

Arts & Humanities

Reader Division Summary Draft 2024-2025

Readers Assigned - <i>see font color</i> <ul style="list-style-type: none">• Jared Howard• Amy Mattern (Dean)• John Rosen• Bhairav Singh	Programs Read <i>Each Reader: Please identify the programs you have completed reading</i> <ul style="list-style-type: none">• American Sign Language• Art & Art History• Communication Studies• Dance• English• English as a Second Language• Film Studies• French• Graphic Design & Digital Media• Humanities• Interior Design• Journalism and Media Studies• Music• Photography• Philosophy• Religious Studies• Spanish• Theater Arts
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The goal for this reading document is to prepare to meet with the Deans for identifying Division priorities and completing the Division Summary.

PRC team members are responsible to set up the Division Summary Meetings with the Dean in January – by November 29th

Send the finalized MS Word document to Karin Spirn and your assigned Dean by January 24th at 5:00 pm.

There are five (5) sections to the reading form – please make sure all are completed prior to meeting with the Deans

- A. Accomplishments (page 1)
- B. Challenges (page 2)
- C. Other observations not captured elsewhere (page 3)
- D. Priorities (pages 3 - 4)
- E. Evidence for future accreditation cycles – if you find something (pages 4-5)
 - a. (Part E is not part of the final division summary)

This document is shared – you don't need to repeat items that are already listed

Section A: Accomplishments & Notable Items

Overarching Themes for Accomplishments/Notable

- A&H has many unique programs that bring publicity for the college and build the college's reputation in the community.
- Many departments completed curriculum updates.
- Many programs have established campus (e.g. learning communities) and community partnerships.
- Several disciplines noted increased enrollment, as well as increased productivity.
- Many programs noted increased student success rates, several achieving success above the program and/or college set standard.
- Many programs have received national and even international awards.
- Programs have developed or are planning to develop new certificates.
- Programs are spending significant time and effort in fundraising.
- Many programs are finally seeing significant revival and recovery from the COVID-19 pandemic.
- Many programs are undertaking significant marketing and outreach efforts to promote their programs, including hosting events, summer programs, information sessions, resource fairs, and workshops.
- Some programs have seen a growing number of majors, as well as more students participating in clubs and other departmental functions.
- Several disciplines are offering students flexibility through a variety of modalities, although some are looking to streamline offerings to avoid student confusion and address disproportionate success rates.
- Several programs discussed their integration of new technologies and equipment, as well as efforts to secure new and/or renovated spaces. Several will be part of the new STEAM Complex.

Program Specific Notes (List them alphabetically by program)

Art & Art History

- Data shows a slight increase in student enrollment; Student demand appears high – full classes with wait lists, especially for Art History classes.
- Students are producing high quality artwork.

Communication Studies

- 10% increase in section enrollments; in-person course enrollments have begun to rebound; Courses consistently have waitlists, and the program is regularly asked to add courses after registration has begun.
- Offered an Umoja class.
- Offered a CMST 1 for the Veterans Program cohort.
- Most successful Forensics team in the history of the program!
- Hosted Speech Performance night in Fall and Spring semesters.
- Hosted a homeschool speech and debate tournament for middle school through high school students.
- Hosted a college Speech and Debate tournament.
- Raised over \$13,000 to support travel for the Forensics Team.

Dance

- Brought back the Spring Dance Concert, which included over 20 pieces.
- Student enrollment and success rates are climbing.
- Working with students on starting a Dance Club.
- Due to faculty's advocacy, allocated additional FTEF to begin offering one more class in the upcoming year. Advocating for continued growth beyond that.

English

- Rise in student success rates – and surpassed program-set standard – for first time since implementation of AB705 (2019).
- Implemented support class (ENG/NENG 115/215) to help better comply with AB1705.
- The program continues to practice and promote Linguistic Justice at the program, college, and statewide level. Faculty member Michelle Gonzales serves as a Linguistic Justice Faculty trainer for the statewide Puente program.

- Added a new learning community, Movement API.
- *Havik 2023* received multiple awards, including a Best in Show at the national journalism conference.
- Hosted another successful Literary Arts Festival.
- Continued work on AB705 and AB1705 done and led by the AB705 rep and the Math Language Equity and Achievement Committee (MLEA) chair, which included curriculum development, outreach, research, and multiple collaborations.
- The program has done in-depth and meaningful SLO work – piloting their own method.

English as a Second Language

- 5 new non-credit classes, 1 new credit class, and 3 new certificates. Curriculum updates done for 15 courses.
- Successful outreach, including Open House (invited local high schools and adult schools), new local partnerships (Livermore Learns, Livermore ELAC), and Registration Workshops for continuing students, leading to large growths in enrollments at every level.
- The new A&H Outreach Specialist, Lilibeth Mata Juarez, has been an innovative force for the department.

Film Studies

- 50+ declared majors in the program, and consistent transfers to well-reputed film schools and UCs.
- Strong enrollments and success rates in the core courses for the major.
- Hosted several events each semester, and there are two active student clubs (Film Club and Filmmakers Association)
- Two new courses, FLMS 5 and 7, passed through curriculum.
- Strong diversity in terms of students' ethnic backgrounds.
- Focus on inclusion and accessibility in the core courses and club, including adopting OER textbooks in at least one course.

French

- Continued work on the Canvas course for French 1A/1B (used in place of a textbook) and on project-based assessment (used in place of exams).

Graphic Design & Digital Media

- Updated most (if not all) curriculum.
- Worked with the ARTS department to update ARTS 24 to include 3D modelling. Working on a GDDM 3D animation course with the goal of a new certificate/degree.
- Highest enrollment average in years. Hyflex option has helped.

Humanities

- Continued high productivity and success rates (81%) well above the LPC set standard and college-wide success rate.
- Continued enrollment growth.
- Due to being given more sections, hired another part-time faculty member who is reviving one of their least taught courses.
- Increase in success rates for Latinx and Filipino students, and steady for Asian American and White students.

Journalism and Media Studies

- Student success rates (80%) continue to exceed the college average – this holds true across most demographic categories as well as with different modalities.
- Two new courses, JAMS 12 and 23, approved by Curriculum Committee for Credit for Prior Learning/Credit-by-Portfolio, and both are part of the pathway for the program's certificate and two degrees.
- Enrollment is steady and increasing as of late.
- Three students graduated with JAMS degrees/certificates, which is a healthy number.
- The program (its students and publications, *The Express* and *Naked Magazine*) earned an impressive number of awards and accolades at regional, state, and national/international journalism competitions.
- Faculty member/Classified Professional Marcus Thompson received numerous awards/accolades for his work as a sports journalist.
- The program purchased new photography equipment and new equipment for the podcast studio.
- The Journalism club continues to thrive.
- Program faculty offered the program's second summer camp to high school students, as well offering workshops on media to fourth grade students.
- The program has made further progress adopting low-cost and zero-cost textbooks for its courses.

Music

- More declared music majors (50 in applied music).
- Increased enrollment in MUS 8A.
- Well-attended concerts (Dave Eshelman, McCoy Mrubata, Julie Ford, Sara Gazarek, and others, Command Performance Concert).
- Updated Piano Lab (4226) with new Clavinovas, as well as other technology updates (Yamaha listening system, iMacs, etc.).
- Music festivals / successful at competitions (CA Jazz Championships, Tri-Valley Solo and Ensemble Festival, Aiden Smith at MACCC Conference Composition Competition)

- Created Piano Technology pilot course via community education – 23 students enrolled; now state-approved CTE course, only one of its kind west of Rockies.
- In collaboration with the Livermore Jazz Society, host monthly jazz session off campus at Longevity Winery to engage the community.
- Hosted events on campus -
 - Vocal Jazz Academy (hosting 100 high school singers)
 - Jazz Camp (60 High school and middle school students for one week)
 - “Be a Music Major for a Day”
- Faculty participated in professional associations and hosted flex day sessions.
- Offering MUS 6 in summer has been successful in helping students succeed in MUS 8A.
- Updated curriculum to update certificates.

Philosophy

- Updated curriculum with emphasis on diversity/inclusion, including PHIL 1 and PHIL 4.
 - Chosen textbooks to include examples that are multicultural
 - Revised Final projects where students can choose based on concerns from diverse student populations
- Very high productivity and head-count ratings for courses (highest in several years).
- Increased service to older adult learners.
- Completed evaluation of PSLO based on 3-year planning cycle and plans to continue to evaluate.

Religious Studies

- Increase in student enrollment for both RELS 1 and RELS 3.
- New curriculum Approved for Fall 2024 – MIND 15: Introduction to Mindfulness (offered in Fall 2024) with solid enrollment numbers.
- Fast Track RELS courses have seen solid enrollment.
- Obtained a Labyrinth to be used for students in Religious Studies.

Spanish

- Updated curriculum for SPAN 1A, 1B, 2A, 2B and deactivation of SPAN 29 (plans to re-submit SPAN 29 for 2 units – travel study experience).
- Decrease in unit values for SPAN 21 and 22 to match C-ID.
- Spanish degrees/certificates have program maps.

- Faculty have continued to engage in Persistence Project activities and have been active in support equity goals (including taking on late add students and updating class to help ensure success for late add students).
- Incorporating student feedback in classroom practices.
- Participation in the Global Engagement Task Force to create a Travel/Study program at LPC.
- Participation in the A&H Expo and ESL Open House.
- New Part-time faculty hire for SPAN 1A.
- Strong collaboration with adjunct professor on curriculum and textbook.

Theater Arts

- Through partnership with City of Pleasanton and a class in which students design and build sets for children's shows, presented *Curious George and the Golden Meatball*
- Actor's Conservatory Las Positas College (ACLPC) had its 5th cohort and the program filled for the first time with 20 students.
- Increase in overall success rates (7% increase).

Section B: Challenges and Needs

Overarching Themes for Challenges/Needs

- A&H's unique and specialized programs are under-resourced and need sufficient support/resources to not only continue, but to grow. These are real value add for the college. The insufficient funding, as well as the loss of the critical Bookstore revenue, poses serious threats to these programs.
- Having sufficient faculty and FTEF to offer enough courses to meet student demand, in addition to needing additional classified professional support.
- Offering more in-person classes due to better student learning and success outcomes.
- Changes in legislation, AB705/1705, UC-CSU GE Pattern, and Common Course numbering present many challenges.
- Adding additional classes late is challenging, so need ways to better anticipate student demand and plan accordingly sooner.
- Many programs are needing a dedicated or improved space, as well as storage, equipment, and the ability to create community.
- Concerns over not having a physical Bookstore any longer, students not having quick access to materials.
- Many discussed struggles with eLumen, as well as difficulty understanding and using their data to implement actions.

- In several disciplines, they found need for more work on equity and inclusivity, including finding equity gaps that were at times exacerbated by class modality.
- Several programs do not have a full-time faculty member, which means either a faculty member from another program is running two programs (Humanities and Film Studies) or there is a part-time faculty coordinator who has limited time and support.
- Higher attrition in online courses.

Program Specific Notes (List them alphabetically by program)

Art & Art History

- Concern about the implications of the new CSU-UC transfer requirements for the Art program, since studio art courses will not count in the same way they have for the current separate UC and CSU GE patterns.
- They feel that the programs could benefit from offering more courses – specifically in Art History – to meet student demand.

Communication Studies

- The most significant barriers relate to budget/funds for the program and, in particular, the Forensics Team. Continuing to work with the business office to develop a smoother process for the use and distribution of Forensics Team budget. There are challenges working with the Foundation: They don't receive balance statements or notifications when donations are made.
- The Forensics Team budget has not increased in over 15 years – the main source of funding had been the campus bookstore (which is no longer on campus). The program has spent considerable time fundraising – which takes time away from teaching and coaching.
- The budget for the Forensics Team is narrowly defined in terms of how it is spent, which negatively impacts students (e.g. when it comes to obtaining the required attire and/or food). They suggest loosening how the budget can be used and/or increasing the budget to meet student basic needs.
- More than half of the program's courses are taught by part-time faculty. Students can go through the program without ever having met with a full-time instructor.
- The closing of the on-campus bookstore negatively impacts students in the program, who relied on its readily available supplies.
- The program is expecting a significant enrollment increase in CMST 1 as a result of the new CSU-UC gen ed pattern; the program will need another full-time faculty to handle the increased demand, and to ensure that some of the sections can be offered in-person.
- Curriculum: The program will need to update curriculum for CMST 1 per state revisions; and the program needs to get CMST 46 approved as an Oral Communication course by the state.
- 59% of faculty entered their SLO data – seeks to improve on that.

Dance

- Limited FTEF – which limits the program’s ability to offer diverse class options in different genres of dance (especially in non-Western/Eurocentric styles); course offerings are also cross-listing introductory and intermediate courses, which negatively impacts students looking for growth in dance.
- Not having enough FTEF to offer DANC 6, which would provide class time to help plan the Spring Dance Concert, which was a challenge.
- The program is run by a part-time faculty member, which makes completing SLO tasks difficult.

English

- Student success in online classes continues to lag behind success rates in face-to-face classes – although the equity gap has narrowed in the past few years. The program seeks to narrow the modality options to those that are most effective for student learning.
- ClassWeb limits the program’s ability to communicate course offerings effectively to students.
- State mandates continue to be a challenge – most recently the change to common course numbering is creating additional curriculum work.
- Need more full-time faculty (lost 4.5 in the last two years).
- Need more instructional assistants after losing two. The remaining two assistants are overwhelmed.
- Need more support for the Literary Arts Festival (classified support discontinued in 2023).
- African American and Black students face equity gaps in online courses. This gap could be bridged by better connecting online students to learning supports, and by offering more face-to-face sections at optimal times for students.

English as a Second Language

- Lost FTEF due to past enrollment struggles, and although program is rebounding they have not gotten sufficient FTEF back to meet demand.
- One of the full-time faculty members is on reduced load, ideally should have one more full-time faculty member.
- CCC application is a challenge for students, and non-credit students must reapply each semester.
- More underprepared students, some of whom might be better served in adult school but do not want to attend there.
- AB 705 and assessment limitations imposed by State (i.e. the prior assessment tool LPC used is no longer State approved).
- Late start classes produced better enrollment (though 16-week calendar may fix this?).

Film Studies

- Major is still somewhat male-dominated, working to engage female and non-binary students.

- Coordinator, who also coordinates the Humanities program, is overstretched.

French

- Not being able to offer upper level French (2A/2B) limits the program and possibility of a certificate, as well as impacting students in the Global Studies program.

Graphic Design & Digital Media

- Not able to offer certain capstone (portfolio) classes as often as would be ideal, making it difficult for students to follow the program map. Some students finish their degree elsewhere as a result.
- Classroom space is an issue, and even with the new STEAM building, the program may need a second classroom.
- Not having sufficient enrollment in advanced courses which requires cross-listing of many courses.

Humanities

- Stagnant or downward trend in success rates for Multiethnic and African American students.
- Needing to dedicate time to better understanding SLOs, eLumen, and assessment.
- Reducing equity gaps.

Journalism and Media Studies

- Funding needed for printing, maintaining websites, conferences – especially in light of rising printing costs and decreasing advertising revenue.
- Time: As a small program, it is challenging to find the time to meet the many program needs.
- The distance between the media lab and the podcast studio is problematic, but they hope this will be resolved when the 600 building is remodeled to accommodate the program.

Music

- Cal-GETC changes that could negatively impact enrollment in Music GE courses.
- Higher demand for MUS 38 courses than what is available for FTEF allotment (this meant decrease in FTEF for GE Music courses)
 - Need for increase in FTEF (request for 10 CAH)

- Need for additional MUS 21A section
- MUS 25 and 27 (to be offered more often than once every 2 years)
- Need to hire collaborative pianist full-time instead of part-time
- They will request two full-time positions, Collaborative Pianist and Instructional Assistant.
- 100 F hours for studio mentor is not sufficient based on demand.
- Instructional Assistant needed for Music Technology (similar to structure at Chabot College).
- Lab Space insufficient
 - Room 4226 only holds 20 students, while demand would support 30
 - Permanent dedicated space for Piano Technology program is needed
 - Storage space
- 30 iPads needed for piano lab instead of full computers.
- Sound isolation issues in the recording studio.
- Dedicated vans to transport students.
- General Fund support for maintenance of instruments.
- Lack of diversity in our student population and ADA compliance issues with space.
- Not having a dedicated SLO coordinator has made it difficult for PT instructors to complete SLO assessments (eLumen is a challenging tool to utilize as well).

Philosophy

- Cal-GETC removal of the Intro to Logic course for GE credit may decrease overall enrollment in Phil courses (primarily Logic course) - potentially a 30% drop in enrollment.
- Disproportionate performance based on categories of race-ethnicity.
- IR Data disaggregated by course was not available in IR packet.
- Program-set standards were not met. Possible explanations include student exhaustion, conflicting priorities, mental health challenges, and other obstacles to their learning; large increase in the number of logic courses offered which contain mathematics and logic content (success rates for this course are often closer to math classes than humanities classes).
- Running reports and finding information for PSLO's was challenging.

Religious Studies

- Enrollment continues to be a challenge which has reduced the number of RELS courses offered (particularly during discipline faculty's sabbatical leave).

- Enrollment has fluctuated year-to-year
- In-person RELS 1 has not been offered post-Covid (due to lack of enrollment). Not offering in-person has likely been a factor in lower success rates for RELS courses.
- Student interest in courses other than RELS 1 has been “disappointing.”
- Attrition rates in fast track courses has been high.
- Decrease in FTEF does not allow flexibility in offering a variety of courses.
- Financial Aid fraud enrollment issues resulted in a significant number of drops in RELS 1 course.

Spanish

- No students have completed the SPAN 21, 22, 23 Spanish for Spanish speakers program, potentially due to low enrollment and SPAN 23 never having been taught.
- Low enrollment impacting the ability to continue to offer Spanish for Spanish speaker courses.
- Enrollment challenges and cancellations of courses.
- Cancellation of SPAN 1B course due to loss of adjunct instructor for fall 23.
- Not enough FTEF to offer SPAN 2A and SPAN 2B every semester, limiting students' ability to continuously take SPAN each semester.
 - Also unable to offer a Spanish conversation course
- Changes with the Cal-GETC may impact enrollment.
- Location to post information/announcements (and/or banners) about World Languages is needed.
- Having a world language classroom (dedicated space for world language classes).
- Most students are either Latino or White, which raises concerns about low numbers from other ethnicity groups.
- Equity issue – Spanish textbook is very expensive.

Theater Arts

- Financial reserve is needed due to increased costs because of inflation (contractors, operating funds).
- Need for clerical support.
- Need to upgrade equipment to support student engagement as a lot of gear is at the end of its lifespan – updates needed to light boards, sound gear, video equipment.
- Time to hold meetings, trainings, etc. - scheduling is difficult with the overlap in responsibilities.

- Submissions for PSLO data (reminding faculty members to submit SLO data) - difficulty with eLumen.

Section C: Anything else? Other important observations not otherwise captured (e.g., key writer observations, plans, etc.)

Other Observations

- Art/Art History
 - Ceramics courses will be deactivated because there was insufficient funding for the new STEAM Building to include a ceramics facility at this time.
 - The SLO section was vague and unclear; it doesn't appear that much was done or is being done here; it concludes that equity "is alive and well" in the programs because the student population is diverse. This seems like a good opportunity to provide more training/support around interpreting and utilizing SLO data and/or other ways to assess and address equity within a department.
- Communication Studies
 - The expected jump in enrollment for CMST 1 course and overall growth of program necessitates hiring of another full-time faculty member.
 - In addition to curriculum updates and deactivations, need to review program map to ensure complies with new GE patterns.
- Dance
 - The SLO data review showed demographics that are majority female and white, with a small growth in male students. The coordinator feels a wider range of offerings and more outreach on her part would continue to grow and diversify the program.
- English
 - Create online 115/215 support class and increase marketing overall for the support classes.
 - Increase student success by integrating instructional assistants into the online ENG 1A courses.
 - Continue use of Hypothesis annotation tool, which is showing increased usage by faculty and students.
 - Continue to evaluate RAW Center offerings to meet student needs and integrate classes with more MLA and library support.
- ESL
 - Find new textbooks.
 - Bring back Mega-assessment.
 - Reestablish evening program and oral communication branch.
 - Create a student ambassadors/mentors program.
 - Late start classes/would like to go back to 16-week schedule.

- Film Studies
 - Part-time professional responsibility hours to take work off coordinator.
 - Long term goal of AD-T and full-time faculty member.
 - Large classroom in STEAM building for film classes.
- French
 - Fine-tune Canvas course (used in place of textbook).
 - Offer an audit option for students who want to study past two semesters or ideally a non-credit course.
- Graphic Design & Digital Media
 - Developing a 2D animation course and 3D modeling and animation course, with a plan for a new certificate.
- Humanities
 - Updating curriculum.
 - Fostering an inclusive and collegial environment for part-time faculty.
 - Creating predictable schedule of course offerings.
- Music:
 - Purchase updated pianos, music technology equipment, and lighting for new recital space.
 - Ensuring having sufficient tutors for courses, especially embedded tutors.
 - Increase advertising to target populations to increase diversity of program.
- Philosophy
 - Plans to participate in the Arts and Humanities Expo.
 - Monitor changes based on demographics, enrollment based on CalGETC requirements, and success rates.
- Religious Studies
 - Plan to celebrate World Wide Labyrinth Day in May
 - Working to put through Curriculum, including Asian Religions course and a second mindfulness course
- Spanish
 - Intentions to integrate a no-cost or low-cost OER textbook for Spanish 1A – 2B (and potentially 21/22)
 - Desire to offer combined 2A/2B courses for both fall and spring instead each offered once per year.
 - Hopes to offer asynchronous SPAN 1A.
 - Research CCAP for high school students to take Spanish with an LPC instructor.
 - Work to ensure that courses do not conflict with other courses or programs (i.e. Puente, Middle College).
 - Integrating Spanish with the Puente program.
 - Offer SPAN 23 to allow students to complete the program.

- Creating a credit-by-exam for SPAN 1B.
- Offering a study-travel experience.
- Theater Arts
 - Continue to establish partnerships with local theater and performance companies.
 - Expand community engagement (theater workshop weekend).
 - Introduce a “Theater Talk” series after each production.
 - Theater productions to include world premiere of *Suenos* and *20th Century Icons Project*

Section D: Division Priorities

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)
 - Moving away from eLumen into the new Curricunet Meta system for SLO assessment will help with eLumen challenges.
- B. Interim (more work required but can be done within the academic year)
 - Continue working with the Business Office and Foundation to clarify and streamline processes and use of funds.
 - Address concerns with no longer having an on-campus Bookstore by providing other services on campus to meet students' needs.
 - Consider designated spaces for programs that are asking for that (e.g. Spanish).
 - Consider contractors or temporary supports for staffing shortages or not yet having staff (e.g. music recording technology).
 - Continue dialogues about potential impact on programs of the UC-CSU GE pattern (e.g. working with Accreditation Officer, Dean, Counselors, other colleagues).
- C. Structural process (longer-term work to be done to "resolve")
 - Loss of Bookstore revenue will deeply impact many programs in A&H. Replacement funding needs to be identified. In some cases, departments are actually in need for funding increase overall as the budget has stayed stagnant while the program has grown.
 - Need for additional resources and funds for many programs due to new programs, inflation, new space/equipment needs, personnel costs, etc.
 - Several programs discussed lower success rates in online courses, so this is an area that needs continued attention.
 - Identifying and addressing equity gaps, assisting faculty to better know and understand their data and how to implement interventions.
 - Insufficient FTEF constraining many programs.

- Need to hire both full-time faculty and classified professionals to serve both current and growing student population in many areas, as well as take on new programs.

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)
 - Address issue of French faculty coordinator not being able to run any reports in eLumen due to not being listed as discipline coordinator.
- B. Interim (more work required but can be done within the academic year)
 - Work with Spanish to designate a classroom and have materials up in the space
- C. Structural process (longer-term work to be done to "resolve")
 -

Section E: Evidence for Future Accreditation Cycles

To help prepare for future evidence gathering, please review the ACCJC themes below. **Only** identify programs where you see clear and compelling examples.

ACCJC Standard (key themes in each cycle)	Program Name	Section and page # where evidence is located
Equity work happening at the program level	English Spanish Film Studies (OER) JAMS Philosophy Humanities	p. 3, 5, 6, 7, 8, 9, 18 p. 3, 4, 12 p. 3, 4 p. 3 p. 3 p. 3, 4
Identifying how the work of the program supports the college mission	Humanities English and CMST Veterans class Spanish	p. 4-5

Use of SLOs in planning and updating course work	English	
Use of student feedback in planning and updating of program or course work	Spanish	p.4
Use of disaggregated data to make changes in courses or programs	English Humanities Dance, Philosophy Music	