 - Intentional focus on increasing content diversity and how this may impact enrollments across certain ethnic groups
 - Piloting new Film Studies course and Culture & Arts Humanities sequence
 - Significant progress made in serving students with disabilities in online courses
 - Partnering with Puente program and seeing increased Latino student enrollment in the Spring
 - Focusing on women and Latino representation in course enrollments
- Focus on adding diversity to content in order to appeal to wider range of students
- Worked to include Phil 8 on IGETC path
- Added new Film Studies course

Photography

- Adapting to online instruction, including being able to have students check out needed equipment, providing PT online assistance with the Lab Tech and new videos and hands on demonstrations created for online delivery
- Outreach efforts for the new AA and certificate in Photography have been successful
- Have many forms of communication and outreach through blogs, online galleries
- Launched an artists speaker series and have a Camera Club that is active
- Completed several DE addendums
- Hosted many and various art exhibitions before and during the pandemic
- Enrollments have steadily increased since offering summer courses

-Launched a new Certificate

-Participated in many art exhibits(both live and virtual)

-Continued to support the Camera Club

-Have adjusted to an online format, renting out equipment to students and finding innovative ways of teaching “hands-on” skilly in a DE format.

Reading and Writing Center and Smartshops

- Able to pivot and offer all RAW services online within just 2 days of the campus closing due to COVID - this is a huge support to students and accreditation mandates
- Paper drop off service, through Pisces
- Developed new outreach to students
- Transitioned Smart Shops online
- Received SEA funds for some operations
 - Quick transition to online classes/tutoring
 - secured additional funding from SEA, however funding issues is a continued concern.
 - addressed and working towards a more efficient online platform to retain students-particularly ESL students
 - Equity and diversity continues to be a focus with both new lessons being shared with faculty and students (NLE) as well as hiring a diverse group of faculty tutors.
 - no SAOs were discussed
- 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.
- Diverse faculty tutors are recruited.

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.
- Successful transition to all online instruction, including new strategies for student outreach and support
- Completed the DE addendum process
- There is a steady student favoring of online versus in person courses
- Course enrollments mirror demographics of the college and surrounding communities
- Engages in many instructional and support strategies to increase educational equity in RELS
 - Outreach and connection to various faith organizations in order to integrate course/program content into discussions and learning opportunities for students
 - Concern over declining enrollment (perhaps due to the number of options in the C1/C2 requirements
 - Plans to provide students with meditation spaces on campus
 - employ a variety of tactics to make courses more inclusive/equitable (reducing textbook costs, allowing flexibility in assignment due-dates are a couple examples)
 - They have a plan of which PSLO they will assess
- Addition of synchronous meetings as an online option.

Spanish

- Self-placement process implemented on Class-Web, however, was wrought with issues. Guided Self-Placement. [Note, French also developed a Guided Self-Placement, they did not mention in their PR]
- DE Addendums for 5 Spanish classes to transition to online during emergencies such as COVID
- Conversations begun regarding Language Lab on campus

Theater Arts

- New certificates of achievement (Actors Conservatory, Musical Theater, Acting)

- Paid internship Scenic Build Partnership with Pleasanton
 - Retaining students and these students are taking more classes than before
 - Working on recruiting and enrolling 2nd group of the Actors Conservatory Program
 - Working on developing relationships for CTE students to use their skills in public theatres
- Created new certificates
- Community outreach/connection with city of Pleasanton offering paid internships
- Working on getting students be able to do live performances
- Working to create relationships with public theatres so students can use skills learned from CTE
- Launching of the Actors Conservatory is 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 (alphabetical by Program)

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 staffing shortages. These are chronic, consistent, and ignored.
- 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
- In need of an instructional assistant for speech program
- Faculty is requesting CMST faculty to be compensated for teaching ESL/CMST collaboration. [Note, the first offering of the non-credit version of this ESL/CMST course would have happened in fall 2020. Faculty opted not to hold the class since it would have to be online. It was already determined that the class would be co-taught and faculty would split the load. They would both be primary instructors assigned to the course, I need to discuss this with the program to understand the concern they are raising. Will do so in our meeting.]
- There is a conflict between “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 budget and FTEF allocation. 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.
- Staffing to update curriculum and teach courses such as hip-hop, salsa, tango, african dance, etc.
- Curriculum lacks diversity in representation due to lack of funding for staff.
- Student success decreasing with the transition to online classes.
- Student enrollment is hindered by a lack of: course offerings, consistency in planning, and diversity in representation.
- Program growth is literally impossible without an increase in FTEF to allow the hiring of a second part-time instructor.

English

- An additional full time staff requested, or to pay part time staff for time spent developing English program and other professional responsibilities. Full-time faculty position requested.
- The Program expresses the desire to continue expanding the diversity of its faculty in hiring.
- Additional support/positions needed for TLC/online teaching and learning. Need more support to help with training, workshops, best practices and discipline pedagogies as it relates to online courses.
- Additional support positions 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 for department coordinator: 3 CAH is not sufficient due to the department's size and coordination with curriculum, Guided Pathways, SLOs, etc. (*The same request was made by the Music program.)
- Additional Instructional Assistants needed: 2 additional at 24 hours/week + 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.” The 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.
- 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. (*This desire for better communication with our students is echoed by the Music program.)
- More student space for the internet and quiet beyond the regular allotted schedule by the Tutoring Center and also more online tutoring services needed for morning, late nights and weekends, not during the workday because students are often working during this time as well.
- More options for online learning- potentially a block schedule to help ease Zoom fatigue and to complete courses more quickly with less time spent on Zoom.
- More support 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 program, Hypothesis. 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 on 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

- FTEF needed for offering more NC courses (also decreased access for students have led to decreased enrollments which affects FTEF) and offering evening courses.
- In need of a full-time assessment specialist and possibly a counselor that specializes in ESL. (Loss of ESL-dedicated counselor.)
- Lack of ESL staff = no application workshops or assessments, administration has said that there will be no more support for these types of events. This has likely led to lower enrollment numbers! (Loss of support 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 are unable to be tracked which makes it difficult to place them. This information is no longer available to full-time staff??? They need access to assessment data. Faculty want to return to their original assessment process as soon as possible.
- Fast-Pass Orientations are unsuccessful.
- Possible lack of classroom space in the future due to buildings being demolished in future.

- 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.
- Need 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 struggling due to COVID-19, disproportionate impact on this vulnerable student population.

French

- Overall lack of consistency and course offerings--no intermediate/advanced French classes offered and beginning French is no longer offered in the spring
- Lack of training in Language Lab--possible loss of funding for software? Will need training
- Need to decrease materials costs for students, to address inequity.
- Adjusting hybrid curriculum to “remove explicit task based anxieties.”

Graphic Design and Digital Media

- Significant increase in student withdrawals (+13.6%) due to the pandemic.
- Impossible to expand course offerings without additional FTEF.
- 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 AA degree (and therefore, enrollment) include the unavailability of required courses (unable to plan to take courses for graduation and students questioning faculty if they can take these classes at other colleges to fulfill requirements)

- The classroom needs two new laser printers (color, and black and white). Also keyboards are needed to maximize desk space students need.

Interior Design

- Distance learning was challenging, and faculty worked to keep students engaged. Some students struggled with amount of time online 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. (per survey: 50% preferred asynchronous; 25% split between synchronous and combo option preferred).
- Limitations on classes being taught next year will hinder student's ability to graduate in a timely fashion (2 year time frame)
- Discovered some students were taking classes outside the US which hinders ability to foster them into a career here.
- INTD job market is increasing currently, so need students to graduate sooner to access the opportunity.
- Would like to hire full time faculty to offer a design club and offer interior design services from our students to the community and to help increase enrollment. Also, this would help increase the amount of small certificates offered and help faculty work with students to find career pathways.

Mass Communications

- ongoing plans for a Media Lab on campus, including a computer lab, conference room, recording studios, and space to display media.
- 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 for students
- Ongoing funded is needed for production costs - current allocation from the general fund is insufficient

- Data on success rates will be less reliable for Fall 19 and Spring 20
- 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 decreases, though 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.”
- 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 is frustration with the process of 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 is “woefully lacking in storage for instructional equipment, concert and performance resources, and general equipment.”
- Faculty perceive “a lack of equity of space within the building.” They point out that more than 20 faculty are compelled to share one office, while their colleagues in other disciplines have dedicated labs and classrooms. [Note: I’d like to suggest a revision to the related bullet point in the Music PR, as well as will discuss this perception during our meeting.
- 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 more equitable rate of pay.
- 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, whose labor, they say, “has been so regularly exploited so as to become normalized, and we believe it contributes to some of the historical turnover rates of working at LPC.” (*This has been echoed by the English program.)
- There is frustration with the fact that faculty have no way to “contact the campus student body.” This makes promoting events extremely difficult. (*This has been echoed by the English program.)
- 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 would like to “offer enough GE classes to get our WSCH/FTEF back up to 500 and still offer our smaller CTE classes. We request an additional 6 CAH per semester to be able to add an additional 100 cap large load 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

- 30% drop in enrollment in Spring due to COVID and faculty on sabbatical
- Reassign time for program coordination is needed for both programs, not only one
- Overall enrollment trends are positive, but higher rate of withdrawal in online courses
- Drop in enrollment in both program in the Latino student population
- Unable to offer the Feminist Philosophy course for the foreseeable future
 - Drop in enrollment
 - Reassign time was not given to one program

Photography

- It is very challenging to teaching online with little or no experience and so there was a heavy time investment and cost to convert courses
- Very difficult to explain simple things that would normally be demonstrated in hands-on ways - no access to campus facilities slowed students’ learning and progress

- Need additional equipment for extended check-out during pandemic and future return to on- campus. Requested lighting equipment through IER for SP 21 lighting class so all students can have access to lighting kits for semester.
- Difficult to translate some “hands-on” skills into online format
- In need of additional equipment

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 inputted
- Significant reduction in RAW hours due to funding and the pandemic
- Ongoing need for increased funding for the RAW Center and stable funding for the SmartShop Series - currently funded with one-time monies and no process for securing funds. Funding for summer hours is needed.
- 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 3rd time in two years
- A decline in workshop options
- Funding continues to be a concern
- Reduction in RAW hours means less support for students
- SAOs were not discussed
- COVID-19 pandemic caused some Smart Shops to be temporarily suspended, so reduced offerings for students.
- Both programs need institutionalized funding and support that is stable and ongoing.

Religious Studies

- Noticing a slow decline in enrollments over the last two years - 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
- High student interest in Religions 1 course, but not others
- Harder to maintain the many community collaborations during the COVID learning environment
- Needs to obtain a portable labyrinth for students use
- Declining enrollment possibly due to the amount of course offerings or because some courses cover more than one area of the GE requirements
- Need/want 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. It also requires the staffing of a Language Laboratory Assistant. 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

- 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 and feeling undervalued by the college due to not being able to appropriately pursue their learning
 - Other community colleges are allowing live performances

- Large drop in success rates once moved online in Spring 20
 - Studying what factors may increase enrollments on a steady basis (outside of the pandemic)
 - Noting that their student enrollment is less ethnically diverse than other programs on campus
 - Several ongoing staffing needs identified across many program review cycles: permanent solutions needed to hire a Performing Arts Center Specialist (so can rent the theatre), Costume Lab Technician. Part-time accompanist)
 - Several ongoing program needs identified across many program review cycles: Storage warehouse needed, permanent funding mechanism of \$30K or more; institutional support of offer needed courses, even when they do not meet enrollment caps
 - Loss of public theaters due to the pandemic
 - Concern that student enrollment will continue to drop due to the nature of this program and the importance of face-to-face learning in theatre.
 - Students and faculty disheartened at not being allowed on campus while other programs (athletics) are.
 - Need for staffing is great
 - 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.
 - Not sufficient budget or staffing for summer productions, though campus wants to have this offering.
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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. Need additional equipment for extended check-out during pandemic and future return to on-campus. Can seek CARES funding, utilizing the new round of funding. 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. Support for pathways and program mapping projects
2. Support for online instruction
3. Exploration of and advocacy 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. Support for students impacted by COVID-19, particularly those with disproportionate impact. Pushing out services more readily, assessing needs more often, communicating resources regularly to faculty/staff.

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

1. Building and maintaining program enrollment levels
2. Ongoing need for professional development and support for online instruction & services - purchasing of tools or apps that can enable this
3. Courses that are needed but don't reach enrollment capacity expectations, for example CTE courses and higher-level/capstone courses.
4. 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 needed for several programs
6. Need to hire in some programs
7. Need for additional reassigned time for Program coordinators.
8. General lack of funding for instructional assistants and Program support specialists.
9. Specialized spaces dedicated for Arts and Communications programs are generally underfunded and lacking in resources and staffing necessary for their successful operation, including storage space and insurance.
10. 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. Better support for serving students with disabilities, including faculty training and embedded support where possible.
13. Better support for serving students who experience disproportionate impacts and may possibly be stopping out as a result of 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. Continuing 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 1/10 and establish agreed upon thresholds and cycle of consultation. This is already happening and can be more formalized.
3. Review of any small supply needs that might be satisfied within 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. Fund summer RAW hours - need is evidenced due to meeting the accreditation mandate and the success rates associate with RAW center usage
3. Support for creating a new Mindfulness program [I'd move to structural, this will take some time, as well as resolving ongoing issues with decreasing RELS enrollment]
4. Purchase equipment and a process to allow students to be outside for their classes

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

1. Funding needed for the JAMS publications
2. Media lab and other facilities needs must be reviewed

3. Long-term goal of 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 as well.
4. Create a process for securing SmartSHop funding, 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.
5. Arts programs require funding for staffing gallery and performance spaces, and operations.
6. Programs with limited FTEF and no full-time staff can experience no real growth.
7. Support for continuing AB-705 implementation.
8. Review ongoing requests for reassign time (i.e. increases and new), as well as compensation for other non-instructional duties or work.
9. Figuring out balance of course offerings in terms of modalities, especially in light of COVID-19 pandemic and transition fully online.