Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Don Carlson, Dean	Don Carlson Catherine Suarez Nadiyah Taylor	Marty Nash Akihiko Hirose

Division/Area	Programs
CATSS	Anthropology Automotive Computer Studies (CS, CIS, CNT) Early Childhood Development History Library Political Science Psychology Sociology Welding Women's Studies

Executive Summary: Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, objectives and barriers to success. Your summary should be approximately 250-500 words in length.
The CATSS Division program reviews reflected on several common themes that noted program success along with the need for continuous improvement. Excellent examples were given of successful curriculum development endeavors for programs to remain more current along with identifying further changes in discipline plans curriculum to serve our students better in career and academic transfer programs. Disciplines in CATSS also demonstrated some progress on Student Learning Outcomes however, there is also a lot of further

development in this area to meet course, program and institutional learning outcome requirements and show a stronger relationship with SLOs to program planning. Disciplines also demonstrated success and expressed further interest for improving teaching methodologies to enhance student learning including in the use of technology (e.g. Distance Education). Strong community partnerships were demonstrated in program reviews along with excellent examples of student engagement in division programs that all showed excellence in our programs. Finally, the overarching theme that dominated most program reviews in CATSS regarded securing adequate resources to maintain and grow programs that includes funding for additional faculty/staff, equipment, professional development, supplies, release time, and facilities.

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.

Recommendations for CATSS:

1. Continuously improve SLO processes: Gather data, reporting data and record analysis of data for Student Learning Outcomes in ELumen and tie this more closely to the program review process (for all programs) and the planning processes for the division.
2. Continue to plan for and request the required resources to help our programs to serve our students and communities the best (equipment, supplies, facilities, faculty, and staff)
3. Continue to develop curriculum that meets and exceeds standards in academic and career programs in division and supports the college through services such as the Library.
4. Continue to build community partnerships that engage local school districts and employers.
5. Continue work on building curriculum and resources to meet industry standards, particularly in CTE programs in areas such as Computer Studies, Automotive Technology, Welding Technology and ECD.
6. Support creative, strong academic programming in the Social Sciences and seek the necessary resources to meet the needs of each discipline.
7. Continue to build a stronger library that serves the entire college and communities growing needs as a modern, 21st century learning resources center.
8. Support finding resources and establishing processes in all our disciplines in the division that increase enrollment, student retention, and completion.
9. Look for more opportunities in various programs in division to expand ADT degree offerings.

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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."

Category	Themes, Accomplishments and Challenges
Curriculum	Many disciplines in the CATSS division have focused on changes in their curriculum. Some programs have completed significant curriculum revisions (e.g., Automotive, Library, ECD); some programs are in the process of curriculum changes (e.g., Computer Studies, Welding); additional programs have formulated plans to update their curriculum in the near future (e.g., Psychology, Political Science). Their outcomes of curriculum changes and attempts to execute their plans are typically influenced by the availability of various resources (e.g., human resources, facilities, budgetary resources). Some teams have emerged driving curriculum including: Expanding Distance Education Courses (e.g. Sociology, Welding), specialized program accreditation (e.g NATEF for Automotive Tech), up-date curriculum to meet changing industry standards (e.g. Welding, ECD), and expanding outreach to high school students with dual credit and academies (i.e. Computer Studies, Welding), and explore use of non-credit instruction and partnerships with adult education. Some programs in the division are also looking at new ADT degrees that may benefit our students and college.

SLOs/SAO Process	Programs in CATSS all recognize a continued need to work on SLOs. Some disciplines did not provide their SLO assessment results. In some cases, this is because all CSLOs have been reviewed and rewritten, or are being evaluated, so it is premature to generate conclusive results until after some major updates. On another note, some of the disciplines appear to have generated useful results for program improvement. Best practices for work on SLOs can be seen in several division programs including but not limited to Welding, Computer Studies, Psychology, and Library.
	Some additional observations were noted in the various program reviews in CATSS: More time needed for collaboration between departments and within departments, need for full-time/part-time cross discipline collaboration, more FLEX Day time needed for working on SLOs and PSLOs, narrations of SLO/PSLO data needs to be more standardized so that people outside of a department who read a program review can clearly follow along and understand the analysis.
	In reviewing SLOs, it appears CATSS programs are increasing collaboration between full and part time faculty to enhance assessment efforts. There is also some cross-discipline collaboration happening. Some programs are looking at the mapping of CSLOs to PLOs or updating CSLOs.
	Here are just a few examples of discipline information provided on SLOs/SAO Processes in the CATSS division:
	1. CS – Revising SLOs and PLOs based on new SLO committee suggestions
	2. Sociology – have identified some problems in the process; working to improve each stage of the SLO assessment process, increase communication among all faculty
	3. Welding – more collaboration between full & part time staff; increasing the assessment cycle; focused more on safety to continue low number of safety related issues – confirmed with SLO results.

Pedagogy/ Teaching Methods (Not limited to Academic programs/areas)	A number of CATSS programs have expressed pedagogy and teaching method concerns through the lack of physical and human resources (see the section on human resources and facilities). Additional themes identified included: Need for additional support in technical areas, specific classroom/lab space needed throughout day to properly serve all students, constant changing and up-dating of technical skills in Computer Studies, Distance Education class vs. face-to-face classes and quality in delivery of instruction. All programs in this division are seeking to improve and deepen their pedagogy, and it is happening in a variety of ways. Programs are seeking more cross-discipline collaborations, using new tools & technology, incorporating DE options. They are also looking at reasons for changes in enrollments and seeking qualified instructors. Programs are also using their assessment results to change methodology, degrees and course offerings. 1. CS – increasing use of robotics and portable storage to enhance student learning; purchased computers specifically for assembling/disassembling; looking at more collaborative faculty work on course materials (based on student feedback); creating more systematic processes for "onboarding" new faculty; considering offering more classes in DE format. 2. Sociology – Enrollments for spring 2016 were lower than the previous 5 years – investigating possible reasons; considering offering all classes in DE format, 3. Welding – using national standards as basis of coursework; standardizing testing across courses; developing laser welding tech into courses; looking to collaborate across disciplines; using virtual reality skills training; increase lab practice time. 4. Women's Studies – student success dropped when the FT instructor was on leave and the course outline was not accurately implemented; looking to find qualified tutors to support students

Learning Support (e.g. library, tutoring)	Feedback was received from several CATSS programs including the following 1. The library extended and restored its hours before a major budget reduction. The budget for part-time librarians increased. The library website was redesigned. New technology (e.g., go-print technology) was introduced and new equipment was acquired (e.g., mobile white boards, browsing boxes for CDs and DVDs, pop-up outlets for the study carrels.). Moreover, the library started to host research workshops for students, and it extended the Embedded Librarian Program to provide instructional sessions and resources for students' research papers and projects. 2. Psychology states its concern that some of the library's services have been discontinued (the research article database and film archive). 3. The library has done a lot of outreach since the last Program Review up date. 4. The need for extended tutoring time and additional tutors for library was expressed. 5. The need for a consistent budget for the library was addressed. 6. Women's Studies has a challenge finding tutors for WMST courses and there is a need to expand tutoring services since WMST classes are transfer courses.
Services to Students (Not limited to Student Service programs/areas)	Only a few programs in the CATSS Division made a reference to this area. One example was seen with the American Welding Society Student Chapter/Welding Club sent six students to a trade show in Chicago last year and will send a group to the same trade show in Las Vegas this year. Another example could be seen in the Cyber Technology Academies offered through Computer Studies serving students from local school districts and in the ECD's book loan program and technical writing support.

Staff Development	The CATSS Program identified the following needs for staff development including the following: 1. Need for more collaboration 2. Need for more training in Elumen for SLOs 3. Need for training in Canvas 4. Need to maintain currency & excellence in their field 5. Find qualified instructors to teach when needed is challenging. A couple of examples of Staff Development accomplishments and issues within programs include: 1. Political Science states that the discipline has started an assessment of part-time instructors and their development needs. 2. Welding Technology reports a part-time instructor received a prestigious award from the American Welding Society for expertise in instruction. 3. The full-time instructor renewed his Certified Welding Inspector credential so that LPC students can be officially certified. 4. CS – transitioning to Canvas by Spring 18; need time for more additional collaboration on classroom materials and materials for new faculty. 5. Women's Studies – challenging to find qualified instructors

Human Resources	Securing human resources is one of the most commonly stated themes that influence the outcome of various objectives and plans proposed by disciplines. Some disciplines were, therefore, affected negatively by the lack of sufficient human resources (e.g., Anthropology, Political Science), whereas some other disciplines benefitted from the acquisition of additional human resources (e.g., Computer Studies, History, Sociology).
	
	Challenges were discussed by several programs regarding instructors going on sabbatical and the department not having full coverage for the position (e.g. covering classes with several adjuncts, difficulty finding adjuncts, program work such as curriculum development and SLOs not covered) presents challenges for departments, particularly those that only have 1-2 faculty members.
	
	Other items expressed in this category by CATSS programs include:
	
	1. Frustration expressed over failed searches.
	2. Need to build larger part-time faculty pools.
	3. Need for reassigned time.
	4. Examples of a couple programs with concerns in this area:
	   a. CS – difficulty finding PT faculty to teach during the day both due to scheduling and lower salaries for teaching (vs. working in the field); not enough time for teaching because of other duties. Need to hire another FT person.
	   b. Sociology – hiring a full-time instructor has been a positive benefit to department but has not alleviated the long-term issues of not enough faculty for the work. Down to one faculty person as 2nd is on sabbatical. Impacting capacity to do SLO/PLO work effectively and other administrative tasks. Completing PT evaluations.

Enrollment Management	The general growth in student enrollments impacts most disciplines in the division. Many disciplines in CATSS expressed having insufficient human and physical resources to either cope with growth or be able to grow. The following are some examples of CATSS Discipline: 1. Sociology's overall enrollments showed increase in 15-16 from previous year, consistent with five-year trends. However, Spring 16 enrollment was lowest enrollment in spring semesters during the last five years. * 2. Welding Technology notes lower enrollment in Saturday classes compared to weekly. 3. Welding Technology have responded to requests to increase WSCH/FTES. 4. Lack of proper classroom and lab space to support additional classes. 5. Concern about retaining students and recruiting students for programs. 6. CS: Adding more FTEF to meet increased enrollments
Community Relationships and Partnerships	Several disciplines displayed notable involvement in community partnerships and keeping the programs up to date on industry standards. Some examples include: 1. Automotive Technology continues to maintain partnerships with outside contractors and manufacturers, in particular a GM Training Program. 2. Computer Studies collaborated with Sandia Labs and local high schools. CS business and community collaborations are benefitting students (CyberPatriots, new Android applications course, Cyber Technology Academy); developing brochures for outreach and explore student internships 3. The Library also collaborated with public librarians and area high school librarians to discuss and explore ways to help students. 4. Welding Technology continues participation in Diablo Gateway Initiative program to "expand regional opportunities for students as well as strengthen our pathways with local high schools." Welding also held a 2-week camp in the summer for 25 students from all high school districts in Tri-Valley. Field trips and guest speakers engaged students with employers. A part-time instructor received a prestigious award from the American Welding Society for expertise in instruction. The full-time instructor renewed his Certified Welding Inspector credential so that LPC students can be officially certified. Welding Technology filled a class at Livermore High, the first time this was done. They have continued to play a role in regional BACCC and will use curriculum developed in collaboration in a trial run at LPC. They have continued helping Save Mount Diablo organization and are currently working on repairing train wheels for a children's ride at a park in Fremont. Other comments noted from the CATSS Program Reviews on this topic include: 1. Expand tutoring across campus. 2. Need to be more proactive in creating and securing internships for students.

	3. College support for guest lecturers, grants and fieldtrips.
External Factors	External Factors outlined in the Program Reviews by CATSS include some following general concerns: 1. Changes in industry standards (e.g. CS: constantly changing requirements & certifications are needed but time consuming and costly) **2.** Constant changes in requirements to keep up with technology changes (i.e. Computer Science Program) **3.** New legislation requires employees and volunteers who work with children to have certain immunizations (ECD Program)
Financial/ Budgetary	Since financial and budgetary issues are closely linked to how various resources are allocated, concerns expressed by some disciplines regarding other resource-related issues such as: 1. Funding to hire new faculty. 2. Funding priority changes in middle of academic year (e.g. New faculty position for Anthropology was approved and successfully completed, yet the funding was not made available) 3. Long-time categorical funding or grants ending: (e.g. ECD's position for Professional Development Coordinator was negatively influenced by the planned elimination of a long-term grant). 4. Library needs a set budget and it needs to be more robust. The Library program operating supplies budget and its office supplies budget increased last year some but still needs additional funding (driven by accreditation standards). 5. Adequate funding for equipment needs of programs (e.g. Welding Technology reports increased class sizes has led to additional wear and tear on materials, but the budget hasn't increased. Increased lab time has also reduced time available to make repairs).

Use of Technology (Instructional and Student Services)	The need for new labs and updated equipment were a common theme across many programs. The following are a couple of examples of concerns/needs: 1. Many disciplines expressed concerns over the availability of computer equipment for instructional purposes (e.g., Anthropology, Computer Studies, and Psychology). For instance, Psychology discusses its outdated and nonfunctional computers allocated for a course that has a strong emphasis on computer use. 2. Continue updating equipment in Welding Technology such as the virtual reality welding trainer equipment and laser welding equipment. These examples of equipment could attract to the program, help improve student learning, improve student retention, and meet demands of the current workforce. In addition, this technology offers opportunities to work with other disciplines such as engineering.
Facilities, Supplies, and Equipment (Including Software)	Examples of items related to facilities, supplies and equipment from CATSS program reviews include the following: 1. Programs in this division are impacted by not enough lab space that is specific to their program needs and the need to update equipment. Classroom and lab space needs to be available during the day so that lecture and lab times can be scheduled to best serve students. 2. Several disciplines expressed their concerns over the lack of classroom space (e.g., Anthropology, Automotive, History, Political Science). Some disciplines state that their issues are linked to the availability of rooms with specific functions such as laboratory classrooms (e.g., Anthropology, Computer Studies), computer facilities (Computer Studies, Psychology), or storage and shop space (Automotive). In addition, several programs indicated a need to safeguard teaching materials and equipment, including their proper storage (example given in Anthropology) 3. The concept of Maker Space was outlined in the Welding Technology program review, and this is a concept being reviewed by other programs across the college. 4. Welding Technology has encountered challenges with transporting materials to high school location. In addition, their local storage container was moved to a new location 1500 feet away which presents challenges in setting up classes in an efficient and effective manner and adds to the workload of faculty and staff. Welding – investigating a Maker Space or Creativity Lab; need to update some pieces of equipment and purchase more modern equipment to increase student safety; move storage closer to the classrooms 5. Several programs expressed the need to update equipment (e.g. Welding, Auto, CS) 6. CS – Need additional CS specific lab space. Cannot offer more sections because there are no more available computer labs; need rooms to assemble and disassemble computers; need updated equipment (CISCO)