Division/Area: Arts and Humanities

Dean/Administrator: Stuart McElderry, Dean

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Programs Included:

Art/Art History	Mass Communications
Communication Studies	Music
Dance	Photography
English	Reading and Writing (RAW) Center
English as a Second Language	Religious Studies
Graphic Design & Digital Media	Theater Arts
Humanities/Philosophy	
Interior Design	

I. Executive Summary (Optional): Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, plans and obstacles to success. Your summary should be no longer than 500 words in length.

The overarching theme for the Arts and Humanities is achieving much with little, but for how long? The many programs of this division have accomplished a great deal in the past year; they have developed new courses, certificates, and degrees; they have dutifully and energetically responded to a host of new directives and mandates from the state; they have won awards and proudly represented the college in a variety of ways; they have served the educational needs of – and helped make dreams come true for – some of the most vulnerable students in our community; and they have opened the minds and touched the hearts of countless individuals in myriad ways particular to the arts and humanities. But they have done so with limited financial, human, physical, and technological resources. And this ultimately is the deep concern that repeats throughout this division's program reviews: that the moment is fast approaching – it is perhaps already here – when the Arts and Humanities at Las Positas College arrive at a point of crisis beyond which there are two paths, one that leads up and one that leads down. To take the path up will require the college and the district to invest additional resources; it will also require the disciplines to strengthen or to establish partnerships with outside entities, to secure grants, and/or to innovate in ways that leverage the new funding model. It will also require that college planners avoid succumbing to the illusion that there exists a third path, a middle path that goes neither up nor down. There is no such path; this is the path down in disguise. And its danger is its appeal. It looks easy; it requires no difficult decisions, no extra effort, no big changes or commitments. But it isn't real. It leads to decline. The division faculty know this. And their program reviews urge the college to assist them with the hard work of climbing through the crisis so they can lead their students to new heights of educational and professional achievement and life enrichment.

II. Recommendations: Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

1. **Increase the number of full- and part-time faculty and staff**. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching, learning support, and student support services. [A1. Address the educational needs of a diverse student population and global workforce; A2. Support existing and new programs; A4. Address the needs of basic skills students; A6. Focus on workforce readiness; A8. Expand tutoring services] C. Supportive Organizational Resources: Ensure excellence in student learning by . . . providing appropriate staffing levels).*

   - More FTEF allocation to growing programs, programs that show strong potential for growth, and to those programs facing new demands as a result of external factors.
   - More reassigned time for coordination of programs that demonstrate need.
   - More support staff to programs that demonstrate need.

2. **Increase professional development funds and opportunities for full- and part-time faculty**. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching,. . . D: Organizational Effectiveness: Ensure excellence in student learning by . . . fostering professional development [D3. Expand professional development; D4. Provide opportunities for personnel to help each other with professional development.]). College Planning Priorities: Professional Development: Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.*

3. **Develop facilities to match program need and potential for growth**. (*Educational Master Plan, C. Supportive Organizational Resources: Ensure excellence in student learning by . . . expanding or updating facilities.*)

4. **Purchase and adequately maintain instructional equipment**. (*Educational Master Plan, C. Supportive Organizational Resources: Ensure excellence in student learning by . . . meeting evolving technology needs.*)

5. **Secure and stabilize funding streams for the RAW Center and Theater Arts productions**. (*Educational Master Plan, A: Educational Excellence: Ensure excellence in student learning by providing quality teaching, learning support, and student support services. [A1. Address the educational needs of a diverse student population and global workforce; A2. Support existing and new programs; A4. Address the needs of basic skills students; A6. Focus on workforce readiness; A8. Expand tutoring services] C. Supportive Organizational Resources: Ensure excellence in student learning by strengthening fiscal stability . . .). College Planning Priorities: Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.*

III. Program Review Themes by Category

Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Review Updates, please write "Not Applicable."

a. Community Relationships and Partnerships
Such as outreach, recruitment, internships, industry collaborations.

> **Themes**: Notable efforts and outcomes for a few programs but more can and needs to be done.

> **Accomplishments**: In the Art Department, students participated in Livermore Art Walk, the department continued its partnership with the Bothwell Arts Center; program faculty and the dean also met with Pleasanton School District officials, toured sites, and gauged community interest in a potential ceramics course. Communication Studies spent the past year working on hosting a national college forensics tournament in Reno; the discipline also continues to host high school and collegiate speech tournaments on campus. In English, faculty members collaborated with peers from DeAnza College and Foothill College in efforts to globalize the curriculum. The ESL Department worked with local adult schools, public libraries, and the Mid-Alameda County Consortium to inform community about ESL options and pathways. The Mass Communications program hosted the very successful Press Pass outreach conference on campus for area high school students; Radio Las Positas made several outreach efforts at local high schools. In Music, jazz combos performed regularly at Swirl on the Square in downtown Livermore, ensembles performed in festivals and events, vocal groups went on toured and performed at Tri-Valley high schools; the Music department also used CTE funds to produce a sizzle video for web-based outreach and recruitment; additionally, a member of the Music faculty sits on the Board of the Livermore Cultural Arts Council.

> **Challenges:** Art/Art History desires finding ways to use the gallery space in ways that promote community interaction and collaboration – this would tie in with the program's new course in Museum & Gallery techniques; Communication Studies wants to generate more community members to serve as judges and sponsors in the speech tournaments that it hosts. Both Music and Theater Arts request additional financial support and/or staffing as necessary to maintain let alone increase efforts to build community relationship and partnerships. Theater Arts in particular needs this help to resume its summer musical series (suspended for 2019) which has attracted hundreds of local residents to campus every year.

b. Curriculum Committee Items
Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.

> **Themes:** Programs in the Arts and Humanities Division developed many new courses, updated a host of existing ones, and expanded DE offerings into new areas. Some disciplines also added degrees and/or certificates.

> **Accomplishments:** Art History created an AA-T degree (effective Fall 2019) and added new non-western courses to its offerings; Communication Studies developed the program's first online courses (to be offered Fall 2019); Dance created a modern/contemporary course; English added World Literature to the list of courses in its AA-T degree offerings and added 1AEX, a 4-unit expanded version

of the standard 1A, to accommodate the requirements of AB 705; ESL updated outlines for nine courses and developed non-credit mirrored sections to accommodate the needs of its many non-degree-seeking students; Graphic Design & Digital Media (GDDM) officially changed its name from VCOM, created a Digital Illustration certificate, and updated courses to align with articulation requirements and industry standards; Humanities added three new courses to increase major prep articulation and expand general education offerings; Interior Design updated curriculum and revised its Certificate of Achievement; Mass Communications updated all of its curriculum; Music created new certificate programs in Film Scoring and Jazz Studies; and Theater Arts added its first DE course.

Challenges: Responding to AB 705 requirements, English and ESL faculty worked hard to find ways to comply with the legislation in ways that made sense pedagogically, philosophically, and fiscally. Funding (FTEF) for ESL's non-credit classes remains limited which will prevent the program from fully developing non-credit ESL to its potential.

c. Enrollment Management
Changes to section offerings, such as adding/removing sections or increasing/lowering class size.

Themes: Arts and Humanities disciplines have established - or demonstrated the potential to establish – program excellence in both transfer and CTE areas. However, without additional FTEF increases (for both teaching and reassigned time) sustaining these efforts will be difficult if not impossible.

Accomplishments: Several A&H programs report increases in enrollments and productivity (WSCH/FTEF) – Art, Dance, ESL (daytime), Mass Communications, Music – which they attribute to strategic scheduling, outreach, and/or improved facilities. Other programs, such as Theater, report lower headcounts but increased productivity. Interior Design added a fourth section in Spring 2019 – the program has not been this big in years – in response to increased enrollments and student interest.

Challenges: The greatest challenge for the Arts & Humanities disciplines is sustaining program health, or enabling program growth, in an era of new state mandates (AB 705, for example), industry expectations, and student pathway (certificates and degrees) needs with limited FTEF for teaching and/or reassigned time. English, for example, will likely require additional FTEF to staff its new 1AEX courses; ESL will need additional FTEF in response to AB 705 and in order to offer newly-created non-credit curriculum. GDDM requests more FTEF to offer courses – especially introductory classes, such as Illustrator, and more advanced courses, such as Portfolio – with greater frequency in light of industry expectations and certificate programs; additional FTEF would also enable a GDDM summer program. Music and Theater Arts need additional FTEF, and/or more creative discipline-planning strategies (such as enrolling over cap in large courses to offset lowered enrollment in advanced classes), to offer a sufficient number of both general education sections and certificate- and degree-oriented specialty classes (such as Applied Lessons in Music). Some programs concerned about decreasing enrollments – Humanities/Philosophy – are considering scheduling adjustments (online, day, evening sections) to increase student access to address the concern.

d. External Factors
Such as state/accreditation mandates or advisory board directives.

Themes: AB 705, transfer requirements, and industry trends among several external factors buffeting the Arts and Humanities division. External factors are also addressed in several other areas of this report.

Accomplishments: English has accomplished the establishment of multiple measures placement and the development of new curriculum (English 1AEX) to comply with AB 705 mandates. Music began in Fall 2018 to offer its Applied Lessons (Music 38) courses which are required for the AA and AA-T degrees. Interior Design – continued healthy real estate market has meant high demand for interior designers.

Challenges: securing sufficient institutional support (funds, facilities, equipment, FTEF) to enable programs such as English, the RAW Center, and Music to comply with state, accreditation, or industry requirements, or to enable a program like Interior Design to grow in response to economic trends.

e. Facilities, Supplies, and Equipment
Purchasing or upgrading

Themes: The Arts and Humanities disciplines need more space – general classrooms and, in particular, more specialized space (computer labs and studios) – in order to provide students high-quality learning opportunities that match transfer and industry standards. Additionally, several A & H programs have stated need for updated instructional technology in order to keep pace with educational and industry standards.

Accomplishments: The opening of Building 1000, and the rooms dedicated to Arts and Humanities and several of the division's specific programs, has helped ease some of the competition for general classroom space. Art expanded into Room 502 so that it could offer classes at the same time and so that it could begin to develop open studio hours for students. Dance reported improved space for classes as a result of lecture classes being relocated from Room 4127. The program also received RAC approval for a Marley floor.   Mass Communications benefitted from new computers in Media Lab; Radio Las Positas improved its streaming quality with purchase of new equipment;

Challenges: The opening of the new classroom building has not addressed all of the need, particularly those programs – Art, CMST, Dance, GDDM, Interior Design, Mass Communications, Music, Photography, and Theater – which require more specific types of facilities. Art needs access to storage space in 501 from room 502, and access to a sink, in order for that room to become a functioning studio. Art needs additional space on campus – whether new construction or repurposed facilities – for a ceramics and sculpture studios. Communication Studies is requesting expanded laboratory space and improved technologies for visual aids/presentations. Dance needs additional storage space in Building 4000 and room for students in Dance 6 to rehearse in small groups. Interior Design needs a dedicated teaching/laboratory space (including computer and drafting lab and a faculty office). The program currently shares space with Middle College and Horticulture and this limits what the program can do, in terms of student presentation boards, and storage of materials. The Theater Arts program desperately needs additional storage space for props, scenery, and an outdoor truss to be used in future amphitheater performances. In addition to several new instruments (bassoon, upright bass, celesta, percussion instruments), Music needs a recording studio, sound isolated booths, and tracking rooms for Commercial Music and improved acoustic space for Vocal Music. The Piano Pedagogy program is also impacted by the small teaching space in 4226. Music also needs the problem with humidity and heat in Building 4000 to be resolved as this ongoing problem continues to plague the piano fleet. In general, the need for a dedicated Arts building – and the concomitant renovation of

Building 4000 – is more imperative than ever. The RAW Center needs more space to serve the increasing number of students expected not only as the campus grows but as a result of AB 705.

f. Financial/Budgetary
Program budgets or special funding.

Themes: Arts and Humanities disciplines require more funding to meet student needs, state and industry mandates, and desired levels of excellence.

Accomplishments: CTE Grants have proven to be enormously helpful to several of the Arts and Humanities programs. The BSSOT grant and Basic Skills funds have helped fund programs like the RAW Center and the Smartshop series.

Challenges: Art/Art History will need additional funds to hire gallery sitters as part of the department's efforts to create a curatorial studies component to its program; CMST reports that the forensics team was unable to attend a tournament outside of its region due to budgetary constraints. CMST also requests that its co-curricular budget be increased to its previous amount of $19,400.   BSSOT grant has ended which will place added financial strain on Basic Skills. Music and other programs (see Enrollment Management section) request more FTEF and/or reassigned time. There is also a general request for more professional development money, and travel funds for programs to attend festivals. The RAW Center has relied on funds from the BSSOT grant (now ended) and Basic Skills which means that each year it needs to drum up enough funds to operate at a level that best serves students. Theater Arts requests an increase in General Fund budget to support productions; Theater Arts also requests a funding mechanism, like a small non-profit structure, to support the summer production. Without more funds, productions will continue to be more difficult to run.

g. Human Resources
Hiring and staffing needs.

Themes: Staffing needs to increase and stabilize. A&H programs cite specific need for more full-time and part-time faculty, more classified support staff, and more reassigned time for program coordinators.

Accomplishments: New Full-time faculty hired in Art History and ESL. Full-time sabbatical replacement instructor hired in Communication Studies. Music hired 10 part-time instructors to teach Applied Lessons. Staffing shortfalls (stage technician, house manager) have been covered by using part-time, on-call hourly staff.

Challenges: Additional full-time faculty, instructional assistants, accompanists, and other classified professional help are requested throughout the division. English needs another full-time faculty member and two more instructional assistants to help students succeed in 1A and 1AEX, per AB 705 requirements that the institution maximize the likelihood of students passing transfer-level English in one year; Interior Design, currently staffed by two part-time instructors, should soon hire a full-time instructor. Art needs to add more quality part-time faculty, particularly teachers skilled in drawing who can also teach it effectively.   CMST has requested a replacement full-time faculty member and forensics co-coordinator who retired at the end of spring 2018. Music has long requested a full-time

piano accompanist and the need – as yet unmet - has only increased. Theater Arts requests a new, full-time stage technician, a performing arts center coordinator, a costume lab technician, and a new (replacement) full-time faculty member. Certain disciplines (Humanities/Philosophy and Music, for example) are also requesting additional or new reassigned time for coordinators.

h. Learning Support
Services provided to support student learning, such as tutoring and library support.

Themes: English and ESL continue to support students beyond the classroom.

Accomplishments: The English and ESL departments managed and staffed the RAW Center – which serves any student who needs help reading and writing regardless of which class(es) they are enrolled in – and organized the Smartshop workshop series. Additionally, English is home to two learning communities, Puente and Umoja, which continue to serve students seeking a cohort-based educational experience. Mass Communications created a mentor program to help students in design, social media, and production and distribution of *The Express* newspaper. The Music program created the "LPC Music Student Handbook" which guides students to a successful completion to the music degree or certificate of their choice. Music has also developed student tutors – both paid and volunteer – who help students in the Tutorial Center.

Challenges: With the advent of AB 705, English and ESL need expanded tutoring support which may include embedded tutoring in the courses. The RAW Center needs more stable financial support and expanded physical space to grow in a way that matches student demand and substantially impacts student success. ESL is interested in created a learning community for its students.

i. LPC Collaborations
Collaborative projects bringing together different programs/areas within LPC.

Themes: Arts and Humanities programs collaborated with each other and with disciplines in other divisions a variety of ways to enhance curriculum, solve problems, and promote student learning opportunities.

Accomplishments: Reading Apprenticeship program (BSSOT-funded); AB 705 planning saw English and ESL collaborate with Math to share strategies for addressing the state mandate. MSCM and Photo cross-listed a course in photojournalism; *Havik* expanded to include non-fiction/academic essays with along with creative writing; the English program spearheaded the development of Global Studies which includes other programs on campus; Dance and music collaborated for a Halloween jazz concert which included ballet students. ESL has worked closely with the Library to provide training sessions for its students, and with the International Students Program.

Challenges: Largely not applicable although English mentioned difficulty recruiting STEM faculty into the Reading Apprenticeship cohort.

j. LPC Planning Priorities
Available here: https://goo.gl/LU99m1

> **Themes**: Curriculum, Tutoring Services, and Professional Development

> **Accomplishments**: See sections of this report that address curriculum, learning support, and professional development.

> **Challenges**: See sections of this report that address curriculum, learning support, and professional development.

k. Pedagogy/Teaching Methods
The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.

> Themes: Student success through quality teaching and learning.

> Accomplishments: English faculty conducted surveys of students in composition classes concerning the Art of Feedback and shared results with faculty from English and other disciplines at Spring 2018 Flex Day and BSSOT workshops. Mass Communications students continue to win awards for their work in regional, state, and international journalism competition.

> Challenges: Communication Studies reports that with larger class sizes in CMST 1, it is proving difficult to cover all the material due to the number of speeches each student is expected to perform during the semester. Some programs discuss improving DE courses to improve success rates and/or to align with OEI standards.

l. Professional Development
Activities and resources to enhance employee knowledge and skills.

> Themes: Professional development is needed and desired but resources are too limited.

> Accomplishments: Many faculty, in a variety of disciplines, attended professional conferences and participated in a variety of on-campus professional development activities.

> Challenges: Faculty need more institutional support (increase in professional development travel funds) to attend conferences; Part-time faculty need more professional development support and opportunities; English requests more funding for professional development related to AB 705.

m. Services to Students
Non-instructional services provided to students. Not limited to Student Services programs/areas.

> Themes: Events and activities outside the classroom.

Accomplishments: The English Department's ongoing commitment to the Puente and Umoja learning communities – which included organizing field trips to four-year colleges and universities and various social events on campus – represented a significant non-instructional service to students; ESL hosted an enhanced orientation/assessment event for new ESL students; the Music program helped some of its students find music-industry jobs; Theater Arts productions offered students an on-campus entertainment option.

Challenges: Not applicable

n. SLOs/SAO Process
The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc., as applicable).

Themes: The ongoing search for consistent and meaningful assessments; are new initiatives, mandates, and frameworks pushing SLOs to the back-burner?

Accomplishments: English is developing a formal and transparent SLO process and working on norming and consistent assessments across sections taught by different instructors.   Communication Studies is working on streamlining the SLO process.

Challenges: Difficulty in training part-time faculty in how to assess and record SLOs; some programs finding it difficult to derive meaning from limited data. Perhaps the most significant challenge is and will continue to be maintaining progress/focus on SLOs in an era of new initiatives, mandates, and frameworks: AB 705, Guided Pathways, Vision for Success, and Student Centered Funding Formula.

o. Technology Use
How technology is used to instruct/serve students or for other college functions.

Themes: Updated and expanded technology use throughout the division.

Accomplishments: More DE courses added to division programs – Theater, Religious Studies, Communication Studies, for example; industry-standard software, purchased by Strong Workforce grant, was added to computers in Music Tech Lab; disciplines are using web-based technology – such as Lacuna Stories in English – and updating program web-pages. Additionally, TutorTrac was added to the RAW Center. Mass Communications reported a significant increase in submissions to *Havik* due to its use of Submittable software.

Challenges: English notes that Banner is insufficient for accommodating curriculum updates related to AB 705. Communication Studies requires portable technology for visual aids. There are still several disciplines who need to update or create program webpages. GDDM needs new computers for Room 714, Wacom tablets, and printers, and has requested these items through the Instructional Equipment process.