### School of Social Sciences and Arts School Plan 2014-15

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mission</strong></td>
<td>The School of Social Sciences and Arts, through the commitment and dedication of faculty and staff, provides students with educational opportunities in visual and performing arts, digital media, social sciences, history, political science, business administration and economics. The School provides prescribed pathways to achieve educational goals in transfer, certificate and degree completion, workforce preparation and career advancement. Additionally, the School provides students with a safe platform for personal expression through performing, critical thinking, problem solving and engaging in active learning. By translating theory into practice, students learn personal and professional skills, which enable them to become informed and ethically responsible citizens in a complex global world.</td>
</tr>
<tr>
<td><strong>2. Alignment to college-wide goal</strong></td>
<td>The School of Social Sciences and Arts continues to be enthusiastically committed to the district’s goals of Student Success, Equity, Community and Resources. Through dialogue, curriculum development and scheduling and learning outcomes assessment, the School is focused on providing students with prescribed pathways to completion of degrees, certificates and attainment of educational goals. All departments and disciplines in the School have adopted or are in the process of adopting the state ADT degrees. ADT degrees that have been adopted or are in the process of adoption are: history, political science, social science, sociology, psychology, music, studio art, art history, business administration, economics, and currently working at the state level to finish anthropology, philosophy, film, dance and theater. Faculty work directly with the dean to offer courses in a variety of delivery modes to address the needs of our diverse student population and community. Courses are offered at the Pacific Coast Campus, online, hybrid, face-to-face, morning, afternoon and evenings and on Saturdays. By offering a variety of delivery modes along with our student-centered scheduling strategies, we are providing access to students and thereby contributing to equity and community. Identifying resources is an on-going activity for the School. Departments have worked together to identify resource needs as indicated in the individual department plans. Those resources will continue to be evaluated as different funding sources become available.</td>
</tr>
<tr>
<td><strong>3. How does School support Dept/Program goals?</strong></td>
<td>The Dean of the School and department heads meet several times a semester to discuss issues of instruction, enrollment, staffing, resources, assessment, curriculum and more. This group meeting and individual meetings with each department head allow an opportunity for the Dean to respond immediately to department head, faculty and classified staff needs. It also allows for a collegial discussion regarding collaborations within the School and provides a platform to prioritize resources and hiring. The School provides access to resources and provides operational support to each department. The Dean and staff act as a bridge to management and the administration and also assist by responding to faculty and students to support student success. Additionally, the Dean and department heads work collaboratively to identify staffing needs. We are happy to report that as of the beginning of this academic year, administrative clerical support needs have been met. The School office consists of a Dean, two</td>
</tr>
</tbody>
</table>
Academic Administrative Assistants and four Administrative Assistants to support the department heads and faculty.

We still have needs in several other areas with regard to staffing that will be addressed later in this document.

<table>
<thead>
<tr>
<th>4. Summary of Access, Efficiency and Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the 2013-2014 academic year, the total unduplicated enrollment for the School of Social Sciences and Arts was 18,733 (which was over half of the enrollment for the college as a whole) with an annual total amount of 44,879. Our success rates as a division are holding steady near the college average with 64%, while the retention rates are high at an average of 84% over the past two years.</td>
</tr>
<tr>
<td>From Fall 2010 to Spring 2013 the total number of degree and certificate completions for the School was 983. That number is increasing with 533 awards last year and 505 total awards 2012-2013.</td>
</tr>
<tr>
<td>A further breakdown of the awards is as follows:</td>
</tr>
</tbody>
</table>

**All Awards, including Certificates less than 18 units, are counted.**
*Source: Chancellor’s Office DataMart - [http://datamart.cccco.edu/Outcomes/Program_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)*
<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
<th>Program Type</th>
<th>Total 2012-2013</th>
<th>Total 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences &amp; Arts</td>
<td>Business Administration &amp; Economics</td>
<td>Accounting</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Administration</td>
<td>72</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and Commerce,</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Management</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Business and</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing and Distribution</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Real Estate</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Business Administration &amp; Economics</td>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>226</strong></td>
</tr>
<tr>
<td>History &amp; Political Science</td>
<td>History</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Commercial Music</td>
<td></td>
<td><strong>179</strong></td>
<td><strong>69</strong></td>
</tr>
<tr>
<td></td>
<td>Dramatic Arts</td>
<td></td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>184</strong></td>
<td><strong>78</strong></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Psychology, General</td>
<td></td>
<td>28</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Social Sciences, General</td>
<td></td>
<td>60</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>104</strong></td>
<td><strong>168</strong></td>
</tr>
<tr>
<td>Visual &amp; Media Arts</td>
<td>Applied Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Photography</td>
<td></td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Department</td>
<td>Program Type</td>
<td>Award Type</td>
<td>Annual 2011-2012</td>
<td>Annual 2012-2013</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Business Administration &amp; Economics</td>
<td>Accounting</td>
<td>Associate of Arts (A.A.) degree</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>Certificate requiring 18 to &lt; 30 semester units</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>Certificate requiring 6 to &lt; 18 semester units</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
<td>Associate in Science for Transfer (A.S.-T) Degree</td>
<td>56</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
<td>Associate of Arts (A.A.) degree</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
<td>Certificate requiring 18 to &lt; 30 semester units</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Business and Commerce, General</td>
<td>Associate of Arts (A.A.) degree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Business and Commerce, General</td>
<td>Certificate requiring 18 to &lt;</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Below are the awards broken down by department, program and award type:
<table>
<thead>
<tr>
<th>Department</th>
<th>Program Type</th>
<th>Award Type</th>
<th>Annual 2011-2012</th>
<th>Annual 2012-2013</th>
<th>Annual 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Political Science</td>
<td>History</td>
<td>Associate in Arts for Transfer (A.A.-T) Degree</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Political Science</td>
<td>Associate in Arts for Transfer (A.A.-T) Degree</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Commerce, General
30 semester units

Business and Commerce, General
Certificate requiring 6 to < 18 semester units

Business Management
Associate of Arts (A.A.) degree

Business Management
Certificate requiring 30 to < 60 semester units

International Business and Trade
Associate of Arts (A.A.) degree

International Business and Trade
Certificate requiring 18 to < 30 semester units

International Business and Trade
Certificate requiring 30 to < 60 semester units

Marketing and Distribution
Associate of Arts (A.A.) degree

Marketing and Distribution
Certificate requiring 30 to < 60 semester units

Real Estate
Associate of Arts (A.A.) degree

Real Estate
Certificate requiring 30 to < 60 semester units

Real Estate
Certificate requiring 6 to < 18 semester units

School of Social Sciences and Arts Plan 2014-15
p. 5, 12/1/2014
<table>
<thead>
<tr>
<th>Department</th>
<th>Program Type</th>
<th>Award Type</th>
<th>Annual 2011-2012</th>
<th>Annual 2012-2013</th>
<th>Annual 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>Commercial Music</td>
<td>Associate of Arts (A.A.) degree</td>
<td>3</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Commercial Music</td>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>4</td>
<td>68</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Commercial Music</td>
<td>Certificate requiring 6 to &lt; 18 semester units</td>
<td>22</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>Associate of Arts (A.A.) degree</td>
<td></td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>Certificate requiring 18 to &lt; 30 semester units</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>Associate of Arts (A.A.) degree</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Psychology, General</td>
<td>Associate in Arts for Transfer (A.A.-T) Degree</td>
<td>11</td>
<td>28</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Social Sciences, General</td>
<td>Associate of Arts (A.A.) degree</td>
<td>26</td>
<td>60</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td>Associate in Arts for Transfer (A.A.-T) Degree</td>
<td>5</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Visual &amp; Media Arts</td>
<td>Applied Design</td>
<td>Associate of Arts (A.A.)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Type</td>
<td>Units Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Photography</td>
<td>Associate of Science (A.S.) degree</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Photography</td>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Associate of Arts (A.A.) degree</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcast Journalism</td>
<td>Associate of Arts (A.A.) degree</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcast Journalism</td>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Graphics and Digital Imagery</td>
<td>Associate of Arts (A.A.) degree</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Studies</td>
<td>Associate of Arts (A.A.) degree</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts, General</td>
<td>Associate of Arts (A.A.) degree</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia</td>
<td>Certificate requiring 18 to &lt; 30 semester units</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting and Drawing</td>
<td>Associate of Arts (A.A.) degree</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>Associate of Arts (A.A.) degree</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television (including combined TV/Film/Video)</td>
<td>Associate of Arts (A.A.) degree</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television (including combined TV/Film/Video)</td>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This presents a grand total of the following:
### Associate Degrees

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degrees</td>
<td>173</td>
</tr>
<tr>
<td>Associate Degrees for Transfer (ADT)</td>
<td>234</td>
</tr>
<tr>
<td>Certificates 30 to 60 Units</td>
<td>75</td>
</tr>
<tr>
<td>Certificates 18 to 30 Units</td>
<td>25</td>
</tr>
<tr>
<td>Certificates 6 to 18 Units</td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL AWARDS FOR 2012-2013</strong></td>
<td><strong>533</strong></td>
</tr>
</tbody>
</table>

* The numbers above indicate those students who have earned a certificate or degree, although they do not reflect students who complete courses but transfer before earning an award. This is an immediate concern the school wishes to address. This number is significant in the Visual and Performing Arts where students are encouraged to begin building portfolios upon entering Long Beach City College and often will transfer into a private arts school or other program at a nearby university. This also aligns with the Academic State Senate’s recently passed resolution at their plenary session to Broaden the Definitions of Success and Completion.

With regard to Career Technical programs, this number also does not reflect those students who do not finish a program but are hired immediately into the workplace. As a school, we need to develop a mechanism whereby we can more completely track these students as part of our overall data collection.

### Summary of Enrollment Management Efforts, Issues, Strategies

As stated above, the enrollment for the School was 44,879 for the 2013-2014 academic year. The WSCH to FTEF was 610 (Fall 2012, Fall 2013) and with the high enrollment, indicate that the School is serving a significant number of students, and at a time, when we were cutting back sections. We anticipate that number rising this academic year as we are continuing to add sections and increase student access overall. We continue to schedule course offerings at both campuses with an increase at the Pacific Coast Campus. It will become increasingly challenging to offer high demand classes at optimal times due to a room shortage. Rooms that accommodate 80 to 120 students are minimal. Some faculty would love to increase the room size, when possible, to provide more students access during those optimal times. It is our hope that by implementing Schedule 25, this will help identify available spaces for optimal utilization. We will also continue to offer combination sections of more than one level with some of our lab and activity courses thereby increasing access and efficiency.

### Evidence of Academic

The quality of courses in the School of Social Sciences and Arts is at an all time high. The faculty have been diligent in keeping courses compliant with Title 5 and Student Learning Outcomes Assessment. The faculty work very hard in
<table>
<thead>
<tr>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>reviewing courses on a regular basis in conjunction with program review.</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLO) assessment continues to be at an all time high in the division. We are proud to report that 100% of our courses and programs have SLO’s. We are further proud to report that roughly 98% of those course SLO’s have assessment tasks and 88% of program level SLO’s have assessment tasks. SLO assessment is running on a continuous cycle and each area is at a different level. Overall, we are satisfactory, but have a long way to go in a 100% completion rate of a full cycle of assessment in each course. We are making a commitment to achieving higher assessment rates across the division.</td>
</tr>
<tr>
<td>We are constantly revising courses and course offerings to meet the changing needs of our students. For example, Art and Music have added sections to meet the needs of student success. We are increasing our overall rewards which indicates increased student success. With this increased number of awards, we have more students entering four-year universities and earning degrees. We are further happy to report that many of those students go on to earn advanced degrees. In addition, our areas continue to receive VTEA funds and other grants to develop and continue our academic quality.</td>
</tr>
<tr>
<td>This past year, we hired eleven new full time faculty members. We are committed and dedicated to professional development and this is further indicated in this document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Identify programs/activities requiring attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and staff and have worked extremely hard this year to work through our challenges from last year. We have done an amazing job with this, but are still faced with areas needing attention.</td>
</tr>
<tr>
<td>Faculty hires, staffing, facility issues and equipment needs continue to present challenges to programs. While, as a division, we were able to hire eleven full time faculty last year, we are still in great need of replacing retirements and laid off positions. The requested positions will be presented later in this document.</td>
</tr>
<tr>
<td>With the reorganization of departments and divisions, the names of the school changed slightly. The School of Social Sciences and Arts became the new name for the division. This name does not recognize the inclusion of Business Administration and Economics. It has become increasingly difficult for students to find the business programs on the college website and by calling in to the school. We would like to recommend a name change for the division to include Business Administration and Economics. Something to the effect of: ‘School of Social Sciences, Business and Arts.’</td>
</tr>
<tr>
<td>A number of positions have been eliminated over the last few years by either retirements or lay-offs. While we have hired faculty and staff, a number of areas exist with insufficient faculty and staff. For example, the Applied Design program is in great need of instructional support as is the Music area. We have more position requests that can be found later in this document. We are continuing to add sections, recruit majors and write curriculum</td>
</tr>
</tbody>
</table>
| 8. | Curriculum & Instruction: Emerging needs | Faculty in the School of Social Sciences and Arts have done a tremendous job of adopting the state ADT degrees due to SB 1440. We now have or will have soon, transfer degrees in most of our programs. Also, the Visual and Media Arts department are continuing to work on new Digital Media program and courses. Faculty in Photography, Art, Digital Media, Computer Graphics, Film and Audio have come together to comprise a program where students can gain diverse skills and enter the workplace. Our new Digital Media Arts course has been very popular this semester.

The History faculty have reactivated Mexican American History and Asian American History. The Music faculty are continuing to expand the jazz courses, including vocal jazz, and have them included in the ADT. The Art faculty have been working on revising art history courses to reflect pre-columbian to modern art in the present.

Another emerging need is the Music program and the implementation of the ‘academic’ Music courses in the area of Jazz Studies. This will enable us to be able to offer a more comprehensive transfer degree for students wishing to major in Jazz Studies, Music Education or Performance. |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Issues and Concerns regarding Curriculum and Instruction</td>
<td>While faculty have worked diligently to review, revise and write new curriculum, sometimes, the curriculum process has been a road block to completion and implementation. The extended deadlines have helped, but we really need to work with the curriculum committee on revising our processes and modes of communication. The school is excited at the prospect of bringing on CurricUNET and feels this would solve many of our issues. Additionally, the school would like to implement a mechanism to track students who complete certificates. Where they go after they leave LBCC and feedback from them after they obtain employment would be very helpful in us continuing to review curriculum.</td>
</tr>
<tr>
<td>10.</td>
<td>Full-time faculty staffing priorities</td>
<td>Although the division identified thirteen needed full time faculty positions, seven presentations were made to the Hiring Priorities Committee on the positions below this fall and we are hopeful that all of the positions will be approved for funding. Those positions in alphabetical order are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ceramics</td>
</tr>
</tbody>
</table>
- Dance
- Business Administration
- Drawing and Painting
- Vocal Jazz
- Theater - Technical
- Accounting

The other positions were not presented as there were compliance issues with the applications.

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Visual and Media Arts</td>
<td>13</td>
<td>49</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>History and Political Science</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>Business Administration and Economics</td>
<td>10</td>
<td>16</td>
</tr>
</tbody>
</table>
In every department, we have had to hire more adjunct faculty to fulfill the need to add sections. While we are doing the best we can in this regard, it is putting a strain on substitute availability and our full time faculty. While we have hired faculty positions this year and have more on the list for next year, we still need to continue to replace retirements and positions lost in years past.

12. Classified hiring needs/priorities

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>Visual and Media Arts</td>
<td>12</td>
<td>54</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>14</td>
<td>61</td>
</tr>
<tr>
<td>History and Political Science</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Business Administration and Economics</td>
<td>10</td>
<td>21</td>
</tr>
</tbody>
</table>

*The following positions are NOT in prioritized order*

**PT Ceramic Instructinal Lab Associate** - This position is crucial to provide students essential access to facilities necessary for completing their course work and maintain safety. In addition, some of this work has been performed by the fulltime faculty member in ceramics. He has gone above and beyond what has been required of him. As he retires and we replace his position, it is crucial for the department and students to have this instructional lab associate in place.

**PT Jewelry Instructional Lab Associate** - This position will provide greater studio access for students to complete assignments and create conditions for excellence. Student evaluations have indicated the primary problem with the courses has been lack of access to the lab and studio. Many students end up dropping courses due to lack of studio availability. Additionally, the Metalwork and Jewelry studio has equipment that needs to be maintained.

**PT Scupture Instructional Lab Associate** - Without sufficient access to the sculpture facilities and equipment, students suffer an impediment to their success in sculpture courses. It is of special note that most studio art programs at the CSU’s have 24/7 lab access. Additionally, as in jewelry, many students end up dropping because
they cannot make our limited lab times. This will make it increasingly difficult for students to complete certificates and degrees.

**PT Lab Assistant/Aid for PCC evenings** - Currently there is no staffing for the PCC facility in the evenings. This makes it impossible for students to access the facility when the faculty are in the classroom teaching. We have been trying to make this work with faculty teaching at night performing extra duties, but it has become impossible for them to check out equipment and monitor all learning zones in the facility. This is a crucial need.

**PT Technician for Radio/TV** - This position is needed to give students weekend access to the radio stations. Weekend access to the radio stations has always been required to schedule time to produce each individual show. There has never been enough time M-F to schedule these shows. In the past, there has been staff coverage through Master Control. Now that these employment positions have been eliminated, there is a need for part-time staffing on weekends to ensure student success in Radio/TV. If students cannot produce their own shows, it directly impacts their successful attempts to transfer and/or gain employment.

**PT Computer Technician** - This position is needed in our Business Administration and Economics department to maintain lab computers and software updates. With the decreased staffing in IITS, this has become a crucial need in this area.

**Reinstate current 10 month positions to 12 months in the auditorium (5 positions):**

Noreen Kimura
Anthony Pearson
Robert Olsen
Frederick Roessler

For Daron Sorg, reinstate to 12 months and move from 30 hours a week to 40 hours a week

With the implementation of the 16-week calendar, more events, shows and performances have been scheduled into a compact time frame. The college continues to host events in January and July that require the auditorium to have staffing. Last summer, the college wanted to host a marketing event in the auditorium and we had to decline because I could not obtain staffing. The staff members who on a 10 month assignment had accepted work elsewhere. These staff members work extremely hard and always behind the scenes. It is crucial for the college to increase these positions back to what they were, 12 months. Additionally, there is no time to maintain the building, put away props, and maintain equipment. Most of that is usually done in January and July when there is less instruction going on. Also, the performing arts department would like to bring back the summer productions.
We need staff in order to do that.

**PT Front of House Position** - This position would cover (but not limited to) the following: Ticketing of all Performance Arts Events, House Manage all events, Coordinate all Public Relations (Including electronic media management), Coordinate all advertisement (Posters, flyers, website updates, internet presence, etc.). Currently we are struggling to make this work with people doing more than what is required for their positions. This is position is crucial for the auditorium and arts departments.

**Stage Electrician Position** - This position is needed to act as the Master Electrician for department events (and outside events), Maintain inventory of consumable items, Maintain inventory of lighting instruments and equipment, Keep up repair of lighting equipment, Assists with other Auditorium duties (i.e. building scenery, props, audio).

**PT Props Technician** - This position was laid off and is greatly needed. This position is needed to handle all properties items for events and productions. There is a constant need to maintain safety backstage and ensure all props including guns, fire, etc. are handled with the most professional care.

**Music Laboratory Instructional Assistant** - Based upon the new department (Performing Arts) and growth of the department (the reinstatement of the Jazz Program) it is critical that the department have assistance with supervising laboratory hours, with maintenance of instruments and equipment, as well as assisting faculty and current staff with productions.

**Theater Laboratory Instructional Assistant** - Based upon the new department (Performing Arts) and growth of the department (the reinstatement of the Jazz Program) it is critical that the department have assistance with supervising laboratory hours, with maintenance of instruments and equipment, as well as assisting faculty and current staff with productions.

**Full Time Dance Accompanist** - The Dance area has had a part-time dance accompanist but with the expansion of the program it would benefit all students in the program to have the opportunity to work with an accompanist on a regular basis.

**Increase Two Music Accompanist Positions from PT to FT** - The Music area currently has 2 part-time accompanists. With the reinstatement and expansion of the Jazz Studies program, within the Music Program, it is imperative that we increase the existing part-time accompanist positions to full-time in order to accommodate the increase in classes and ensembles.

Stephen Shaw-Near
Kevin Kearney
<table>
<thead>
<tr>
<th><strong>PT Educational Assessment Research Analyst</strong> - This classified staff at 50% would assist with strategies of the History and Political Science department. This position would be an essential component and centerpiece of our student success initiatives, SLO’s and assessment, transfer and major outreach, curriculum review and expansion of the Community Studies Project.</th>
</tr>
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<tbody>
<tr>
<td><strong>13. Professional Development/ Training Activities needed</strong></td>
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<tr>
<td>Professional development is needed across the board in classroom technology. There is much technology available to us, but we are struggling to implement some technologies in the classroom. We would love to work with IITS to incorporate lecturing from iPad and classroom monitoring systems as well as iClicker training.</td>
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<tr>
<td>Professional development for entire division on student success and improving course-level success rates.</td>
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<tr>
<td>Over a two year period, the District will provide additional resources necessary to send 3-4 members of the Political Science to the Annual APSA Teaching and Learning Conference to explore the best practices related to student success and assessment.</td>
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<tr>
<td>Professional development to explore and implement the NASM accreditation for music.</td>
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<tr>
<td>Professional development with faculty, staff and administration to work together for the leadership of the division.</td>
</tr>
<tr>
<td><strong>14. Budget account adjustments needed</strong></td>
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<tr>
<td>In July of 2013, the division went through a reorganization. As a result, budgets were moved around slightly to accommodate the change. While we were making those changes, the departments were growing more and more change still needs to happen in this area. Please see below:</td>
</tr>
<tr>
<td><strong>Increases need to existing yearly budgets:</strong></td>
</tr>
<tr>
<td><strong>Art Gallery:</strong> The Art Gallery budget was cut two years ago. While the Art Club, Foundation and Dean have helped with funds since then, the Art Gallery is requesting the budget be increased from $5,000 to $10,000 per year.</td>
</tr>
<tr>
<td><strong>Duplicating Budgets:</strong> There is a need to increase duplicating budgets within the departments school-wide by at least 50%.</td>
</tr>
<tr>
<td><strong>Equipment Repair:</strong> Because the School is an equipment-heavy division, we cannot purchase new equipment when we need it. We are in need of an increase to our equipment repair budgets school-wide. We need a standing increas to equipment repair in the Visual and Media Arts department as well as the Performing Arts department.</td>
</tr>
<tr>
<td><strong>Equipment:</strong> As stated above, we are an equipment-heavy division. With equipment breaking down and wearing out, we do not have the luxury of replacing when needed. The School is need of it’s own equipment line yearly in order to purchase needed equipment which would be evaluated by the</td>
</tr>
</tbody>
</table>
15. Infrastructure/facilities issues

Building J is currently in process for a remodel. We are very excited. However, this is going to present many challenges for our performances, classes and college events. We are in the initial phases of forming a user group and making arrangements to be out of that building next Spring. It is also the hope of the School that the construction development project for the G, H and K buildings is still in process. Each building presents unique facility challenges. All of the buildings are old and out of date which require repairs (both structural and aesthetic), updated wiring and wireless internet access, furniture and technology updates.

16. Access (ADA-compliance) issues?

- The J building is not ADA compliant and needs to be reconstructed and air conditioning installed. The heat in the building has proposed issues for staff and for our elderly patrons.
- There is an ongoing need to close caption all of our videos and media.
- The ramp in the G building leading to Master Control is in great need of reconstruction as it is not ADA compliant. Students in wheel chairs have great trouble access that area of the building.

17. Describe outreach efforts and results

A summary of program outreach efforts area as follows:

Visual and Media Arts:
- Photo Fest
- Long Beach City College Art Gallery
- City magazine, a student produced 32-40 page publication that showcases our college.
- Student art exhibitions off campus
- CALB Student Show in downtown Long Beach
- PhotoFest@LBCC which is held over 4 days and hosts over 400 attendees (LBCC students, local High School students and it is open to the public). The results were increased awareness of our programs.
- Jewelry and Metallsmithing Demo Day
- Flyers, brochures, websites, etc.
- LBCC Film Festival
- Advisory Committee with local industry leaders in digital media.

Performing Arts:
• High School Dance Festivals in music and theater.
• Ongoing performances for students and the community of Long Beach.
• 4th Grade Tour - dance
• Dance Day
• Flyers, brochures, websites, etc.
• A full auditorium calendar of dance, theater and music performance. Increased awareness through direct mailings, websites and new online ticket sales.

Social Sciences/History and Political Science:
• Constant marketing of programs through the LBCC website.
• Many faculty involved with the local community.
• Reaching out to students and other faculty to comprise cross-disciplinary endeavors to support student success.

18. Describe grants initiated
• Long Beach City College Foundation Grant, 2013-2014, in support of the Long Beach Community Studies Project Third Conference on "Neighborhoods," to be held a Long Beach City College, April 26, 2014.
• Recipient, Faculty Professional Development Innovation Grant, $1500, for the “Coming Out in Long Beach Project.”
• Foundation grant to host a dance master class.
• Foundation grant to sponsor students to attend the Kennedy Center American Theater Festival.
• On behalf of the Art Department, Art History was awarded a $1500 grant from the Associated Student Body (ASB) to continue funding the Artstor. Digital Image Library database.
• The Radio/TV and Digital Media Arts areas were awarded roughly $200,000 in VTEA funding. As a result, the TV studio is in the process of being upgraded to High Definition and the faculty in digital media have been able to upgrade computers, software and participate in professional development for a new digital media arts program.

19. Describe economic development activities
• As a whole, we are constantly reaching out and fundraising for our programs. Examples of fundraising include ticket sales to events, sales of student art, raffles, foundation groups and events and more.
• More work needs to be done in the area of CTE development and the building of advisory committees comprised of industry leaders in the Long Beach area.

20. Describe internal and external
• Active industry advisory boards continue to be an integral part of some of the programs in the School.
• LBCC Foundation, Friends of the Arts
• Long Beach Community Studies Project
• Camerata Singers
• Long Beach Opera
### Partnerships
- MACCC - Music Association of California Community Colleges
- ACCCA - Association of California Community College Administrators
- LBCC CCA
- LBCC AFT
- LBCC Human Resources
- US China Group
- Goldman Sachs

### 21. Describe opportunities in the internal and external communities
- Continue the cooperative work between our newly designated counselors and our faculty/dean. We will work directly with the counselors to expand this work with all of our programs.
- Opportunities exist in the field of digital media.
- Advisory committees for our CTE programs.
- Community outreach continues to be a primary goal for all departments.

### 22. List major accomplishments

<table>
<thead>
<tr>
<th>2013-2014 Accomplishments:</th>
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<tbody>
<tr>
<td>For the support of the SLO process, the VMA has built a website for centralizing the collection and recording of SLO data. This website makes it easier to reach both full and part-time faculty with pertinent information and streamlines the work flow from classroom to Tracdat.</td>
</tr>
<tr>
<td>The Visual and Media Arts Department accomplishments in 2013-2014 included conferring 44 students with degrees or certificates, a 41% increase since 2011-12. Individual program, faculty, and student, accomplishments are as follows:</td>
</tr>
<tr>
<td>Art History (Program)</td>
</tr>
<tr>
<td>A second full-time faculty member in Art History, Dr. Wendy Koenig, was hired to teach in the Visual and Media Arts Department.</td>
</tr>
<tr>
<td>On behalf of the Art Department, Art History was awarded an LBCC Auxiliary Pepsi Student Success Grant for $7830 to continue funding the Artstor Digital Image Library database. This grant supports an additional 3-year (fall 2014-spring 2017) subscription to Artstor which provides over one million high-resolution images from the visual and...</td>
</tr>
</tbody>
</table>
decorative arts, architecture, humanities and social sciences spanning works from prehistoric to contemporary times. Because Artstor is managed through the LBCC library, it is accessible to the entire college community of faculty, students, and staff.

Assoc. Prof. Sarah Vure organized two field trips with bus transportation to the J. Paul Getty Villa and the J. Paul Getty Museum in spring 2014 to provide students in Art 1 and Art 2 access to the outstanding art resources in the region without charge. For some LBCC students, it afforded them a first time experience attending an art museum and for all students, viewing works of art in person and having a guided tour greatly enhanced learning in art history.

Supplemental Learning for Art History was piloted in two sections of Art 1 in spring 2014. Directed Learning Activities (DLAs) were developed by the full-time and adjunct Art History faculty Sarah Vure and Karen Roberts, in collaboration with the Learning and Academic Resources Specialists Heidi Neu and Emily Gehrman, for students to work on at the Multi-Disciplinary Student Success Centers. Assessment of the activities and student learning was done at the end of the term.

Online SLO Data Collection Forms were created for Art History classes and implemented beginning in spring 2014.

Art History Faculty Accomplishments
2. Sarah Vure served as a peer reviewer for the American Art journal published by the University of Chicago Press for the Smithsonian American Art Museum.
3. Sarah Vure is teaching the new course Photo 10: History of Photography being offered for the first time in fall 2014.
4. In 2014, Dr. Koenig published a peer-reviewed article in The Transcultural Turn: Interrogating Memory between and beyond Borders, edited by Jessica Rapson and Lucy Bond (Berlin: de Gruyter, 2014). Her article, “Motion and Sound: Investigating the Illinois Holocaust Museum and Education Centre,” builds upon her ongoing research into the use of sound and oral testimony in Holocaust museums.
5. During 2013-2014, Dr. Koenig published two reviews in the International Review of African American Art (one on Kara Walker and the second on Theaster Gates) and a review of Richard Pare: The Lost Vanguard, Soviet Modernist Architecture 1922-32 in Artpapers.
6. Dr. Koenig’s blog on “Chicago Public Art,” completed with journalist Christine Badowski in 2013, has been adopted by the larger Public Art Chicago project, led by Ed McDevitt, and the content about and original photographs of more than 250 works of public art will be incorporated into a new website and mobile applications as they are developed.
7. Dr. Koenig is co-editing, with Dr. Nancy E. Rupprecht, a book of essays entitled Global Perspectives on the
Holocaust. The completed manuscript will be submitted to Cambridge Scholars Publishing in December 2014.

Art History Student Accomplishments
1. Crystal Ferrer, a part-time post-baccalaureate LBCC student, completed her studies in Art History in spring 2014, was accepted into the Master’s program at CSULB and was awarded an internship at the Los Angeles County Museum of Art to work in the Registrar and Collections Management Office for fall 2014.

Digital Media / Computer Graphics
The new certificate Fundamentals of Digital Media Arts passed through our curriculum committee and the Los Angeles and Orange County Regional Consortium.
DMA 201 Introduction to Digital Media Arts passed through our curriculum committee and is running for the first time in Fall 2014
City Magazine published a Spring 2014 issue
City Magazine Spring 2013 received a General Excellence award at the 2013 JACC SoCal Conference
Two students received first prize and runner up status in the World Trade Week poster competition. The winner received a scholarship. K127 was upgraded with new computers through VTEA funding for the new DMA program. A new whiteboard was installed.

Digital Media / Computer Graphics Faculty Accomplishments

Drawing and Painting:
Professor Linda King was awarded a sabbatical leave for 2014-15.
Professors Chinn and Orlovski were on sabbatical leaves for 2013-14.
Admissions representatives from various art programs including SAIC, SFAI, and Otis presented and reviewed portfolios for transferring students. Local and national artists lectured on issues and themes related to contemporary drawing and painting practices.
Drawing and Painting area acquired ??? stools and taborets for usein K144and K137.

Drawing and Painting Faculty Accomplishments:
Christopher Chinn, Carboard Sidewalks, Cultural Alliance of Long Beach, 11/13 - 12/13, Long Beach, CA

School of Social Sciences and Arts Plan 2014-15
p. 20, 12/1/2014
Christopher Chinn, Bivouac: Chinn + Tool, PØST, 7/13, Los Angeles, CA
Christopher Chinn, Lamp Art Project at Mike Kelly Mobile Homestead, MOCA Geffen Contemporary, 7/14, Los Angeles, CA
Christopher Chinn, My Dog is My Home, National Museum of Animals & Society, 11/13 - 1/14, Los Angeles, CA
Christopher Chinn, California SLAM, San Luis Obispo Museum of Art, 8/13 - 9/13, San Luis Obispo, CA
Stas Orlovski, Artistic Innovation Grant, Center for Cultural Innovation
Stas Orlovski: Wildflower, Traywick Contemporary, Berkeley, CA (Solo Exhibition)
Stas Orlovski, VOLTA NY, with Mixed Greens, New York City (Solo Exhibition)
Stas Orlovski, Cut & Paste, Boulder Museum of Contemporary Art, Boulder, CO (Group Exhibition)
Stas Orlovski,, Garden Party, Fellows of Contemporary Art, curated by Carolyn Castano & Hadley Holiday, Los Angeles, CA (Group Exhibition)
Stas Orlovski,, Fever Dreams: Robbie Conal, Amir Fallah, Mark Licari and Stas Orlovski, Koplin Del Rio Gallery, Los Angeles, CA (Group Exhibition) Stas Orlovski,, Works, 332-248, Marine Salon, Santa Monica, CA (Group Exhibition)
Stas Orlovski,, Group Show, Gildar Gallery, Denver, CO (Group Exhibition)
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Stas Orlovski,, Group Show, Gildar Gallery, Denver, CO (Group Exhibition)
Stas Orlovski,, Letters From Los Angeles II, Jack Rutberg Fine Arts, Los Angeles, CA (Group Exhibition)
Stas Orlovski,, (southern) California Drawing, curated by Trevor Norris, Orange Coast College, CA (Group Exhibition)
Stas Orlovski,, Influx: Art at LAX, curated by Scott Canty, Los Angeles International Airport (LAX) (Group Exhibition)
Stas Orlovski,, David Accomazzo, “Collage, a century later”, The Boulder Weekly, August 22, 2013. (Article)
Stas Orlovski, A. Moret, “Fever Dreams at Koplin Del Rio Gallery”, Art LTD., September 2013. (Article)
Stas Orlovski, Dewitt Cheng, “Stas Orlovski at Traywick Contemporary”, Visual Art Source, September 2013. (Article)
Stas Orlovski, The J. Paul Getty Museum, Guest Artist for Drawing Hour Workshop Program
Stas Orlovski, Otis College of Art and Design Visiting Artist Program (Visiting Artist Lecture Series)

Jewelry/ Metalwork:
Our area collaborated with the Metal Arts Society of Southern California for community outreach. We hosted Demo Day, September 21, a day-long event drawing over 175 artists, students and educators in the field for a series of lectures and demonstrations of jewelry and metalwork techniques. Seven student volunteers assisted coordinators and attended the lectures.
Twenty students from Beginning and Intermediate classes drove to San Diego State University for a studio tour and lecture by Dutch artist Ruudt Peters. Twenty students went on a field trip to CSULB for a studio tour and talks with current and former students about their program and experiences there. Students have re-newed the Jewelry Club and are becoming involved in various fund-raising opportunities as well as creating other opportunities for their fellow students.
Three current students have started their own co-operative jewelry studio in downtown Long Beach to share the
expenses involved with growing in their discipline. Students have been making work for a small book based on their responses to historical work in the collection of the Rijksmuseum, Amsterdam.

The Jewelry program has also had great success with internet based studio visits. Using digital media available in the department and Skype technology, we were able to host a virtual studio visit with Andy Cooperman. This was a visit of over an hour in which students were able to ask direct questions to the artists and get virtual tours of their studios, all during class time without any travel expenses.

Fall 2013 and Spring 2014 saw the introduction of complete course websites for all Jewelry and Metalwork courses affording greater access to course information, images, suppliers and and other related connections. One student attended the Yuma Symposium on a Symposium scholarship.

Amy Frankenburger successfully transferred to CSULB and into the Jewelry program there.

The LBCC Art Gallery:
The LBCC gallery held 6 shows in the 2013-14 school year.

Sculpture:
Sculpture area acquired a new 20” band saw from the LBCC Fine Art Associates.
Admissions representatives from various programs including SAIC, SFAI, Otis College of Art and Design, and Art Center College of Design presented and reviewed portfolios for transferring students.

Local and national artists lectured on issues and themes related to contemporary sculpture.
Sculpture students continue to initiate and participate in off-campus art exhibitions.
Sean Cully completed our sculpture program in Spring 2010, transferred to UCLA and graduated in Sp. 2012. He returned to work with us on his graduate portfolio and was accepted to Otis College of Art and Design for Fall 2013. This is yet another example of the high standards and student success accomplishments of the LBCC sculpture program.

Five students are currently working on sculpture portfolios for transfer.

Sculpture Area Faculty Accomplishments:
Coleen Sterritt, Juror, California Sculpture Slam, San Luis Obispo Museum, September 2013
CERAMICS;
Rodney Tsukashima Pedagogic Clay 2015, Frank M. Doyle Arts Pavilion, Orange Coast College, Costa Mesa, CA
Rodney Tsukashima Japanese American Ceramic Society Featured Artist 2016, Japanese American Culture Center, Los Angeles, CA

Photography area accomplishments:
Ann Mitchell, The Razor's Edge, Chez Shaw Gallery, Long Beach, CA
Ann Mitchell, Unmade & Winter's Light, LA Harbor College, Los Angeles, CA
Ann Mitchell, Resonance, Kamikaze 2012, POST, Los Angeles, CA
Ann Mitchell, Family, The Center for Fine Art Photography, Fort Collins, CO
Ann Mitchell, Photography 2013, Another Year in LA, Los Angeles, CA
Ann Mitchell, Dream a Dream, PYO Gallery LA, Los Angeles, CA
Ann Mitchell, Stories, Memories and Histories, The Center for Fine Art Photography, Fort Collins, CO
Ann Mitchell, Mysterious Visions: Dreams, Fantasies and Mirages, PhotoPlace Gallery, Middlebury, VT
Ann Mitchell, Group 4.5, Groundspace Projects, Los Angeles, CA
Jill Enfield's Guide To Photographic Alternative Processes, Focal Press
The Razor's Edge, Ann Mitchell, Lenscratch.com
The Revisiting Project, Ann Mitchell, The Times Quotidian.com
Spring Photography Lecture series featured 5 artists lecturing to our classes.
Freestyle Photographic: Inkjet Paper Seminars
Group exhibition, ArtX, Long Beach featuring projects from all our classes. This end of the year exhibition drew packed crowds the entire reception and featured 3 generations of student's families.
LBCC Foundation Grant: Intersect Conference - this interdisciplinary conference is being developed by Film, Graphics, Photo and Art and will featuring both industry intersections as well as educational. The conference will run during Spring 2015.
Creation of the LUX gallery space at PCC
Development of two DLAs in visual design elements and written critique skills. These are being accessed by students in Art and Phot classes - and the Art History faculty are considering incorporating them as well.
Development of the DMA Foundation Certificate and the DMA 201 class.
Photographic lending library at PCC through donations from Nazreli Press.

Student Transfers and Scholarships:
Drawing and Painting students successfully transferred to local and national art programs including USC, UCLA, Otis, SAIC and SFAI.

Film Program Accomplishments
A second full-time faculty member in Film Studies, Danielle Stallings, was hired to teach Film Production and Film Studies courses in the Visual & Media Studies Department. The 8th LBCC Film festival was held on campus in the Auditorium at the end of the Spring 14 semester.

Two new courses, Film 2B (Film History II) and Film 25 (Introduction to Digital Cinematography), have been written and submitted to curriculum for approval. They will be on the course schedule in the Fall 2015 semester.

Film 2 was approved as a GE course by the board of trustees during the Spring 14 semester.

Film Faculty Accomplishments
Assistant Professor Eli Daughdrill wrote & directed a new short film, “Open My Eyes.”. Several current and former LBCC film students worked in apprenticeship positions. The film will begin screening at festivals in 2015.

Eli Daughdrill wrote a guest blog post for Filmmaker Magazine entitled “Finding Teaching Jobs: A Few Thoughts about Teaching Work for Independent Filmmakers”

Eli Daughdrill was a finalist for Film Independent’s Screenwriting Lab Fellowship and $10,000 grant.

Assistant Professor Danielle Stallings completed the training program at the Westside Comedy Theater in Santa Monica, CA and Level I training at the Global Cinematography Institute (a vocational school providing continuing education for professional directors of photography) in 2014.

Danielle Stallings is collaborating as producer, with her film partner, on “I Remember Me,” part of a film trilogy produced by novelist Thomas Tessier. Script and budget are completed. Production is anticipated in 2015.

Film Student Accomplishments
For the second year in a row, an LBCC film student transferred to the New York University’s Tisch Schools of the Arts, which is generally considered one of the best, if not the best, film school in the country. Students from the film program also transferred to UC Irvine, CSU Los Angeles, CSU Long Beach, CSU Northridge and other programs.

Chris Muller’s film Rust (which he produced here at LBCC, in our Film 21 class) screened at the Nitehawk Film Festival in New York.

LBCC alumni Chris Muller, Dave Jaranilla, Robert Jewell as well as current students Taylor Evans and Chelcee Bunkley worked in apprenticeship positions on Eli Daughdrill’s film “Open My Eyes.”

Several students worked on a feature film, Quinn, in apprenticeship and assistant positions. The film is currently being shot here in Long Beach.

Radio & Television Program Accomplishments
Having been awarded a VTEA Grant, R/TV has installed a professional a High Definition Television Production System into the existing TV studio in the G building, which includes three state-of-the-art Sony Broadcast Television cameras and High Definition video switcher with associated monitoring equipment. Students will achieve high rates of student success by using the same equipment found at The NFL Network, FOX Sports, KNBC, KCBS, and KABC, amongst many other potential companies that will possibly employ our students.
Radio & Television Student Accomplishments

Two more students received the coveted EMMY AWARD (now a total of three students) for outstanding broadcast production in their field of concentration: Ricky Tea and Jaime Fish for camera work and editing on an award winning Public Service Announcement.

Former students continue to thrive and excel in their entertainment careers after Long Beach City College. A few recent examples: Eddie Gomez, promoted from Camera Operator/Editor to Producer, WMAR TV, Baltimore, MD. Miguel Ramos, promoted from Producer to Senior Producer, Rick Dee’s Syndicated Radio Show. Tywunda Shivers, promoted from Operator I to Supervisor Master Control, Walt Disney Company. Luis Ortega, hired as Associate Producer Liberman Broadcasting’s Estrella TV

Many students continue to transfer to 4-year colleges and universities.

2013-2014 Accomplishments:

Accounting and Gbus students.

As a Department, our major source of pride comes from meeting our primary goals of 1.) contributing to our students’ success, 2.) unhesitatingly delivering on our professional and contractual responsibilities with positive attitudes and 3.) collaborating within a framework and spirit of continuous academic and professional improvement. The following is a brief list of some of our group and individual achievements:

1.25Department Reorganization - 2013-14 was the first year that our re-organized departmental structure, as well as the integration of the Economics curriculum, has been fully-operational. This reorganization already seems to be providing significant benefit to our students as it broadens their exposure to business topics and provides a more focused, marketable degree in Business with a variety of useful concentrations. It has also had a very positive effect on student-faculty conversation as students have had more focused discussions regarding their individual educational goals.

2.25Articulation - An Articulation Agreement has been developed with the International Business Academy at Long Beach Poly. We are currently attempting to get it approved here at LBCC, although there appears to be a new approval process in effect for implementing these agreements.

3.25CAED - The initial steps were taken toward a collaborative effort through CAED for the awarding of Global Trade and Logistics and Supply Chain Management certification grants.
4.26 Learning Technologies – Many of the faculty beginning to use a variety of Publisher offered software tools to allow students to test their understanding of new material prior to classroom lectures (flipped classroom strategy).

5.26 Course Management - Successfully implemented a strategy of adding additional online and hybrid course components along with the implementation of Saturday sessions for Accounting, Gbus and Marketing courses. Additionally, when course demand has been excessive faculty have immediately shifted to oversize class loads.

6.26 CMS - Across-the-board, our full-time and part-time faculty have continued to convert both online and classroom websites to Moodle CMS for the purpose of improving student/professor communication, student learning, and reduced paper flow, although there is still a desire by some to use a more professional CMS such as Blackboard.

7.26 Textbooks - Faculty, both full-time and part-time, worked to revise and replace textbooks in a wide array of courses, for the purpose of adding new and innovative tools that are being used by both students and instructors to aid in the achievement of our student success goals. Additionally, we added textbook options such as open (free) textbooks, soft-cover, selected-chapter options, in an attempt to ease the financial burden on students, while maintaining intellectual rigor.

8.26 Campus Support - Faculty have supported and participated in a variety of campus/community events, such as the President’s Welcome Picnic and Resource Fairs, the LBUSD College Fair, 4th-Grade Tours, etc.

9.26 Acctg curriculum - Completed the redesign of the Acctg200A, Acctg 1A and Acctg 1B curriculum, including adoption of new textbook in 200A, with a new emphasis on making accounting and the related principles easier to understand for the non-accountant general business student. Out-of-cycle reviews for Acctg 1A and Acctg 1B strengthen our articulation interface with institutions using the C-ED descriptors which will help grow FTES in all accounting classes as a result of our successful articulation updates with CSULB.

10.26 Faculty Committee participation - faculty have been supportive and participated in a large number of committees, including FACE, CTE, Promise Pathways, Honors, SLO, DPPR, Accreditation, Safety, Institutional Effectiveness, Expanding Pathways, Title V Planning Group, Flex Day and others.


12.26 ASLO - All faculty continue to participate in the most positive manner to close the loop for all courses and continue in the direction of continuous improvement in all courses as a major predictor of student success.

13.26 Student Clubs - The Business Club and the Econ Club have continued to be quite active, presenting students with a wide variety of personal growth and professional-development opportunities. These 2 clubs will be merged in the current AY. Additionally, we will now be promoting Internship opportunities to the Business Club members.

14.26 Adjunct faculty - We continue to maintain close communication and collaboration with all adjunct faculty to ensure that they understand their importance to our mission and that they have a feeling of community here at LBCC. Through meetings, email and random conversations it is our belief that the adjunct faculty feels vested in our mutual desire for student success through outcomes assessment and other best-practices. We are quite fortunate that we have this level of adjunct faculty.
Cross-discipline collaboration - We have begun to implement collaborative cross-discipline strategies, such as the Global Economy course which is team taught by Econ and Geography. Additionally, we have developed a Business Ethics course to be team taught by Business and Philosophy faculty. Among the ideas for the future are accounting and small business management courses to develop programs with other CTE programs with the idea of Small Business development in mind.

Student Success - Every one of our faculty members can recount great examples of individual student success, as can faculty from all disciplines across campus. This one stands out, however. Each summer Howard University recruits minority community college students through the Accounting Scholars Development Program for a six-day all expenses paid program in either Denver, CO or Washington D.C. Students develop professional skills and become familiar with careers in accounting by meeting with representatives from the top accounting firms in the world. In 2013-14, the Department saw 3 of our students selected to participate in this very special program.

University outreach - Pepperdine University had reached out to build a dialogue with LBCC in Fall 13 as part of a Program to build stronger bonds with community colleges in order to provide stronger pathways for transfer. Our Department was quick to build that dialogue into action by opening our classrooms up and our Business club up to presentations from Pepperdine representatives. This was met with excellent feedback and will continue this year. Additionally, the Department has been working on a grant opportunity with Pepperdine which may be of benefit to our students. More to follow.

2013-2014 Accomplishments:

Music has reinstated the Jazz Studies Program.
Music has an approved AA-T
The Music Department executed their first Music Day in May, 2013 which recruited several new students to the music department. Over 100 current music students performed throughout the course of the day for LBCC.

The Choirs participated in 2 invitational choral festivals at CSU Fullerton and Fullerton College during the 2013-2014 year.

In the Fall semester of 2013, choir and band members traveled to San Francisco to take part in the Music Association of California Community Colleges Conference

The Choirs traveled to San Luis Obispo and sang at Cal Poly SLO with choral director, Thomas Davies. Students
performed in 6 concerts throughout the weekend.

Instrumental Chamber Music ensembles traveled to New York City where we performed, participated in an educational clinic and attended cultural events (NY Philharmonic concert, a Broadway show etc.)

The LBCC Choirs perform in 2 or more off campus concerts a year bringing arts into the community.

The Voice Classes present a recital at the end of every semester to allow community and family members to hear the talent at LBCC

The Chamber Music class presented concerts at the end of every semester to allow community and family members to hear the talent at LBCC

The choral ensembles award a scholarship to a student assistant director every year. Past assistant directors have transferred and received degrees from CSU Fullerton, USC, Whittier College, Chapman University, and Boston Conservatory.

Long Beach Opera Company Outreach Director, Dr. Kevin St. Clair, continues to be an adjunct faculty member in voice and often distributes free tickets to LBCC students to the Long Beach Opera productions.

Choir students visit and perform at approximately 8 high schools with their director, Skye Angulo, to recruit future LBCC music students every year. Combined, the choir, band and orchestras visit and performed at approximately 8-12 local high schools to recruit future LBCC music students

Skye Angulo created a Choral Brochure for recruiting purposes to inform potential LBCC students about the choral and vocal courses offered on campus and information on the AA and AA-T degree in Music as a vocalist. All printing funds were raised by the choirs.

The Wind Ensemble performed the US premiere of Roger Przytulski’s "King's Point", and also featured Phil Keene soloing in "Symphonia Borealis”. The department has sponsored a very successful ASB Student Club - Students for the Advancement of Music Majors (Samm) - for the past three years.


Anthony Carreiro, is on the faculty of CSU Summer Arts and performed in a film directed by Elias Dongdrell in the
2013-2014 Accomplishments:

The most significant accomplishment of the department in 2013-2014 was the successful hiring of two new full-time history faculty members, Gilbert Estrada and Su-Shuan Chen, who will significantly enhance our offerings in Latin American and Asian history. These were the first new hires for the department in nine years. We are hoping that will be matched by new hires on the political science side of the department and in American history in the coming year. Our faculty members remained actively engaged in projects that deepen their contributions to their areas of academic expertise and serve the community. For example, Steve Wallech edited and published the second edition of a two volume textbook, "World History: A Concise Thematic Analysis"; Julian DelGaudio guided the Long Beach Community Studies Project in developing close connections with the Historical Society of Long Beach and presenting a second Long Beach Community Studies Conference in April, 2014 with participants from across the region; Paul Savoie and Mary Marki piloted an affective student assessment survey that will enhance our understanding of our student population and will help us to assess our Student Learning Outcomes; David Lehman and Lisa Orr devoted their sabbatical leave to projects that allowed them to reconnect with their field and develop courses that will enhance the department's offerings; Lisa Orr's research resulted in the proposal of a new course "The U.S. Since 1945; Gene Goss continued to guide the Political Science Student Association and the meaningful Speaker Series they bring to our college; Greg Joseph consulted with the History and Velocity cable television networks to provide historical expertise and commentary on the history of the automobile; Gene Goss was elected to the Sierra Madre City Council, Donald Douglas offered insight as a political commentator to several political sites, and many members were a part of the series "Meet Your Colleague".

The department has began a reevaluation of the ADT degrees in History and Political Science in order to respond to the needs of our transfer students.

There has been substantial work to revitalize our curriculum to meet the needs and interests of our changing student body. We are reactivating three courses in Asia history. New curricular proposals are being studied and developed that deal with an expansion of regional/area studies, environmental history and politics, urban history and politics, minority and women's politics, and political methodology and quantitative analysis.

Brittany Conrad
•Member, Western Political Science Association
•Volunteer, animal rescue, animal rights, and anti-human trafficking groups.
Julian Del Gaudio

- 30Long Beach City College Foundation Grant, 2013-2014
  In support of the Long Beach Community Studies Project Third Conference on “Neighborhoods,” to be held at Long Beach City College, April 26, 2014 • 30Faculty Professional Development Innovation Grant, 2013-2014
  For the “Coming Out in Long Beach Project” ($1,500)
  • 30Presenter, Long Beach City College workshops for Flex Day and the Faculty Professional Development Committee, 2012-2014
  Coming Out in Long Beach Project: The Coming Out in Long Beach Mobile Exhibit and Integration of LGBTQ content into Campus Curriculum,” Presentation to the Faculty Professional Development Committee, May 2, 2014.
  • 30Presenter, 3rd Long Beach Community Studies Conference, Long Beach City College, 2014
  • 30Presenter, 2nd Long Beach Community Studies Conference, Historical Society of Long Beach, 2012.
  • 30Liaison and Volunteer, LBCC with Los Angeles Alliance for a New Community, and the Coalition for Good Jobs and a Healthy Community. Worked on civic engagement and organizing training sessions for 30 community and student participants. 2012-2013.
  • 30Club sponsor, Socialist Praxis, LBCC, 2014
  • 30Club sponsor, Gay-Straight Alliance, LBCC, 2013
  • 30Member, Board of Directors, Historical Society of Long Beach, 2010 - Present • 30Member, Advisory Board, Rosie the Riveter Foundation

Donald Kent Douglas

- 30Member, LBCC Academic Senate
- 30Panelist, LBCC Forum, “Facebook Revolution: Democratization and Changes in the Middle East”
- 30National political commentator published works appearing in RealClearPolitics, FrontPage Magazine, P.J. Media, and additional venues.

Brenda Farrington

- 30Created first HIST 25 (Women in U.S. History) course to be offered online, LBCC, 2012-2013 • 30Created an upper-division course, History of Terrorism in the U.S., Chapman College, 2012-2013 • 30Composed SLOs for Women

Eugene Goss
* Member - Sierra Madre City Council •31Department Head, History & Political Science Department 2006-2013 •31Implemented new SLO system and Program Planning process •31Moderator, Department’s Constitution Day Panel, Fall 2010 •31Club Sponsor, Political Science Student Association •31Trustee and Vice Chair, Sierra Madre Public Library Board of Trustees •31Chairman and CEO, Village Vine Online, a non-profit internet community radio station •31Host of “Village Intersections,” a weekly public affairs talk/interview show on Village Vine Online •31Sports Event Announcer, Village Vine Online •31Active Member and Volunteer, Trout Unlimited, a non-profit organization committed to preservation of cold water

watersheds and native fisheries •31Student Teacher Appreciation Award, 2013

Gregory Joseph
•31Long Beach Post Teacher of the Year •31Faculty Presenter, Know Your College, Know your Colleagues series, LBCC 2013 •31Student Teacher Appreciation Award, LBCC, 2013 •31Participant, Department Routine Review, LBCC 2010-present •31Member, Negotiations Team, LBCC •31Organizer, car shows raising over $75,000 for community schools * 15 Appearances on the American Muscle Car on the History, Discovery and Velocity Channels Charlotte Joseph

•31Department Head, History & Political Science, LBCC, 2013-present •31Curriculum Committee Chair, LBCC, 2011-2014 •31Academic Senate Executive Board, LBCC, 2011-present •31Member College Planning Committee, LBCC
• Member Hiring Priorities Committee, LBCC
• Member Academic Council, LBCC
• Student Success Oversight Committee, LBCC
• Promise Pathways Post Secondary Education Committee, LBCC
• Academic Senate NISOD Teaching & Leadership Excellence Award, LBCC

Mary Marki

• Vice President, LBCC Community College Association, 2012-2013
• Member, Committee to develop curricular for a college AAT degree in History, 2013
• Chair, CCA Union Faculty Organizing, LBCC
• Co-chair, Academic Senate FACE Committee, LBCC
• Member, LBCC Academic Senate
• Creator and Coordinator, Know Your College, Know Your Colleagues Program, LBCC
• Cultural Events Coordinator, Seal Beach Preschool Group, sponsoring events highlighting local and world cultures

Elisabeth Orr

• Sabbatical Leave, LBCC, 2013-2014
Sabbatical Leave Project: Read historical monographs, took notes and created an annotated bibliography of books related to historical areas of interest published since prior sabbatical leave. Also, conducted research at Huntington Library and wrote an abstract proposing journal article related to research project.

• Member, 2 History hiring committees, LBCC, 2013-2014
• Created proposal for new history course, “The U.S. since 1945,” LBCC, 2014
• Vice President, LBCC Community Colleges Association, 2012-2013
• Union Department Representative, 2010-2013
• Committee to develop curricular for a college AAT degree in History, LBCC, 2013
• Advisor, Student club in the Order of Kassai, 2000-Present
• Member, L.A. & Metro History Group, Huntington Library, San Marino, CA
• School Site Council Parent Representative, Los Cerritos Elementary School, Long Beach, CA 2011-2013
• Volunteer, Los Cerritos Elementary School, Long Beach, CA, 2009-Present
Laura Pellegrini

• Parent Liaison from Los Cerritos Elementary School to GATE/Excel Parent Advisory Committee, Long Beach Unified School District, 2010 - Present

Elliott Rock

• Recipient, Nomination certificates for Student Success Award from Superintendent-President Eloy Oakley, LBCC, 2012 and 2014
• Excellence in Teaching Award, Community College Association and Faculty Professional Development, LBCC, 2013
• Ongoing work with individual students to promote student success, LBCC, 1991-2014
• Produced script for video presentation requested by Media Services for career choice, job search, and job interview skills, LBCC
• Promote RealClearPolitics.com, RealClearWorld, RealClearMarkets, RealClearTranscriptsandSpeeches, as well as C-SPAN and history channels to enhance student learning, LBCC
• Member, National Association of Scholars, 2005-2014
• Maintain professional contacts with White House Domestic Policy staff (served 1981-1982, 1985-1987), U.S. General Accountability Office staff (served 1979-1982), as well as staff from federal regulatory commissions and the U.S. Department of Justice
• Ad hoc work with Millikan High School students on student success, 1991-2014
• Member and exam tutor for students, Amateur Radio Association of Long Beach and Catalina Repeater Association.

Paul Savoie

• SLO Officer, Department of History and Political Science, LBCC
• Faculty Advisor for the Ladies of Athena at LBCC 2012-present
• Faculty Mentor, LBCC Faculty Internship Program, 2014
• 34Member, Committee to develop curriculum for a college ADT degree in Political Science, 2013 and 2014
• 34Member, Political Science Instructor hiring committee, LBCC, 2014
• 34Developed and pilot tested an affective assessment instrument in all sections of POLSC 1 and 1H, Spring 2014
• 34Offered a community service-learning project option in all sections of POLSC 1 and 1H
• 34Resource for LBCC Faculty utilizing the Community Service-Learning pedagogy
• 34Participant, Revision of the Department Plan for History and Political Science
• 34Participant, Department Routine Review, LBCC 2010-present
• 34Informal mentor, Adjunct faculty members in Political Science, LBCC
• 34Informal Liaison, LBCC and Long Beach BLAST, continuing a twelve year partnership with BLAST
• 34Informal Liaison, LBCC and Rancho Santa Gertrudes Elementary School in Santa Fe Springs, continuing a twelve-year community service-learning partnership

Steven Wallech
• 34Chair, Curricular Work Group for General Education, LBCC
• 34Member, Committee to develop curricular for a college AAT degree in History, 2013 • 34Advisor, Kappa Chapter of Alpha Gamma Sigma student club
• 34Treasurer, Alpha Gamma Sigma Board of Trustees
• 34Parliamentarian, Alpha Gamma Sigma Advisory Board
• 34Author of a two-volume world history text which services a national markets

2012-2013 Accomplishments:
1) 3 new full-time tenure track professors hired in: Anthropology, Philosophy, and Psychology respectively.
2) Increased student involvement in Social Sciences by keeping clubs active and increasing membership. For example there are 3 Anthropology clubs, i.e., Archaeology Club, Anthropology Student Association and the Pagan Club.
3) The Archaeology Club wrote a successful Pepsi Grant Proposal for $8,000.00 to allow 12 students to attend the Society for California Archaeology Annual Meeting.
4) Social Sciences maintains a high profile and level of activity in campus leadership. Academic Senate: (in alphabetical order): Matt Lawrence; Carlos Ramos, and Debbie Whittaker
Curriculum Committee & Course Evaluation Sub-Committee: Laurel Breece
CCA: Tricia Alexander (bargaining team) PAC: Janet Hund (chair)
5) All disciplines have completed the TMC and AA-T degrees; Anthropology & Philosophy are awaiting approval from the chancellor's office.
6) Social Science has increased the number of courses and sections taught at the PCC campus.

| 23. Areas in need of improvement | Facilities: Many of our facilities are in need of upgrade or renovation. Last spring, initial meetings took place in order to take the first step of a Performing Arts Complex. This will help many of our programs. We hope that this process is continuing.
Culture and Environment: This past year, with the massive restructure, implementation of state repeatability guidelines, program discontinuance and the change in administration, a need exists to rebuild. Rebuild the comradery we once had. It is the wish of the School dean to organize a retreat for all faculty and staff in the area to begin this process. |
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<td>24. Additional comments.</td>
<td>While the reorganization placed our School in a state of transition last year, faculty and staff alike are embracing the possibilities. Now, more than ever, faculty are beginning to collaborate and discuss cross-disciplinary ideas for instruction and student learning. We are reaching out to the students and community. We consider this a time of ‘rebirth’ or ‘refocus’ on what it is we are here to do and why. The students and their success remains our number one priority. After all, that is why we all are here.</td>
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<td>25. Names &amp; titles workgroup members</td>
<td>Dina Humble (Dean, School of Social Sciences and Arts), Kathie Atwood (Academic Administrative Assistant, Social Sciences), Christopher Engler (Academic Administrative Assistant-LTE, Performing Arts and Visual and Media Arts), Cathy Crane (Department Head, Performing Arts), Morgan Barnard (Department Head, Visual and Media Arts), Nancy Melucci (Department Head, Social Sciences), Charlotte Joseph (Department Head, History and Police Science), Myke McMullen (Department Head, Business Administration and Economics), Geetha Rajaram (Assistant</td>
</tr>
<tr>
<td>Professor, Economics), Wendy Koenig (Assistant Professor, Visual and Media Arts), Peter Knapp (Professor, Music), Greg Joseph (Professor, History), Kristin Beeler (Professor, Art).</td>
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