

A&H Division Summary For Division Revision 22-23

Programs Read

- American Sign Language
- Art and Art History
- Communication Studies
- Dance
- English
- English as a Second Language
- Film Studies
- Graphic Design and Digital Media
- Humanities
- Journalism and Media Studies
- Music
- Philosophy
- RAW Center/Smartshop
- Religious Studies
- Spanish
- Theater Arts

Section A: Accomplishments & Notable Items

Overarching Themes: Accomplishments

- Many programs in Arts & Humanities have made significant outreach efforts, such as community outreach, developing K-12 school programs and collaboratives (e.g., summer camps), and building partnerships.
- Programs are actively engaged in equity and diversity work. They are reviewing data, implementing changes, updating their curriculum, and providing training/professional development for their departments and across the college.
- Many programs praised the online instruction options. For example, American Sign Language stated that they find using Zoom even more effective than teaching in-person due to the features that are available (e.g., chat, mute to force signing over speaking). Faculty have gained skills in online instruction, and even while they have transitioned back to teaching on campus, many are still using some tools they learned from their online experience (e.g., Canvas, Zoom, technology tools) in their in-person and hybrid classes.
- Programs are offering a wider range of modalities from which students can choose, working to meet students' diverse needs. Many faculty members have trained in HyFlex instruction and are offering courses in that modality.
- Programs are very involved with Guided Pathways, including involvement in Student Success Teams, utilizing Program Mapper, and participating in the Persistence Project.

- Many disciplines are doing a lot of community events and programs, such as hosting the Literary Arts Festival, Las Po Film Festival, and teaching in the Federal Corrections Institute in Dublin.
 - A&H departments are involved in several pilot projects and innovative activities, such as ongoing and new learning communities, the Lifelong Learning Academy (course auditing), teaching in the prison, utilizing new technology platforms, and providing paper drop-off services in the RAW Center.
 - Programs have been very successful at the regional, statewide, and even international level. The Forensics Team, The Talk Hawks, has won many top awards and competitions throughout the year. The Journalism and Media Studies Program's publications, including The Express newspaper, Naked Magazine, and the Havik Journal of Arts and Literature (a collaboration with the English Department) have also won accolades and top awards.
 - Some programs have begun to recover their enrollment losses, and a few have even grown, including Art History, Art, and Film Studies.
 - Programs are tirelessly endeavoring to respond to State mandates, such as AB705 and AB1705, working in collaboration with various campus departments and administration.
 - Faculty are highly involved with Shared Governance, often serving in leadership roles.
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Program Specific Notes (Alphabetically by program)

American Sign Language

- Equal participation by students is strengthened by new ways of communication (online chats and discussions).
- Online and Zoom environments seem to be even more effective than in-person for sign language specifically, because of the mute function on Zoom and some use of Canvas features.
- Students express satisfaction with the online classes specifically.
- ASL Tutoring was offered in the Tutorial Center for Fall 2021.

Art and Art History

- All courses strongly support the college mission, especially the equity principles, and attract lifelong learners.
- Migration back to in-person classes went well.
- Online experience from the pandemic contributed to better Canvas skills and use of new technologies.
- The new technology in the art studio contributed to a better learning environment.
- The Art History department's new non-Western Art course was offered.
- Both programs have experienced enrollment growth and increased in their number of full-time students.

Communication Studies

- Made progress for equity (students and faculty) by offering a CMST 1 section to Umoja students, and another to Veterans, hosting a workshop for Pedrozzi Scholars Middle school program, and completing all teaching evaluations of part-time faculty.
- Participated in most competitions virtually, and in-person for Nationals.

- Successfully offered general educational courses so that students can transfer to CSUs and meet applicable associate degree requirements without disruption.
- In an effort to increase enrollment and access, offered Hybrid and late start courses.

Dance

- While facing FTEF constraints, the Dance instructor was able to accommodate more students beyond the maximum capacity of the one Dance section offered each semester.
- For equity work, the content of courses is grounded in diverse cultures, genders and backgrounds, and the delivery of content is geared toward different styles of learners.

English

- Successfully organized and hosted LPC's 2022 Literary Art Festival, which included an awards ceremony for the 42nd publication of the LPC's Havik (Journal of Arts & Literature). Students in Havik (English 19) produced collections of work that earned several awards including First Place Best of Show Trophy for the 2021 Inside Brilliance Publication. Festival was well attended with 457 guests.
- After holding an "Equity in Curriculum" all day planning session, plans are underway to increase DI student performance in English 1A and English 1AEX. Plans include using diagnostics to identify needs, embedding resources, and implementing a flipped (multi-modality) classroom. Accomplishments included communities of practice for both classes with shared assessment.
- Continues to work on Linguistic Justice and equity (following up a new Department Language Statement) within and outside of the college. There is regular assigned time in department meetings to discuss this work. Two English instructors facilitated a workshop on Linguistic justice for Puente statewide staff development. Instructors are in the process of writing a textbook about Next Level English.
- In support of the new Veterans' Learning Community, partnered with Communication Studies to offer an English 1A and CMST 1 course with aligned curriculum and student projects.
- Starting Spring 2022, expanded the English program to residents of the Federal Correctional Institute (Dublin, CA). An English department faculty member is also serving as the college's resident expert for faculty on how to offer and provide services to FCI's education department.
- In light of AB705 and AB1705, assessed and compared one-year English completion rates for English learners who started with English 104 (basic skills) in comparison to learners who began their English studies with English 1A. The department's findings were in agreement with the premise and purpose of this new legislation. Plans are in place to expand co-requisite English course offerings and to assess the outcomes and effectiveness of English 1AEX. Provided leadership for Math and Language Equity and Achievement Committee (MLEA).
- Met with the ESL department to align efforts to meet post-Covid needs, such as distance learners who may have been negatively impacted from lack of social learning and community. Plans are in place for future collaboration.
- Solicited and received approval to purchase a subscription to Hypothesis, a social annotation program, through Spring 2023. A new purchase request is underway in addition to ongoing professional development on adopting and expanding the use of Hypothesis across English and non-English courses. Collaborated with LPC librarians to integrate Hypothesis with JSTOR.
- Continued efforts beyond the classroom, including coordinating the RAW Center (in-person and online), starting a new monthly department newsletter, promoting The Spring Read, and maintaining a Read Diverse Books Board in the English Center (Bldg. 400).

The efforts also contribute to equity work by featuring/honoring authors of varying cultures, religions, and nationalities as well as transgender, neurodivergent, and disabled writers.

- Conducted intentional outreach to part-time faculty. Resulted in a monthly newsletter highlighting PT faculty in addition to providing holiday gift cards funded through full-time faculty donations.

English as a Second Language

- Expanded outreach efforts by securing funding for an ESL Outreach Faculty Lead, creating new marketing materials (banner, fliers, stickers), updating the ESL website, restarting in-person ESL assessments, establishing new community relationships (with tri-valley high schools and the Mariachi group), and re-launching the ESL Open House.
- Updated the ESL Handbook and curriculum.
- Completed level BELL books in LPC library.
- Launched registration workshops for continuing students.
- Implemented a Google form that allows students to submit questions on the college application and onboarding process. Resulted in an increase in Fall 2022 enrollments.
- As a result of student surveys, two evening sections of ESL courses are now being offered and most courses have returned to in-person offerings.
- The addition of non-credit courses, and the fact that these no longer have a cost for non-residents, has resulted in an increase in non-resident student enrollment.

Film Studies

- Students with Film Studies majors increased from 30 to 52; success and retention increased across interdisciplinary courses within the program. There is also an exciting increase in female students.
- Supported extra-curricular activities and events (Film Club, Film Fest). Sponsored and organized Las Po Film Festival which attracted many attendees outside of the college, including students from local high schools and other community members.
- Program map was completed for the major.
- Film Studies faculty actively participated in Guided Pathways / Success Team collaboration, outreach, student advising. Curriculum and faculty are equity - minded, culturally inclusive, and facilitate student and community engagement.

Graphic Design and Digital Media

- Faculty completed Hy-Flex training which led to more modalities offered. This was appreciated by students.
- More were courses offered online, including GDDM 3, History of Graphic Design which was offered as the program's first asynchronous course.
- Secured additional funding for capstone courses (GDDM 57 and 60) that were not offered for a while due to lack of available FTEF allocation.
- Successful outreach through summer camps for high school and middle school students helped attract students to GDDM.

Humanities

- Updated HUMN 3 course.
- Promoted HUMN 11 and 12 survey courses, as well as two film-focused courses using flyers, word of mouth, and outreach to counselors.
- Created new SLO assessments.
- Complete HUMN degree map for Guided Pathways.
- Webpage improvements are in progress.

Journalism and Media Studies

- Changed the name and updated the program, complete rebranding effort.
- Pathways finalized and mapped, Program Mapper Assessment is integrated into some classes, and the coordinator serves on a Success Team.
- Outreach has increased, including faculty staffing a table during Welcome Week, with the help of the A&H Outreach Specialist.
- Hosted a few mini conferences and one big regional conference which was a great learning, networking and outreach opportunity, especially due to ethical and non-racist underpinnings of this event.
- Participated in other conferences and competitions (due to memberships), and won many awards, including *Havik* winning a trophy when it was named Associated Collegiate Press Best of Show at the 2022 Long Beach Convention.
- Secured a CTE supported mentor to help with the publications designs which proved to be a successful resource..
- Will be inputting into the design for a new media space in the planned STEAM building, while also refurbishing the former radio studio and making it into a podcast and video production studio for the time being.

Music

- Hosted first Summer Jazz Camp and earned grant to host again in 2023.
- Successful IER funding for new Steinway Spirio R Piano, completing a 7-year project to become an "All-Steinway School." Hosted Gala to mark achievement and kick-off fundraising effort for maintaining the All-Steinway fleet and related needs.
- Recording Studio was completed and opened for students.
- Six new part-time faculty hired to replace unexpected full-time resignation.
- Return of live on-campus performances with an audience.
- Opened up certain classes to audit by community members as part of LPC's pilot project.
- Jackie Hill was hired as Performing Arts Operations Coordinator, a position that has been long advocated for and greatly needed to support facilities use and events.
- Keypad locks were funded and purchased through instructional equipment request process, providing easier access to practice rooms.
- Mus 19 (Studies in Music Composition) was offered HyFlex.

Philosophy

- Expanded the Philosophy 2 course outline to update ethics content to reflect more diverse traditions as well as traditions offering challenges to the main Western ethical theories. This addition to the course outline reflects a need for broader cultural literacy and emphasizes the importance of minority and intercultural traditions.
- More African American students enrolled in philosophy courses in 2020-2021. This increase in the number of African American students enrolled in philosophy courses remained stable in 2021-2022.
- Overall, more diverse students are enrolling in philosophy courses with an increase of 6% in overall minority population in Spring 2022.
- Course outlines for Philosophy 1 and Philosophy 4 will be updated, and all course outlines will be reviewed for equity and inclusion.

RAW Center and Smartshops

- RAW Center offered weekly tutoring (3 hrs/wk) in Black Cultural Resource Center (BCRC).
- New RAW Center and Smart Shop workshop coordinators were identified and on-boarded for '22-'23.
- Hosted Flex Day session promoting writing support, including RAW Center and English Smart Shop workshops.
- RAW data illustrates greater success rates and lowers Withdrawal rate for students that utilize RAW services.
- Paper drop-off has been highly valued by students.

Religious Studies

- Acquired a beautiful portable Labyrinth that could be used indoors or outdoors to provide excellent curricular support for RELS 1 class.
- Researching and developing a Mindfulness program as a goal for the RELS faculty sabbatical leave.
- Offered RELS 1 at the FCI Dublin Women's Prison as part of a collaboration between FCI Dublin and LPC. Partnered with Librarian Kali Rippel to provide instructional support within FCI guidelines for students' access to instructional support materials.
- Offered Women's Spirituality course twice last year, both online and face-to-face.
- Race and ethnicity data for RELS program has become fairly evenly distributed among Asian, Latino and Caucasian students. 80% of students fall in these three categories. This distribution encourages important dialogue around culture and belief. Approximately 70% of total race/ethnicity categories in RELS identify as not Caucasian.
- Enrollment in RELS increased slightly in Fall and Spring semester last year.

Spanish

- Participated in the Credit for Prior Service program.
- Provided LOTE (Language Other than English) tests.
- Discussed bringing back credit by examination for Spanish 1A, 1B, and worked on having a centralized place for Spanish assessment and LOTE.
- Full-time faculty member is studying Italian.

- Offered all classes with an honors component.
- Spanish for Spanish Speakers instructor implemented a process whereby students can redo their assignments to increase learning and motivation.
- Several students attributed skills gained in Spanish for Spanish Speakers classes as factors in their LPC and post-LPC success.
- Two students who participated in Spanish Immersion program completed Spanish 21.

Theater Arts

- Enrolled third cohort of the Actors Conservatory.
- Returned to summer musical production in Summer 2021.
- Updated curriculum and degrees/certificates to increase productivity.
- Reestablished partnership with City of Pleasanton for the Technical Theater Program.
- Coordinated with Health Center to offer Chill and Chat and private counseling for students in the Mertes Center

Section B: Challenges and Needs

Overarching Themes: Challenges/Needs

- Arts & Humanities programs have facilities challenges, and often do not have the dedicated spaces that they need. This also includes lack of storage, ongoing maintenance issues, and outdated or insufficient facilities.
- Budgets have not been adjusted for inflation, salary increases, loss of revenue, and growth of programs. Some programs do not even have any operating budgets at all. Budgets are not responsive to real-time changes that happen.
- Programs face many staffing challenges. Programs are asking for dedicated counselors, increase in number of and/or replacement of classified professionals and faculty due to retirements and resignations. Several programs have a position for which they would like to see an increase in the FTE, and many CTE programs mentioned the excellence of the Outreach Specialist and desire to have one that is not split between Divisions.
- Many disciplines have no or insufficient reassign time; even with reassign time, the workload burden can be heavy on one-person full-time faculty programs or very large programs. Programs are asking for increased reassign time. Some do not have any, including those coordinated by part-time faculty members. There is often new work or just overwhelming amounts of work for faculty that causes exhaustion. The pandemic and changes in scheduling and growth in possible modalities have made the work exponentially more challenging.
- Decreases in FTEF have challenged many programs' ability to provide all their offerings needed to enable students to move through their full sequence and complete their degrees or certificates.
- Low enrollment has resulted in many class cancellations which means students cannot get through their courses and faculty have inconsistent work, particularly part-time faculty. This does not enable the smooth pathway for students.
- Student demand related to courses (e.g., which courses, modality of offering, day/time of offering, etc.) is hard to predict and track.

- It has been very challenging to fill in-person classes due to student preference for online courses. Yet, many programs have better success rates in-person.
- Several disciplines noted that the significantly lower number of and success rates for African American students has continued in their programs.
- Many disciplines highlighted their frustration with the SLO process and need for help. Some mentioned needing individual help, others mentioned accessing the data was challenging, some noted not all their faculty are entering data because it's so challenging and time consuming. The faculty feel they lack time and expertise to do the process, and some are very frustrated because the requirements continually change.
- Several programs noted that they saw decreases in success and retention rates that they needed to address. Many specifically mentioned higher withdrawal rates.
- Although programs collaborate interdepartmentally, some of the challenges raised call for even more collaboration and mutual understanding.
- State mandates, such as AB705 and AB1705, are very challenging to implement, and responding to the constant changes is a burden.

Program Specific Notes (Alphabetically by program)

American Sign Language

- All classes are online, but it seems to work well, even better than in-person. There is a clear preference for online mode of instruction.
- Faculty feel there is a misrepresentation/mis advertisement of ASL classes for the students by counselors as an “easy” language option. (Side note: I highly encourage the ASL chair/coordinator to speak with the General Counseling Office. It is not part of the counseling practice to share personal thoughts on the level of difficulty for any course. ASL classes are 3 units in comparison to other LPC language courses, which are 5 units. Counselors often explain what a course unit means in terms of class time and average study time. Perhaps students are interpreting that to mean that ASL is an “easy” language route.)
- Would like to continue offering tutoring, across all ASL levels, in the Tutorial Center.

Art and Art History

- There is limited access to educational resources on non-Western art.
- Gallery program is expected, but there is no support for it; it depends on volunteer work by the faculty member.

Communication Studies

- Students should take more in-person classes, but they tend to over-enroll in online courses.
- Shortage in staffing and funding for the Forensics program, including a long un-filled Instructional Assistant position.
- Difficult to maintain enrollment.
- Would like to increase CMST degree-specific course offerings to support the increase in CMST major declarations.
- Difficult to find the right balance in course offerings between CMST 1 and CMST 10 to meet transfer and degree requirements.

- Still need more budget to allow more students to participate in Forensics competitions that include travel; requested in prior program review.

Dance

- Student demand for Dance courses is not being met. Limited FTEF resulting in one course offering per semester. In attempts to accommodate more students, the one section is filled beyond the course capacity, and this makes it hard to teach in the space. Students have been turned away.
- SLO assessments were not entered by the prior Dance instructor.

English

- Exploring ways to support students who would have assessed into Basic Skills courses and the faculty who instruct them. There is a concern with lower success rates due to AB705. Department is in need of a community of practice including special guest speakers, faculty training, and exchanging new articles and research including best practices for teaching and learning across multi-modalities (e.g., HyFlex). This effort requires funding to pay faculty and time.
- In dire need to hire more FT faculty and instructional assistants. Department is losing 2 FT faculty to retirement and was ranked 8th for one replacement in the Faculty Hiring and Prioritization process.
- Students are required to be full-time to receive maximum financial aid benefits. This can be a barrier to balancing course load for students who may need extra support post-AB705/AB1705.
- Retention rates are down 25% in English 1A courses and success rates are at a historical low. Changes made in light of AB705 have been less favorable for Black and Latinx students. The department is in need of more funding to provide expanded support (e.g., more RAW Center hours, co-requisites courses) to students who may have been placed into Basic Skills courses previously.
- Need to replicate the support model for Puente for all students. Puente students achieve higher rates of success in first year English courses.
- FTEF was cut for 2022-2023 and is anticipated to be reduced further for the upcoming academic year. Enrollment is down due to the pandemic; however, the department is hoping it will recover as pandemic eases and will need FTEF restored.

English as a Second Language

- Need a dedicated ESL counselor. This is an equity issue.
- Still facing large-scale attrition of ESL students due to many factors. At least one of the factors is not enough evening offerings; evening classes would provide access to more students. Another factor is the challenge of online learning for ESL students.
- Still lacking mega-assessment event which was previously very successful in helping students get registered and on-boarded.
- COVID vaccine upload, closing of Assessment Center during key ESL assessment time frames (e.g., registration periods), and overall challenging application process (e.g., how to retrieve their W number) created barriers for ESL students. Need to bring back application workshops solely dedicated to potential ESL students.
- In need of a college bootcamp and student ambassadors for ESL students who are attending college for the first time.
- Requiring non-credit students to reapply each semester has created a barrier for ESL students. The department would like to see this requirement removed.
- The move to low-cost textbooks has created a strain on ESL curriculum.
- Facing low-enrollment in advanced-level courses.

- Having to respond and adapt to constant changes to assessment mandates from the State has created a challenge to the department.

Film Studies

- Lack of reassign time for program coordination, including Student Learning Outcomes planning and assessment is still an issue.
- Seeking resources to support lower-cost texts without compromising program standards. There is a concern that labeling courses by “price” will negatively affect enrollment distribution.
- Requesting more time, training and support for SLOs, including eLumen and interdisciplinary program coordination and assessment.

Graphic Design and Digital Media

- Very low enrollments, possibly because of the challenge of getting students to return to more in-person classes. Enrollment was high when it was all online.
- Not enough FTEF to offer all courses successfully, have to offer more introductory courses due to lack of funding and fear of cancellation of advanced courses due to low enrollment. As a result, students can't complete the program and transfer in a timely manner or must enroll in courses earlier than planned or risk not being able to get them later.
- Must rely on additional funding for the advanced courses - need a more stable FTEF allocation.
- Would like more data to see why so few students complete while many declare the degree - most likely the lack of advanced courses offered on a regular basis.
- Cross-listing is utilized to increase student access but is not a good solution to keep/offer the advanced courses since instructor's attention is split among multiple courses, particularly when in HyFlex format.
- Need a full color laser printer to have within the classroom.
- Need a dedicated Outreach Specialist for Arts and Humanities. Current Outreach Specialist works beyond A&H.

Humanities

- Due to the challenges created by online instruction, it has been hard to find time for curriculum development, program and course promotion, and SLO work.
- Hard to balance having enough offerings with lowered FTEF.
- Trying to improve withdrawal rates.
- Only one full-time faculty, so additional reassign time would help with coordination workload.
- Would like to use OER books to lower costs but need time to find appropriate readings/materials. Would like to purchase course sets of textbooks so courses aren't disadvantaged by not being LTC/ZTC.
- Lower success rates in online courses.

Journalism and Media Studies

- Need funding for costs of publications, conferences, website maintenance, institutional memberships and more.
- Low enrollment and resulting course cancellations are an issue.
- The facilities are scattered across campus, which makes it very difficult to use during classes.
- Need more reassigned time/human resources to keep up having the same program success.

- Completing the program review and other requirements with only one full-time faculty member is onerous; the workload is challenging to manage.

Music

- Main challenge is replacing full-time Vocal Faculty member who resigned last year.
- Facilities issues in Building 4000: sound issues with HVAC in Recording Studio, Keyboard Lab not ADA compliant, electrical fan noise in Choir Room, lack of storage space, lack of workspace for adjunct faculty.
- IA for Recording Studio needed.
- Help needed for campus promotion of arts.
- Computers in lab, office, and practice rooms are overdue in 5-year update cycle. Software needs to be up to date as well.
- Keyboards in lab are 12 years old and need to be replaced.
- FTEF constraints limit offering Piano Pedagogy courses.

Philosophy

- Saw a brief increase in enrollment of students over 50 years old, but this increase was not sustained by Spring 2022.
- The philosophy program missed its program set standard by 4% in the current program review cycle. This appears to be due to success rates in Philosophy 1, and to a lesser extent, Philosophy 6. The program has specific plans to improve success rates in these courses.
- Survey feedback and enrollment trends indicate that students prefer taking philosophy courses in an online, asynchronous format. In response, the philosophy department will be sure to offer more online sections to meet students' needs and will continue to monitor enrollment trends and course modality preferences.
- Phil 2 revised course outline keeps the CSU CID requirements that the course focus primarily on core Western Civilization ideas, but also includes the expectation for representation of other theories that are more diverse culturally and geographically.

RAW Center and Smartshops

- Lack of consistent funding for Smart Shops.
- Personnel Action Form (PAF) pre-approval policy poses a barrier to consistency and flexibility of faculty staffing workshops and RAW Center. Last minute schedule changes/cancellations may deter students.

Religious Studies

- Declining enrollment in RELS courses continues to be a concern.
- Most RELS courses are offered online because that is student demand. However, this limits opportunities for face-to-face classes and deeper engagement with students.
- The portable Labyrinth needs a tarp.
- In 20/21-year, gender distribution was a bit more balanced at 48% female and 52% male. However, in 21/22 AY, there were 63% female and 38% male in Fall and 67% female/33%male in Spring.

- RELS program primarily offers RELS 1 due to declining enrollment. Just recently offered RELS 3 so both courses are now being assessed. Other RELS courses will not be assessed until June 2023 since they have not been offered in the last 3 years.

Spanish

- Cancellations due to low enrollment, and face-to-face enrollment was low. Need for space to advertise programs and assistance with marketing.
- Spanish 2A/2B only taught every other semester, which creates equity issues for students trying to complete their Spanish pathway.
- Lack of dedicated rooms makes it difficult to keep class sets of dictionaries and other materials.
- Department does not have a budget. This is an ongoing issue.
- Concern regarding counseling students out of taking Spanish classes and satisfying language requirements without taking the classes. There is value to Spanish speakers in taking Spanish courses, such as Spanish for Spanish Speakers.

Theater Arts

- Enrollment numbers are still down from pre-pandemic levels but making some progress. Audience numbers are down as well, decreasing revenue.
- Personnel costs have increased with inflation, increasing production costs of plays/musicals. The same is true for materials and supplies. The department budget has not been updated to reflect these changes in 4+ years.
- Storage continues to be an issue.
- Collaborative Pianist position is underpaid.
- Need for the Mertens Center Performing Arts Operations Specialist position to be full-time to retain employee and support facility management and outreach/rental potential.

Section C: 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. Many faculty in the Division have received training in Hyflex and are offering courses, but need ongoing support, professional development, and time. Work with VP to identify what type of ongoing support and training may be provided. Perhaps a Community of Practice could be developed if not already in place.

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

1. Work with new LPC based Marketing Director to support various marketing requests, help increase enrollment, create instructional videos related to important issues (e.g., AB705/1705), and so on.
2. Provide faculty greater support using eLumen, one-on-one assistance for those who need it. Many faculty stated they struggled with their SLO work, as well as running reports for Program Review for the SLO section. One suggestion was that the SLO reports could be generated for the faculty with data packets like what is done for Program Review data by Institutional Research.

Commented [1]: This isn't super important but I just wondered what else falls under "and so on." The first two items listed seem obvious for a marketing director, while the third (instructional videos? For what audience? Does this mean "informational videos"?). So maybe either that item could be clarified or the "and so on" could be changed to "and complete other tasks meant to achieve x" or something that clarifies the role of marketing. I hope that makes sense! --Karin

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

1. Many programs have insufficient or unstable budgets for their related programs and services. Examples are seen for the Forensics team, campus publications (e.g., The Express, Havik, Naked Magazine), RAW Center and Smart Shops, Spanish, Theater Arts (e.g., loss of revenue and inflation). We need to find ways to create ongoing budgets, as well as review in a real way during budget development process to determine modifications that are needed to sustain department activities at the same level or to grow.
2. Working to improve student success outcomes and retention for DI populations.
3. Programs need to continue to advocate for increased FTEF to meet student demand and/or certificate/degree completion (e.g., Dance, GDDM). They will have to show improved enrollments as well, so need assistance to promote and grow their programs, and identify issues and barriers and how to overcome those.
4. Several programs noted that while they support lowering textbook costs, the push to do so can also have a negative impact on programs who may not always be able to meet the ZTC or LTC thresholds. As the FLMS Program Review states, "We fear that the "commodification" of course listings, while being well-intentioned, will lead students to choose courses solely on these criteria, therefore leading to lower enrollments, which is something we hope to avoid." This concern was echoed in various Program Reviews and merits more campus discussion.
5. Need for sufficient reassign time for program coordination and/or greater support for small departments with only one or few full-time faculty members, as well as those with only part-time coordinator.
6. Overwhelming workload is not only resolved with reassign. It's also about looking at the work that is required and if any can be reduced or simplified (Program Review and SLO work). Faculty regularly discuss how this impacts their mental health and well-being.
7. More students are enrolling in online courses, but lower success rates. We need to continue to work to get students back to campus and to provide classes and services that will make that worthwhile.

8. Need for dedicated spaces for various programs, storage, new facilities, more maintenance.

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. Follow-up with the Tutoring Center for continued ASL tutoring.
2. Follow-up with General Counseling about helping students understand while 3 units does indicate lower weekly hour requirements, the language is still complex and challenging as with learning all languages. Perhaps the ASL faculty can present as a Counseling Department meeting.
3. Limit enrollment cap for Dance to ensure safe learning environment and/or strategize to utilize other space to accommodate full cap.
4. Spanish department could request a classroom set of dictionaries through the IER process. Dean can work on seeking a budget for the upcoming fiscal year during the budget development process, as well as explore the need for locking cabinets in Room 1052 or 1051.

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

1. Address staffing challenges - advocate for replacement of full-time faculty positions (Vocal Music, English), and increase in Performing Arts Operations Specialist FTE to full-time, replace Photography Lab Technician, continue to advocate for increased hours for English IA.
2. Music and Theater have significant need for equipment, software purchase and/or updating. This requires budget and staffing that is already stretched thin. There are also storage and maintenance/facility concerns (4226, HVAC sound in recording studio).

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

1. Address staffing challenges - advocate for replacement of full-time faculty positions, grow number of English IA positions, get back CMST IA position, re-assess pay rate of Collaborative pianist, increase budget for needed contractors (e.g., Performing Arts), etc.
2. Journalism and Media Studies will need the STEAM Building solution, so their program is not spread across campus.