

## Program Review Update Division Summary 2019

Division/Area:	Social Sciences, Library, Public Safety & Career Education (SLPC)
Dean/Administrator:	Stuart McElderry
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Programs Included:	Administration of Justice, Anthropology, Automotive Technology, Early Care and Education, Emergency Medical Services, Fire Service Technology, Global Studies, History, Library, Political Science, Psychology, Sociology, Tutoring Center, Welding Technology, Women's Studies

**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 Division of Social Sciences, Library, Public Safety, and Career Education (SLPC) accomplished a great deal in 2019. Not only did division faculty teach thousands of students in hundreds of classes ranging from Administration of Justice and Automotive Technology to Welding and Women's Studies, but in partnership with the division's classified professionals they offered educational support services to thousands more in the Library and the Tutoring Center. SLPC Division faculty wrote scores of new courses into existence, updated old ones, created new certificates and degree programs, and began to work diligently on program mapping to improve student pathways to success and completion. Several SLPC faculty served as advisors to a vibrant and growing list of student clubs (Psychology Club, History Club, Administration of Justice Club, Pre-Law Club) that bring speakers to campus to enrich the college's academic life by promoting teaching and learning beyond the classroom. Some of the year's highlights included the graduation of the first Fire Academy, Automotive Technology becoming a NATEF-accredited and ASE certified program, and Welding's new partnership with the Shop Ironworkers Apprenticeship program.

2019 also saw the SLPC faculty and staff plan for a promising future. Library and Tutoring staff worked with architects and district personnel to design the library expansion and the new 90,000 square foot 2100 Building. Likewise, faculty in Auto, Welding, and Public Safety met many times with architects and others to develop the design of the Public Safety/Advanced Manufacturing and Transportation complex which will be the college's first significant academic structure beyond the campus loop road. The Anthropology Department is building on momentum and expanding its archeology component through the development of a Cultural Resource Management program, and is also working with Administration of Justice and Viticulture/Winery Technology to create an interdisciplinary drone program.

Despite these accomplishments and exciting plans, obstacles remain which must be overcome if the SLPC Division is to continue helping students achieve their educational and career goals. These obstacles are: insufficient resources (both human and fiscal) and inadequate facilities.

**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.**

Based upon the SLPC Program Reviews I make the following recommendations:

1. Hire Faculty and Classified Professionals. Eleven of the division's fifteen program reviews highlight the need for additional personnel in order to continue providing quality instruction and student support services. This recommendation is linked to Goal C ("Supportive Organizational Resources") Strategy C3 of the Educational Master Plan ("Build staffing levels across the college to more effectively meet student needs and external mandates").

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- Full-Time Faculty Replacements. Las Positas College needs to hire two full-time replacement faculty (one in Automotive Technology, the other in History) within the next year. In both programs, vacancies have occurred (or are going to occur) that remain unfilled. The urgency is especially acute in Automotive Technology where, unlike most other disciplines, industry dynamics make hiring part-time faculty nearly impossible. By heading into the 2020-2021 school year with only one full-time faculty member, it is no exaggeration to say that the Automotive Tech program risks losing accreditation, some or all of the vital industry partnerships, cancelling sections, and losing students to other programs. In short, without another full-time faculty member in place *within the year*, the Automotive Technology program may literally cease to function. Such dire consequences are not true for History; that discipline will survive without a fourth full-time faculty member. However, it will continue to rely on a large pool of part-time instructors and will be one of the very few programs in LPC history to shrink in staffing at a time when its enrollments continue to grow.
  
- Classified Professionals. The following areas are in demonstrative need of additional/new classified staff: Early Care and Education (Child Development Center teaching laboratory), Public Safety Programs (AJ, EMS, and FST), Anthropology, Library. The Child Development Center, which serves as the laboratory school of the Early Care and Education Program remains understaffed. The ECE program urgently requests full-time, daytime coverage of the front desk and the hiring of additional Specialist so that the lab classes, which are essential to program need, can operate efficiently and safely. The ECE program additionally needs its Professional Development Coordinator to be reclassified from a 10-month to a 12-month position. In Public Safety, the Programs Manager is overwhelmed and cannot effectively do his most essential work – such as growing the programs to not only support great industry need but also help the college generate FTES – without regular clerical support. The increasingly popular and vibrant Anthropology Department is slated to establish a Cultural Resource Management program which, to be effective, will require the hiring of a laboratory assistant. The Library needs a full-time Library Technician replacement position for a staff member who resigned in August. Fortunately, this position was approved for hiring and is currently moving forward.

2. Expand and Stabilize Budgets. The need for additional funds and/or stable budgets merely to carry out the basics of existing program operation and safety let alone to actually improve the teaching and learning opportunities of our students is an obvious and urgent necessity for the SLPC programs listed below. For each of these programs, I have included reference to the relevant goals and strategies in the Educational Master Plan.

A. Tutoring Center. The Tutoring Center offers a vital resource to every student at Las Positas College, whether they are in need of basic skills assistance or striving to turn their B in Calculus into an A. Last year alone, the center provided more than 1,500 drop-in or scheduled tutoring appointments (most of it in Math and English). Additionally, the Tutoring Center hosts the Reading and Writing Center, multiple faculty hold office hours in the space where students report being more comfortable meeting with them, and countless students use the space for homework. During the past two years, the Tutoring Center has survived on a budget cobbled together from various sources (Basic Skills, SEA funds, Promise Grant, HSI, etc.) but this will no longer suffice. If the college truly values the center, it needs to allocate resources from its General Fund budget to sustain it. See Educational Master Plan Goal A: “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services,” and Strategy A8 “Explore and implement a range of options to expand tutoring services.”

B. Automotive Technology. Besides the hiring a replacement full-time faculty member, the Auto Tech program needs more from the general fund budget for program operating supplies and conference travel. Maintaining the vast array of tools and equipment used by students and faculty in the discipline is costly and currently inadequately funded. Auto Tech faculty also must travel 6-8 times per year for training to maintain currency in an ever-changing field that, unlike many disciplines, requires hands-on learning to establish competency. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” Strategy A6 “Focus

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on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires,” and by Educational Master Plan Goal D “Organizational Effectiveness” Strategy D3, “Expand professional development in support of student learning and institutional goals.”

C. Library. The Las Positas Library supports educational opportunities for every student on campus. There is no doubt that it – like all college libraries – is at the core of our endeavor as an educational institution. And yet, the Library is required to continually request adequate funding to provide the services needed to achieve institutional goals. Specifically, the Library needs an expanded operating/discretionary budget to hire more student employees and acquire materials and operating supplies. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services.”

D. Welding Technology. The Welding Technology program is experiencing growth in new areas due to developments in technology and manufacturing. As the program moves to meet the needs of students and industry partners, it continues to run up against budgetary limits for the purchase of consumable materials and laboratory maintenance that affect not only teaching and learning but laboratory safety. The Welding Technology program needs its budget for program operating supplies increased to ensure improved learning opportunities and safety. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services” and Strategy A6 “Focus on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires.”

E. Anthropology. The Anthropology Department continues to expand its curriculum, particularly in the direction of biological anthropology, archeology, and cultural resource management. The laboratory components to the program have thus grown, as have the materials and supply needs associated with laboratory teaching. In order to adequately teach its laboratory courses, the program requires an expanded operation and materials discretionary budget. This recommendation is supported by Educational Master Plan Goal A “Educational Excellence,” which states “Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services.”

3. Ensure Adequate Facilities. Access to adequate facilities has long been, and continues to be, a challenge for many if not most programs at Las Positas College. To be sure, the two new building projects in the works will relieve some of this constant pressure but not for two growing programs which have a demonstrated need for expanded/improved teaching and learning space: namely, Anthropology and Psychology. Both of the recommendations listed below are linked to Educational Master Plan Goal C “Supportive Organizational Resources” which states, “There is a need to continuously update technology in the classrooms and redesign them to accommodate current approaches to teaching and information delivery.” Strategy C4 of Goal C adds, “Ensure that infrastructure can continue to meet current and future technology needs at Las Positas College.”

A. Anthropology. The Anthropology Program has grown in size (enrollments) and scope (course offerings) in the past two to three years and plans to continue doing so. For that to happen, the program needs its current laboratory space in Building 1000 to be remodeled – hard flooring, ventilation hoods and fans, and storage space. The department’s new Cultural Resource Management program and archeology component also requires an outdoor laboratory space and storage.

B. Psychology. Psychology is, and has been for many years, a large and growing program at LPC. It has now reached a point in its growth and development that it requires dedicated classroom space. In particular, Psychology needs a dedicated computer lab for its Research Methods course and another space, a confidential space adequate for large- and small-group discussions, for its Behavioral Health program.

### 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.

Several SLPC programs have been especially active in developing and exploring community relationships and industry collaborations which will serve not only the students in these particular programs but will also help the college sustain itself in the era of the Student Centered Funding Formula. Examples include:

- The Welding Technology department's work in bringing the Shop Ironworker's Apprenticeship program to LPC, a program which is slated to begin on campus in August, 2020. This effort involved creating new certificate and degree pathways geared specifically to Local 790's apprentices, and taking the union's course offerings and generating LPC credit curriculum from them. What this means to the college is that, rather than merely collecting rental fees from the Ironworkers for use of our facilities, the college will instead collect state apportionment for both FTES base allocation and student success/completion.
- The Administration of Justice program has been approved by the Board of State and Community Corrections (BSCC) as a California Standards Training for Corrections (STC) provider. This has allowed the program to begin the process of developing a Probation Officer Core program to train probation officers throughout the state. Besides participating in two Public Safety Job Fairs in the past year, the AJ program has continued to network and coordinate with the Tri-Valley ROP Justice Academy (including articulation agreements for four of its courses) to enable an easier flow of students from high school into, and through, the LPC program. The AJ program has also initiated talks between LPC and National University concerning an AA-BA pathway whereby students who complete the LPC program (or those in the community, such as police officers) can pursue their bachelor's degree in Criminal Justice right here on campus in upper-division courses offered by National University which would rent classrooms on campus and offer tuition incentives to former LPC students.
- The Automotive Technology program has continued its industry collaborations with Ford, General Motors, KIA, AC Delco, and Snap-On, as well its on-going role as a State of California Referee and smog licensing program. The major new development this past year in the Automotive program was its successful accreditation in Master Automobile Service Technology by the National Institute for Automotive Service Excellent (ASE). This will be a significant benefit to our students as they leave our program in pursuit of industry employment.
- The Early Care and Education program maintains collaborative relationships with other ECE programs in the area including Cape, KIDANGO, and private childcare centers.
- The Anthropology Department is developing a Cultural Resource Management program which will involve collaboration and partnerships with various external entities, such as Livermore-based Topcon Positioning Systems, a leading manufacturer of precision devices used in mapping and surveying, as well as county, state, and federal land-management and parks agencies.

Outreach efforts among SLPC disciplines include the following:

- The Global Studies Program created a website to promote course offerings, career pathways, and community-focused events, such as guest speakers. It is also working on outreach to local high schools through the distribution of flyers.

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- The Early Care and Education program created new pamphlets to distribute to potential students and the program's Professional Development Coordinator engaged in outreach activities with Regional Occupation Programs, local high schools, and Resource and Referral agencies, among others.
- EMS program outreach specialist participated in local job fairs and informed employers in the area of the LPC curriculum.
- The Library hosted workshops at public schools for local libraries and also co-hosted a Library Card Drive with local city libraries (Dublin, Livermore, and Pleasanton) on the LPC campus.

### **b. Curriculum Committee Items**

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

The following are among the notable curriculum committee items of the past year:

- The Welding Technology Department created a slew of new courses - as well as a certificate and an AA degree – so that the students in the Shop Ironworkers Apprenticeship program could earn college credit along with the particular skills required for employment in Local 790. Additionally, work is underway to create a Manufacturing Technology certificate.
- The Automotive Technology program, as part of its requirements to become NATEF-accredited and ASE-certified and/or in an effort to satisfy advisory-board recommendations, created four new degrees, seven new certificates (two of them non-credit), seven new courses (five of them non-credit). The Auto program also created an AUTO C1 Distance Education course.
- The Administration of Justice program has developed, in partnership with the Board of State and Community Corrections (BSCC), a Probation Officer Core Course which will serve as an entry-level training opportunity for probation officers. Additionally, AJ has developed Modular Police Academy and Arrest and Firearms curriculum.
- The Sociology program successfully aligned one of its courses (SOC 13: Research Methods) with the CVC-OEI Course Design Rubric and plans to align more of its distance education offerings with the CVC-OEI.
- The Emergency Medical Services program made important curriculum changes (EMS 14, 15L, and 15P) which will allow students in the practicum component to enroll in Work Experience courses to complete the requirements needed for completion and certification.
- Global Studies changed GS1 so that it could be cross-listed with SOC 5. The program also added courses in French, Spanish, and Political Science to the major.
- The History program created two courses in World History.
- Psychology created a course in Cognitive Science.
- The Early Care and Education program successfully submitted ECE 54 as a General Education course under the Health requirement. It also is now offering an ADT in Child and Adolescent Development and is developing an ADT in Elementary Education along with nine one-unit distanced education courses based on the California Early Learning Foundations.

### **c. Enrollment Management**

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

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SLPC Division disciplines report the following enrollment trends:

- Anthropology reports increased enrollment with fewer (by 2%) students withdrawing from courses and fewer students (a 9% reduction) failing to succeed.
- Early Care and Education reports a slight decline in overall headcount, an increase in the percentage of part-time students (a growth of 7% over the past four years), and a preference among students for distance education over evening sections. The number of students earning an ECD Associate Teacher Certificate has declined steadily since 2015 but the number of those earning the higher-unit Basic Teacher Certificate has increased.
- Steady enrollments reported in Automotive Technology,
- Enrollment declines in some Social Science disciplines: Political Science, Sociology, and Women's Studies.
- Welding Technology reports a decline in enrollment which seems linked to the availability of relatively well-paying jobs in local high-tech industry.
- The History Department has added distance education sections at the behest of the college so as to increase institutional FTES.

### **d. External Factors**

Such as state/accreditation mandates or advisory board directives.

Notable advisory board directives include the following:

- The Administration of Justice program would benefit from an emergency vehicle operations course (EVOC) included in the design and development of the college's Public Safety Complex.
- The Automotive Technology program satisfied an advisory board request to create a distance education version of AUTO C1.
- Early Care and Education's development of nine 1-unit DE courses in California Early Childhood Learning is in response to an advisory board directive.

### **e. Facilities, Supplies, and Equipment**

Purchasing or upgrading

- The Psychology Department still needs a dedicated computer lab space for its PSYC 25 and behavioral health classes and group therapy program. The department purchased brain models this past year and is hoping to add more. Additionally, Psychology requests more funds to purchase library resources to support student research projects.
- Both the Administration of Justice and Emergency Medical Services programs assert that the Public Safety Complex currently being designed will be insufficient in size to support their needs given expected growth over the next 3-5 years. To mitigate this problem, AJ is looking into partnerships with outside agencies. Some of these concerns, although not all of them, have been addressed in subsequent design meetings.
- While the Automotive Technology program claims in its program review that the new Advanced Manufacturing and Transportation complex will be too small to allow for expansion, it must be noted that these concerns have since been addressed and the new facility will indeed offer enough space for the program to operate and even to grow.

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- The Anthropology Department's Cultural Resource Management program will require a dedicated outdoor laboratory space complete with storage and demarcated area on campus in which to conduct forensic experiments. Additionally, Anthropology notes that its current laboratory in Building 1000 needs some upgrades, among them hard flooring, gooseneck spouts on the sinks, ventilation hoods and fans, and expanded storage for excavation equipment.
- The Tutoring Center is a popular space for students to study in addition to being tutored. More space for the center is needed.
- The History Department describes one of the several problems with the Building 100 portable classrooms: they are too small to allow active-learning pedagogy such as role plays and debates.
- The Welding Technology program needs a laser cutting area, as well as more storage to maximize the pedagogical benefit of the new machine-shop area in the Welding lab.
- Global Studies needs more funds to purchase necessary resources, such as books and films.

### **f. Financial/Budgetary**

Program budgets or special funding.

- The Library requests expanded funds for summer hours, student assistants, and computer lab tutors. It also requests an expanded program operating supplies budget and office supplies budget.
- The Welding Technology program's safety standards and costs of consumable safety equipment create yearly budgeting challenges.
- The Tutoring Center needs a stable and dependable funding stream. It cannot continue to piecemeal its budget together from grants and other short-term solutions as it has the past two years.
- The Anthropology Department will need increased operating funds for its Cultural Resource Management program and expanded laboratory space.
- The Automotive Technology Department needs an expanded budget to fund tool repair, software updates, and industry-mandated training for faculty.

### **g. Human Resources**

Hiring and staffing needs.

The SLPC Division is in need of additional or new human resources in the following areas:

- The Early Care and Education program requests increased staffing in the Child Development Center, which serves as the program's lab school. "The front desk of the CDC is desperately in need of full day coverage," the discipline plan states. "This is a major security issue considering the traffic that comes in and out of the center." Additionally, the ECE program requests increase staffing among CDC specialists to ensure access to lab classes in which staff with Specialist credentials is required. In addition to these needs, the ECE program requests that its Professional Development Coordinator be reclassified from a 10-month to 12-month position.
- The History Program consisted of four full-time faculty positions last year but, due to one faculty member's switch in status to administrator and another faculty member's sudden resignation, was down to two full-time faculty members in Fall 2019. Although the Faculty Hiring Prioritization process and the Interim College

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President called for the hiring of two new full-time faculty to fill these vacancies, only one of those positions has moved forward in spring 2020. Of concern to the program is the report that one of the History faculty position codes was changed to another discipline in spring 2019.

- Several programs – Early Care and Education, History, Women’s Studies, Sociology -- report the need to increase and/or diversify their pools of qualified instructors.
- The Global Studies Program requests the hiring of an additional History faculty member.
- The Public Safety Programs (Administration of Justice, Emergency Medical Services, and Fire Service Technology) request the hiring of a classified staff member to meet the relatively daunting demands of accrediting agencies, industry partnerships, auditing and record-keeping requirements, which cannot be done exclusively or effectively by the faculty or the Public Safety Program Manager without clerical help.
- The Tutoring Center experiences a high turnover rate for student tutors suggesting the need for a more efficient hiring and training process. Additional staff would also help improve tutoring quality.
- The Anthropology Department requests the hiring of a Laboratory Technician to assist with its soon-to-be established Cultural Resource Management program.
- The Library needs a full-time Library Technician replacement position for a staff member who resigned in August. If this position is not filled, the Library will be forced to reduce its hours by 30%, which will have a significant negative impact on students, particularly those who need to use the facility on Saturdays.

### **h. Learning Support**

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

- The Tutoring Center is seeking to develop and implement a more robust and equitable referral system in order to more effectively reach those students most in need of tutoring.
- The Early Care and Education program requests support in basic skills and content-specific tutoring.

### **i. LPC Collaborations**

Collaborative projects bringing together different programs/areas within LPC.

- The Administration of Justice Program and the Anthropology Program have collaborated with Fire Service Technology and Viticulture & Winery Technology to begin the process of launching an interdisciplinary Drone Program at LPC.
- The Administration of Justice Program worked with the Counseling Department to complete program mapping as an important step in Guided Pathways.
- Anthropology faculty collaborated with their colleague in Geology to repatriate from UC Berkeley the paleontological remains of a mammoth excavated on the LPC campus.
- The Early Care and Education program collaborates with the Tutoring Center, the Math and ESL departments, and the Adult Education program.
- Sociology and Global Studies continued to collaborate on curriculum.
- The Psychology Department has continued to partner with the Student Health and Wellness Department to provide behavioral health education and services to the campus community.



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- The Tutoring Center has worked to embed tutors into various programs – Puente, HSI, ESL – with demonstrable success.
- The Library provides tutoring space for the Tutorial Center and the Reading and Writing (RAW) Center. It has also hosted Makerspace activities and works closely with the Puente and Umoja learning communities.

### **j. LPC Planning Priorities**

Available here: <https://goo.gl/LU99m1>

- Several SLPC programs – Administration of Justice, History, for example – reported work on program mapping during the past year in accordance with LPC planning priorities and Guided Pathways.
- In an effort to increase enrollments and the number of degrees and certificates awarded, the Early Care and Education faculty invite financial aid officers to speak to their students and help them complete degree and certificate paperwork.

### **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.

- The Tutoring Center has revised its tutor-training curriculum based upon best practices.
- Welding Technology courses are taught by a combination of lecture and hand-on pedagogy.
- Anthropology reports that, in the summer of 2019, four LPC students participated in an archeological/anthropological field school in Ireland and that all four students are now acting as mentors to other students in the Anthropology program.
- The Early Care and Education Program's student portfolio presentations will be made to the public this year.

### **l. Professional Development**

Activities and resources to enhance employee knowledge and skills.

- The Global Studies faculty attended a weeklong professional development workshop.
- Administration of Justice and Anthropology faculty participated in the Dronitek Drone Flight Academy.
- The Welding Technology faculty undergo regular training to remain current on techniques, equipment, and industry requirements.
- Automotive Technology program faculty are required to participate in multiple trainings each year (6-8 is the norm) to stay current in the ever-changing industry. Given a lack of part-time staffing available to the program, however, the program coordinator has been unable to attend fewer than two trainings per year, a development that must be changed lest the program suffer in the long run.

### **m. Services to Students**

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

- The Tutoring Center served 1,517 students who came for drop-in and scheduled tutoring last year.
- Several SLPC Departments – Psychology, Administration of Justice, History, and Political Science, for example – support student clubs which bring speakers to campus and put on other events.

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- The Library offers SmartShop Workshops on information competency.

### **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).

- Several SLPC programs (Global Studies, Anthropology, Early Care and Education, Emergency Medical Services) report of creating and/or updating SLOs. ECE also reports that it is remapping its PSLOs for completion by November.
- The History Department reports difficulty in “closing the loop” as this requires a department-wide meeting involving many part-time faculty whose schedules vary widely and who have little incentive to alter their schedules in order to participate. Nonetheless, the large pool of part-time faculty in the discipline have become trained and adept at recording SLO data in eLumen.
- The Library reports successful use of SLOs; they have assessed the data and used it to improve pedagogy and student learning.

### **o. Student Equity**

Actions taken to increase equitable access and outcomes for underserved groups.

- The EMS Program has begun to emphasize recruitment of women and men of color in its outreach efforts.
- The Tutoring Center has noted that drop-in services are disproportionately used by students with relatively-high grade point averages and has begun attempts to understand and to mitigate this inequitable delivery of learning resources.
- The Public Safety Programs (Administration of Justice, Emergency Medical Services, and Fire Service Technology) are hoping, through outreach, recruitment, and other efforts, to increase the number of women and non-white students.
- The Early Care and Education program is exploring the use of Open Educational Resources in its ECE 56 course as a means to increase access to those students for whom relatively high textbook costs present a barrier to enrollment.
- The Library’s expanded hours (evenings and Saturdays) help to remove barriers to many students who need access to a supportive and comfortable space in which to learn outside of the classroom. Institutional research data shows that students who use the Library are 6-8% more likely to pass their classes than students who do not.

### **p. Technology Use**

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

- One of the big themes from the SLPC division is the gradual (in some disciplines more rapid) growth in distance education offerings.
- Development and/or improvements of program websites is another technology theme for several SLPC disciplines. The Anthropology Department and the Automotive Technology program updated their websites; Global Studies created a program website; and Sociology is in the process of developing one.
- The Tutoring Center has digitized many of its forms and processes for efficiency.

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- Library reports a technology need, in particular more support from the IT Department for the administering and use of the library systems.
- The ECE program requests more support from the Teaching and Learning Center for its expanding distance education curriculum.