

# Business, Social Sciences, and Learning Resources

Reader Division Summary Draft 2024-2025

**Readers Assigned** - see font color

- Jen Decker
- Stuart McElderry (Dean)
- Julia McGurk
- Andreas Preponis

**Programs Read**

*Each Reader: Please identify the programs you have completed reading*

- Anthropology
- Business Studies
- Drone Technology (Noncredit Aviation)
- Early Care and Education
- Economics
- Ethnic Studies
- Global Studies
- History
- Honors Program
- LGBTQ+ Studies
- Library Studies
- Marketing
- Political Science
- Psychology
- Reading and Writing Center
- SmartShops
- Sociology
- Tutorial Center
- Women's Studies

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

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

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

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

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

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

## **Section A: Accomplishments & Notable Items**

### **Overarching Themes for Accomplishments/Notable**

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- Zero Textbook/OER work is well underway in several disciplines.
- Programs are developing new and innovative approaches to serving student educational needs and closing equity gaps, whether these are facility-related, curriculum-related, or process-related. There is a decided focus on exploring what is possible, given limited resources (people and funding).
- Several disciplines are establishing stronger partnerships with community organizations to create student opportunities and to foster collaboration.

### **Program Specific Notes (List them alphabetically by program)**

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#### Anthropology

- The program is close to accomplishing the completion of a Zero Textbook Cost AA-T degree program.

- All courses except two have zero cost textbooks; for ANTR 13, LPC faculty are collaborating with other colleges to form a working group to create OER textbook options.
- Part-time faculty are reaching load limits, so the department hired another F2F part-time instructor, and plan to hire an additional online part-time instructor by end of Fall 24. The goal is to have 3 new part-time faculty soon.
- ANTR has initiated a multi-semester process to create a “digital collection” that houses images, 3D renderings, and information about a significant amount of our teaching resources in an online “library/digital archive.” This will allow students 24/7 access to materials that support studying, support ANTR OER materials, and provide a basis for research projects. The Digital Collection is led by a team of independent study and honors students, who are also conducting an annual assessment and review

### Business Studies

- All courses updated; successfully hired new full-time faculty replacement
- Business club is at its highest membership ever at 65+, finished second place in ‘23 and ‘24 at the California Future Business Leaders of America State Business Leadership Conference, including the most first place wins in ‘24!
- Accounting faculty brought over 40 students to Moss Adams for first-hand learning, and participated in the College and Career Fair at Granada High in Livermore, the ROP Symposium at Dublin High, and fall preview night at LPC
- WBL (Work Based Learning) Program has been active in Title 5 revision feedback and modifying curriculum
- WRKX is effectively utilizing Guided Pathways, is continuing and establishing new employer partnerships for student work experience, is a ZTC course, and student feedback elicited twice/semester support student satisfaction

### Drone Technology (Noncredit Aviation)

- Over the academic year the program continues to show positive trends in enrollment and other metrics.
- year’s investment in new small and relatively inexpensive aircraft allowed all wait-listed students to be accommodated.
- The Drone Technology program is meeting the diverse needs of its students, ranging from personal enjoyment to business entrepreneurs
- Last year’s investment in new small and relatively inexpensive aircraft allowed all wait-listed students to be accommodated
- Curriculum has been updated based on student and industry feedback

- Two part-time faculty will be hired to support student needs
- They are creating a credit-based summer program for high school students
- They leveraged Strong Work Force funding to create a student internship program which is developing a data dashboard that can be used by our Viticulture program as part of their crop management process.
- Drone Technology invest time into their online (web and social media) presence to promote the program, share data and connect with potential, current and former students
- Drone Technology is prioritizing credit curriculum development (perhaps semester long classes), creating partnerships with local vineyards for an educational exchange program, and exploring possible Police Officer Standards and Training (POST) courses that LPC could host

#### Early Care and Education

- Ongoing collaborations with local and regional institutions providing students with valuable resources and opportunities (Room to Grow preschool, Alameda County Office of Education, CA Early Childhood Mentor program, Children's Council of San Francisco, Livermore USD and USD of Pleasanton).
- Various opportunities for students with rigid work schedules to take classes on weekends.
- Collaborations with CDC, PDC, and science department,
- guided pathways for transfer to CSUEB, collaboration with St. Mary's university and EdVance
- ZTC pathway for associate teacher certificate in effect,
- ECE faculty involved in state-wide implementation of new teaching certification for preschool to 3rd grade
- Guided pathways in place to enable smooth transition for students from LPC to CSU East Bay in 2+2 program. Created several CSUEB-specific program maps. Collaborations with St. Mary's College and EdVance to provide additional BA program options for the ECE students.

#### Economics

- **High-Quality, Transferable Courses:** The Economics Program provides courses that serve students in the Tri-Valley community and beyond, supporting the College's priorities.

- **Focus on Equity:** Embeds equity in decision-making to remove barriers to student success and advance the College's goals.
- **Curriculum Updates for Social Justice:** Incorporates topics on economic inequities, social justice, and policies addressing disparities, including income inequality, gender wage gaps, racial economic disparities, and the economic impact of discrimination.
- **Inclusive Teaching Practices:** Encourages diverse case studies, accessible materials, and minimizes biases in grading and classroom engagement.
- **Data-Driven Equity:** Collects and analyzes student outcomes by demographics to identify inequities and make necessary changes to reduce performance gaps.
- **Career-Relevant Skills:** Focuses on developing practical economic skills for students' success in transfer and job opportunities.
- **Effective Teaching Practices:** Promotes the use of new technologies, dynamic teaching methods, and student engagement to enhance learning and retention.
- **Addressing Structural Barriers:** Identifies and addresses issues like inflexible scheduling and financial challenges; offers flexible course modalities (online, HyFlex, Hybrid, in-person).
- **Cost-Effective Course Materials:** Continuously seeks affordable materials to support students' financial well-being.

#### Ethnic Studies

- Hired a new full-time instructor
- Two of five previously rejected Ethnic Studies Courses have been approved by the CSU Ethnic Studies

#### Global Studies

- Enrollment in Fall 2023 was up from previous year
- Prof. Hirose covered classes for Sarah Thompson who was on sabbatical
- Creation of a new brochure
- Creation of an honors section of GS 2
- Revision BP and AP 4027, Travel Study Programs
- Creation of a Global Engagement Task Force: the task force has so far worked on new study abroad and community education programming, explored collaboration with a university in Ireland to offer a learning experience for ECE students, considered ways to

offer study abroad as a pathway to completing an honors contract, begun research on global internships, discussed the insurance dimensions of AP 4027 and conferred with VP Nicholas, and offered a Flex Day session

- Katie Eagan attended several conferences in support of building a study abroad program that meets the needs of its students

## History

- The History Club has been relaunched, and membership is higher than ever!
- John Rosen used the word “moribund” (Lol!)

## Honors Program

- **Enrollment Growth:**
  - Student enrollment doubled in 2023-2024 (231 students vs. 115 in 2022-2023).
  - The program is now one of the largest Honors Programs in California.
- **Contributing Factors:**
  - Strong support from the Dean and BSSL administrative assistant.
  - Updated program website and new marketing materials.
  - Outreach efforts, including a banner to attract students and participation in campus events (Welcome Weeks, Open House, Program/Club Fairs, etc.).
  - Distribution of fliers across multiple departments.
  - Outreach not only increased Honors Program enrollment but also contributed to overall college enrollment, with some students transferring specifically for the Honors program.
- Adding a CARD to Guided Pathways Canvas more first year students were reached with information about the program
- **Honors Scholar Graduation & Success:**
  - 33 students graduated as Honors Scholars (vs. 14 in 2022-2023), meeting the minimum 5 Honors courses.
  - 23 Honors Scholars certified for UCLA TAP; only 2 rejected, a few waitlisted.
    - Many students admitted to UC Berkeley, including competitive majors (3 to Haas, 1 to CS), and 1 to Stanford.
  - Future plans to implement an Honors Scholar Certificate or Honors Associate Degree aligned with SCFF funding model.
- **Improved Completion Rates in Honors Courses:**
  - 264 out of 352 Honors courses completed (vs. 151 out of 225 in 2022-2023).

- Contributing factors:
  - **Bi-monthly workshops** by the Honors coordinator: Offered support on assignments, research methods, and writing. Positive feedback led to requests for more.
  - **Honors Program Canvas:** Fostered a sense of community, peer support, and easy access to resources and event announcements.
  - **Embedded Honors Component:** New option for faculty to integrate Honors assignments directly into regular courses. This led to:
    - Higher completion rates vs. contract-based Honors courses.
    - Cost-effective and efficient use of resources.
    - Better support for students and instructors.
- Creation of a Lounge specifically for the Honors Program. Students can use this space to work, relax, and connect.
- 11 Honors Students were given the opportunity to present their projects at the Bay Honors Symposium (BHS) in Stanford, seven more than the year before. LPC was the second college with the most presentations.
- The honors program organized a symposium at LPC. Students who hadn't been invited to BHS were able to present their projects.
- The first Summer Honors program was very successful. 25 of 26 projects were completed. 11 faculty members were trained/certified. An asynchronous version for certification is now available.

## LGBTQ+ Studies

- Certificate in LGBTQ+ Studies is soon to be offered and numerous other applicable courses are being developed in areas of interest
- Non-credit courses are also being created that are targeted for community members who want to learn more about the LGBTQ+ communities.
- Participated in Livermore Pride and department coordinator John Ruys is now on the Board of Directors of the organization.
- Course enrollments continue to grow year over year.
- Primary goal is to create a thriving community of LGBTQ+ students and allies in order to increase student success
- Lots of activity and plans in creating programs, services and events to support the LGBTQ+ communities.



## Library Studies

- All 16 study rooms are fully operational and often completely booked during peak library hours; both new classrooms are now fully functional due to IT creating lap top carts for computer access
- The library card drive has been a very popular campus event the past two years; the library partnered with LPCSG and new LPC Book Club for marketing and outreach
- Little Hawks story hour in the library is currently scheduled every week on alternating Tuesdays and Wednesdays; this year included the first guest reader to reflect diversity on campus
- The library continues to focus on student equity initiatives, including technology loans, homework supplies, reserve textbooks, and free printing; the library was able to secure funding from SEA for these initiatives
- Conducted targeted outreach to ENG 1A instructors to ensure library skills were embedded into the first-year experience in alignment with the guided pathways objectives (AY23-24). (Ongoing-AY 24-25; explore other alignment opportunities
- Using a combination of donations (including generous donations from the Dublin public library) and SEA Funding, 71 physical books have been placed in the Leisure reading collection. Using a \$500 budget, the library purchased titles by diverse authors featuring diverse protagonists and included titles recommended by the LPC Book Club.
- Kali Rippel **served** as OER liaison for LPC
- Library Filming and Photography Policy developed (posted to website)
- LibGuides work session meeting (Spring: 5/22/24): Librarians (FT and PT) participated in a workshop to launch summer LibGuides work (subject guides creation and housekeeping).
- Mini food pantry established in the library (LPC Basic Needs program).
- ESL/Library Collaboration Meeting (Fall: 9/15/2024): Hosted LPC ESL faculty for workshop to promote collaboration efforts [Ongoing; positive feedback from ESL department].
- Increased library outreach and marketing at college events including Literary Arts Festival, Welcome Back Week, Club and Resource Fair, Open House, New Hawk Day, Preview Night, ESL Open House, BCRC Info Session, New Faculty Orientation, ECE Open House, Veteran's Operation Gateway Orientation [ongoing goal].
- Developed a transition plan to manage the workload due to the retirement of a FT librarian; plan included budget, staffing, and scheduling implications. [ongoing]

- Committed to keeping the library open during the summer session (at reduced hours) despite the administration's inability to secure adequate funding.
- Provided ongoing instruction and outreach with weekly posts and videos on social media, extending our outreach and instruction beyond direct in-person interactions to connect students with library resources [ongoing goal].
- The library has many specific and targeted goals this AY focused on supporting student success and campus wide initiatives, including plans for: outreach and marketing, collection development, instruction, staffing/personnel, facilities, technology, policies and procedures, budget and supplies

#### Marketing

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#### Political Science

- The program's student success rate for 2023-2024 was 75%, which continues an upward trend from the 61% success rate of 2017-2018.
- Among the social sciences, Political Science sent the largest number of transfer students (16) to the UC system.
- Progress was made on gathering and reading equity-based pedagogy materials and plans put in place to incorporate various methods and materials into course syllabi and instruction.
- POLI 7: Intro to American Government was changed from a 4-unit to a 3-unit course in an effort to increase enrollment; POLI 25: Political Theory, was updated so that it now satisfies a humanities as well as social science GE requirement.

#### Psychology

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#### Reading and Writing Center

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#### SmartShops

- Over 150 SmartShops offered that span 7 different disciplines

- Over 1000 attendances recorded with 600 unique students
- Created 2 new English Smartshops: **Essay Planning and Strong Sentences**
- Offered workshops in special topics related to the Honors Program and Canvas

## Sociology

- Offered courses in new teaching modalities (hybrid and hyflex) which seemed to improve enrollments and maintained some level of teacher-student interactions that are critical to student success.
- Department worked together to make a change to the focus of the final SOC 1 paper to be based on personal circumstances rather than a formal sociological analysis. Based on limited data, it appeared to reduce the use of AI and plagiarism.

## Tutorial Center

- Strategically has adjusted access to tutoring to provide the greatest number of tutoring hours while maintaining quality.
- Tutoring **is** now offered during the Summer and **staffing has been** increased **during fall and spring** to **expand** in-person drop-in tutoring.
- Tutoring is occurring in a wide variety of competencies both at the Tutoring Center and through NetTutor.
- Tutoring center has collaborated with many LPC departments and programs, as well as with tutoring departments at other local community colleges.
- Spent the year analyzing, developing and optimizing efficient and scalable systems to reduce administrative burden and increase time developing student-facing initiatives.
  - Created flat-organization hierarchy to create skill redundancy.
  - Streamlined recruitment, interview and hiring processes by creating detailed documented processes for each set of tasks.
  - Created scheduling procedures that were best for the type of tutoring being offered (i.e. handwritten in person drop-in tutoring schedule so everyone can see what is happening; allowing tutors to have autonomy in scheduling tutoring sessions via Penji)
  - Worked with other college entities to make the timesheet process more streamlined and less confusing for student tutors.
- The Tutoring Center has been able to create an improved student experience due to the time saved on administrative tasks.
  - Outreach via an updated website, tours and in-class presentations have continued.

- The front desk experience has been revamped to improve the experience for both students who are curious about what the Tutoring Center has to offer, as well as focused students who are specifically coming in to seek services or utilize the space. They have really gone above and beyond to meet students where they are at.
- Improvements were also made to help tutors feel more comfortable, providing excellent customer service both while tutoring and sitting at the front desk.
- Expanded offering of a tutor training class

#### Women's Studies

- Nothing reported.

## Section B: Challenges and Needs

### Overarching Themes for Challenges/Needs

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- Not enough FTEF or funding to serve students in an optimal capacity.
- Need for more full-time faculty and classified professionals to meet student demand and to create innovative/optimal instructional programs.
- Ensure facilities are meeting both program and safety concerns.
- State curriculum requirements can be burdensome or unclear.
- Figuring out how to best serve students by modality given staffing preferences and availability.

### Program Specific Notes (List them alphabetically by program)

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#### Anthropology

- ANTR needs a full-time replacement for a faculty member who retired in 2023. Efforts to develop new curriculum and certificates, coupled with continual advocacy, support this effort.
- ANTR has done research and development for a CTE orientated program in Cultural Resource Management (CRM), but having limited full-time faculty has made completion of the project difficult

- Training and completion of SLO data input by part-time faculty is a challenge
- Need funding through an IER request for new and updated materials, especially disarticulated skeletal casts; updating will also include our skeletal, primate, and early hominid collections.
- Another IER request is needed to fund other equipment that is reaching the end of its lifetime, specifically the Total Station we are using is now not compatible with Windows 11 devices, making data transfer challenging.
- ANTR actively uses the 3200 outdoor space for a variety of essential, student centered, hands on activities. The 3200 space has been a very successful outdoor space that has access to bathrooms, power, shade, and has more public visibility than previous areas. There is concern that the New Facilities Master plan will suggest that this area can be used as a potential location for sand volleyball courts or other priority, which means that we need to identify an alternative location. Input has been submitted to address this issue, yet formative presentations by the New Facilities Master planning does not mention any alternative locations for these types of activities.
- The anthropology program is currently storing most field equipment in a shipping container on the synthetic athletic field, the proximity to 3200 is good, although the more temperature sensitive equipment remains in Building 1000, Room 1061. In preparation for these exercises, there is a considerable amount of ferrying of equipment back and forth between upper and lower campus. There is a need to make the requisition of electric carts for campus movement more accessible for faculty with less lead time for documentation.

## Business Studies

- The successful outreach efforts have increased exposure and have led to robust enrollments in all business courses and additional FTEF is needed to meet the demand.
- Business Studies program is still working to find the right mix for different course modalities.
- Due to limited FTEF, WBL Program has not been able to conduct surveys/meet demand for students who are required to enroll in WRKX course during internships and apprenticeships

## Drone Technology (Noncredit Aviation)

- Transportation and set up/break down of equipment pose logistical problems and time constraints for faculty

- Our program is receiving various types of requests for off campus data collection, including local vineyards, local university archaeology programs, and Native American tribal land management projects. The program will be reaching out to the District about guidelines for creating MOUs that may be needed as these opportunities become realized.
- The industry is rapidly evolving, and this program does require periodic investment in aircraft, ancillary equipment, software, and training of personnel. As a new program, we continue to refine our courses and invest in necessary equipment. A considerable amount of time is spent keeping current with local and federal legislation, and with trends.

### Early Care and Education

- There are concerns about the impact of the 16-week semester.
- The department looks ahead at the retirement of the Professional Development Coordinator and the added workload it will mean for the FT faculty. There is a need to update the position description. It is preferred to fill the position with a Spanish speaker in support of Latinx students.
- Low enrollment in on-campus lab classes. As a result, classes get cancelled, and the department loses FTEF, which causes some courses to be offered more infrequently and leads to delays in program completion.
- A significant number of students do not apply for their certificates. The college misses out on SCFF points.
- Low enrollment of male students
- The doors in 2301 cannot be locked from the inside.
- Starting an apprenticeship program is challenging due to the staffing capacity of the dean's office.
- Common Course Numbering, state-required Preschool Learning Foundations, the assessment of prior learning credit requests, and the new preK-3 credential are putting a strain on the FT faculty workload
- CA Early Childhood Mentor program needs more mentors
- Partnership with Room to Grow is possible thanks to their founder's generosity. Funding is needed to continue the partnership long-term.
- Hyflex offerings led to students choosing asynchronous options. To bring ECE students back to campus, hybrid classes were offered causing a drop in enrollment.

### Economics

- Need of an adjunct faculty position
- Increasing number of Honors projects is stretching the program's resources to accommodate all students

#### Ethnic Studies

- Approval process for CSU Ethnic Studies. The criteria are very unclear, feedback has been inconsistent and vague.

#### Global Studies

- GS hopes replacement for retiring Geography instructor will be a cultural geography-type, not just physical geography
- Success rates are lower despite higher enrollment.
- Enrollment in GS 2 is still low. There is hope that the name change from "Global Issues" to "Political, Economic, and Cultural Globalization" will result in higher enrollments.
- Need for a global engagement website in preparation of offering study abroad opportunities.
- Need for a place in Guided Pathways Program Map to post advisory notes for GS majors.

#### History

- History has only two full-time faculty one of which is teaching only online. The program coordinator is stretched thin, and program growth is therefore not possible. The program would like to hire a full-time faculty to fill one of the two positions the program lost pre-pandemic.
- The state's move to common course numbering delays curriculum revisions.

#### Honors Program

- Increase of popularity of the program requires more time for the coordinator to oversee the application approval process. Limiting applicants is for the benefit of faculty workload, especially that of adjuncts. Eliminating the entrance criteria would make the honors program more equitable. However, this could only be implemented if all students were to complete an Honors Seminar. Full Honors sections would need to be offered for students to enroll in.
- There is a need to create an advisory board/committee to fulfill the agreement with UCLA. The previous practice of organizing volunteers won't suffice.

- There is only one coordinator who received 6 CAH for their work. It is not enough to cover the needs of the program, especially reviewing student contracts (352 were submitted) and training/certifying faculty. Programs of this size usually have a full-time coordinator or two half-timers and a dedicated Honors counselor.
- Teaching research methods to Honors students takes a lot of time for which mentoring faculty is not being paid. Faculty who mentor up to 20 students simply cannot teach this extra load to everyone's satisfaction. The coordinator has taught research methods in the form of a club which is not sustainable long term. Both faculty and students should receive credit for their work. An honors seminar is needed!
- Reviewing and approving completed Honors work (on average 12 pages) takes a lot of time. The review includes checking for sufficient work fulfilling Honors standards, and plagiarism checks. The coordinator had to read them all.
- UCLA TAP accreditation requires a dedicated Honors counselor. Most LPC counselors do not have complete knowledge of the intricate honors transfer agreements. The one who does is often overbooked. Students come to the coordinator for counseling. The coordinator lacks the time and the training to take on this responsibility.
- Certification for transfer agreements must be conducted by counselors. No counselor was available or ready last year, so the coordinator had to verify GPAs and the completion of five honors projects per student and also had to submit certifications to partner universities. Two certifications were rejected by UCLA because of missing requirements to the students' majors. This could have been avoided had there been a counselor to verify the educational plan of the students.
- Honors program has to be an active member of multiple Honors organizations. The coordinator attended 4-hour meetings most weeks. This should be the honors counselor's responsibility.
- The amount of paperwork has grown substantially with over 200 students entering the honors program. It is very difficult to keep an overview. A database is needed to execute certain tasks automatically. The webmaster said they would help work on the project, but everyone is overloaded. A grant to hire a consultant to help with this task was not granted.
- The honors coordinator needs help from the records office to track, verify, and update student data.
- There is a need for more hours for the coordinator to keep the Canvas shell up to date and to work on the influx of emails from students and parents of high school students.
- A handbook for the program needs to be created.
- A student assistant would be helpful in taking tasks off the coordinator's plate, such as opening/locking and overseeing the Honors Lounge, ordering pins for graduates of the program, stamping diplomas. However, the yearly retraining of a student assistant takes



time as well. A long-term solution would be to have an administrative assistant who could also work on student records, data and other administrative tasks.

- Faculty getting Honors program certified, receive 3 F-hours each. Offering step-2 certification is desired.
- Reassign time cannot be used in the summer, so coordinator or assistant should be paid to keep the program running. Last summer's program was successful but funding for future summers is not unsure.
- It would be great if the program could fund the membership registrations for students traveling to conferences and symposiums to present their work.
- Need for more funding to cover expenses like printing costs, medals for graduates, awards for the LPC symposium, stickers, pins etc. Writing grants takes time which the coordinator doesn't have to begin with.

#### LGBTQ+ Studies

- Challenge in obtaining staffing support and funding for PRIDE learning community. This includes additional FTEF for learning community specific courses and counseling support.

#### Library Studies

- The library staff support all programs across the entire campus and are severely short staffed and underfunded. Staff are feeling overwhelmed and burnt out.
- Library has not been able to open the new second circulation desk (at library entrance near building 2100) due to staffing/budget limitations.
- The Professional Development workshop (in collaboration with local High Schools and public libraries) must be tabled until there is a full slate of FT tenure track library faculty available to support the planning, facilitating, and hosting responsibilities.
- Submitted a request for an emergency replacement librarian position due to retirement of FT librarian; request was unanimously approved by the FHPC but rejected by the college president.
- The contract negotiated raises of the past few years without a corresponding increase in the library's part-time salary budget forced us to significantly reduce summer library hours to three hours a day (M-Th). The prior summer, the library was open seven hours/day (M-Th). A minimum increase of \$7,000 for our summer part-time librarian budget, moving it from \$23,100 to \$30,000 is needed.

- During AY '23-'24, the library was open 51 hours per week each semester. In Fall 2024, the library is open 46 hours per week. The cut to library hours is a result of the reduction in FT librarian personnel and the inadequate part-time librarian staffing budget. Securing a retirement replacement librarian position, as well as increased funding for the part-time librarian budget, would support being open additional time during the year as well as free up time and resources for the full-time librarians to contribute to important library and campus initiatives.
- These budgetary challenges not only impact our operational capacity but also place undue pressure on our full-time librarians. Simply stated, there are not enough FT librarians to carry the significant workload required to maintain our busy library and its robust slate of services, resources, and programming in addition to the demands and requirements of participating in campus governance and initiatives. The budget for PT librarians is currently not adequate to fill the void.
- Another important concern is the Office Supplies budget. The cost of supplies keeps increasing due to inflation reducing our buying power. The current budget is \$2,300, which is a drastic decrease and is insufficient to maintain smooth library operations. The total amount needed is \$13,400.
- Additionally, there should be a budget line item for library outreach and marketing. Too many times the librarians are paying out of their personal funds to provide these items to students. The library requests \$2000 a year for marketing/outreach.

#### Marketing

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#### Political Science

- Course success rates for, and enrollment number of, African American students have dropped or remain low.
- Course success rates by gender are “puzzling,” with males succeeding at 79% and females at 73%.
- Major challenge in 2024-2025 was that lone full-time faculty member was on medical leave for most of the year. Current pool of part-time faculty largely unable or unwilling to teach on campus meant that program was heavily DE-focused.

#### Psychology

#### Reading and Writing Center

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## SmartShops

- Budget for the program has remained the same, while salaries increased.
- There is a need for additional SmartShops to bridge the learning gaps related to the implementation of AB1705 with no budget to do so.
- Some disciplines are unable to staff SmartShops due to individual department and college responsibilities, as well as the work associated with new policies and mandates. Many SmartShop instructors are participating on a volunteer basis, which often makes it the first responsibility that an instructor will pass on resulting in cancelled SmartShops.
- Program unable to offer targeted SmartShops to disproportionately impacted students due to budget constraints.

## Sociology

- Concerned about low enrollments in topic specific courses.
- Launch of Certificate in 21<sup>st</sup> Century Policing was cancelled due to low enrollments. The Sociology department was working in conjunction with the Administration of Justice program to offer classes related to the program.

## Tutorial Center

- There has been a reduction of access in some areas in order to improve overall student experience with limited resources.
- Funding is a concern as 56% of funds come from SEA categorical funding which may not be available next academic year due to using those funds for full-time salaries and benefits.
- Funding is never secured for the Fall semester leading to students not being able to rely on tutoring income or the ability to schedule themselves accordingly.
- Challenge to collect SAO data at a walk-up Tutoring Center.
- Even with all the work done to improve administrative efficiencies, the two full-time employees of the tutoring center are spending the majority of their time doing these tasks, as opposed to focusing on student-focused activities.
- Minimal time available to continue to improve the quality of the services provided by the Tutoring Center.
- Numerous time sinks are present including:
  - Addressing systems and regulations that required a large amount of administrative time and research
  - Inefficient processes that have yet to be address

- Working to increase the number of tutors while dealing with challenges such as tutor retention and inability to hire volunteers
- Monitoring the overuse of NetTutor by students who are using it just to improve grade, but not actually learning content.

#### Women's Studies

- Main barrier is the need for qualified faculty to teach in the department.
- Did not meet set-standards due to the lack of a make-up work policy and fact that many students don't complete the required assignments.

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

#### Other Observations

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ANTR plans to develop two certificates (Cultural Resource Management (CRM) and an applied anthropology certificate) that directly feed into similar programs at regional CSUs and UCs.

- LGBTQ+ Studies is not meeting set standards and the creating of a PRIDE learning community is necessary to provide the additional support needed for these students.
- With increased funding, Smartshops could be created and hosted for targeted populations and offered in their specific learning community spaces to increase student success.
- Lack of faculty participation in the completion of SLOs and lack of knowledge of how to best understand what to do with the data.
- It is extremely impressive the work that the Tutoring Center has done to increase efficiencies and improve student-focused initiatives. I feel like the lessons they have learned should be shared with the college, perhaps at a Flex Day session to see if other departments or programs can utilize lessons learned.
- Creating more drop-in services seemed to increase their usage in the Tutoring Center. Perhaps more types of "just-in-time" services could be provided to improve student success.
- One of the Tutoring Center's main uses is a study location for students. However, with reduced hours due to administrative burdens of the full-time staff members, there is now less time for students to access this service.

#### I. List of Universal needs/priorities - identified by all or most Programs in the Division

- A. Quick fix (Can be done now or soon; may take little/no extra resources)
  - Training and tips on how to understand SLO data when there is not a lot of data present, or it appears that no significant conclusions can be drawn. Perhaps we can look to have smaller departments who have experience in this area present on their SLO analysis process.
- B. Interim (more work required but can be done within the academic year)
  - Financial constraints continue to have a significant impact on LPC library services, staffing, and resources.
- C. Structural process (longer-term work to be done to "resolve")
  - More people and more money.
  - When new work is added, some existing work must be removed; clearer prioritization of existing work.
  - Really make wellness an institutional priority and practice.
  - Programs and classes are filling; it seems like everyone needs more FTEF
  - A minimum increase of \$15,000 for our AY part-time librarian budget will help cover the raises all faculty have received over the last few years. This would move the Librarians budget from \$64,000 to \$79,000.

## **II. List of Program needs - identified by only one or a few Programs, but still needs consideration**

- A. Quick fix (Can be done now or soon; may take little/no extra resources)
  - Door lock for Room 3201.
- B. Interim (more work required but can be done within the academic year)
  - Financial constraints continue to have a significant impact on LPC library services, staffing, and resources.
  - Can some funding for specific learning community programs be used to create SmartShops for those communities?
- C. Structural process (longer-term work to be done to "resolve")
  - Institutionalize funding for the Tutoring Center needs in order to meet the colleges' priorities to put student success as the priority of focus

- Develop streamlined district wide procedures that reduce the administrative burden on the ability of the Tutoring Center to provide student services and allow for the use of volunteer tutors in disciplines where it is hard to recruit or retain student tutors (i.e. unable to find qualified paid employees to perform work).

## Section E: Evidence for Future Accreditation Cycles

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

ACCJC Standard (key themes in each cycle)	Program Name	Section and page # where evidence is located
Equity work happening at the program level	Economics (curriculum) Library (ZTC work, library cards, printing, basic needs) ECE (saturday classes)	
Identifying how the work of the program supports the college mission	Business (outreach accounting firm) ECE (partnerships) LGBTQ (pride event, etc) Tutoring Center (everything)	
Use of SLOs in planning and updating course work	History	
Use of student feedback in planning and updating of program or course work	Drone program (?) summary	

Use of disaggregated data to make changes in courses or programs	Political Science	
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