

Division Summary - Business, Social Sciences & Library, Jan. 21

List of Accomplishments & Notable Items

Anthropology

- Quick and successful transition to online format
 - ANTR achieved a relatively high student retention and success rate despite the transition
- Newly developed online laboratory
 - A significant accomplishment as few examples existed.
- Archaeology field laboratory course (ANTR 2L) was able to excavate on campus and partially complete four test units that will be used by future students in subsequent classes
 - Successful test of UAVs (drones) which will be an important component of field laboratory curriculum.
- Worked with Ann Kroll in the Facilities Bond Program and the Facilities and Sustainability Committee to secure a designated space and display cabinets for the Colombian Mammoth remains.
- Hired new adjunct faculty member
- Augmented web presence with information about student projects, discipline related materials, and crafted a clearly guided pathway for AAT.
- Nothing to Add

Business

- Business Studies is a robust program that offers 5 Associate's degrees and 7 Certificates of Achievement and continues to serve a relatively large number of students.
- Experienced an 11.6% increase in headcount and 15.5% increase in total course enrollment from 2015 to 2019.
- Business awarded 169 degrees in 2020, which is an 114% increase in comparison to 2015.

- African American enrollment in Work Experience increased by 85% between 2018 and 2019 due to increased marketing to the Umoja program.
- Hired 3 part-time WKRX faculty; resulted in an increase of 38% in enrollment. In addition, Outreach Specialist was hired to promote more visibility to WBL and grow relationships with employers.
- WBL continues to grow existing employer relationships with companies such as Kaiser Permanente who offer LPC students apprenticeship and internship opportunities. Nine LPC students joined the Kaiser Permanente program this year, joining 15 already participating in it.
- Explored Handshake as a new platform for the job/internship board.
- Hosted two largely successful Business and Entrepreneurship Speaker events.
- Successful promotion helped to increase student participation in job fairs.
- Continue to advise the Business Club and look for job opportunities to partner with Umoja and Puente Learning Communities
- Successful creation and launch of Non-Credit Business certificate program (NBUS) that includes a large cohort of students from the all-female Federal Correctional Institution (FCI) in Dublin.

Early Care and Education:

- Curriculum Development:
 - Continued progress on development of Elementary Education AD-T degree.
 - Successful transition of classes to online modality during Spring 2020. This included the ECE 90 lab practicum course, an effort that required significant collaboration among the Child Development Center, ECE, and numerous stakeholders.
 - DE Addendums submitted to and passed by the Curriculum Committee for ECE 60, 63, 78, 79, and 90.
 - Created ten new courses based on the California preschool learning foundations and curriculum framework. These courses will be offered beginning in Spring '21.
 - Revised ECE 10 (Introduction to Education) for inclusion on IGETC list.

- Collaboration with Math Department to offer Math 50 with extra support for ECE/MATH learning community.
- Outreach presentations and recruitment activity geared toward local high school students in Dublin, Livermore, and Pleasanton, as well as the Tri-Valley ROP.
- “Sneak Preview” session for prospective students in Fall ‘19; another session, planned for Spring ‘20, was canceled due to the COVID-19 shelter in place.
- Ongoing collaboration with Teaching Pipeline Project.
- Numerous part-time faculty completed online teaching training.

Global Studies:

- Global studies demonstrated commitment to strengthening their program through internal and external outreach and relationship building through hosting film screenings, guest speakers, maintaining a relationship with Stanford Global Studies and Stanford’s Educational Partnership for Internationalizing the Curriculum, and ensuring their program’s website is current.

History:

- Improved their ability to assess their courses in a meaningful way by revising SLOs and PLOs.

Library:

- Extended the Embedded Librarian Program
- Increased DE student and faculty engagement with library resources
- Supported DE and electronic library resources that promote equity and accessibility (loaning electronic equipment, reducing late fines, focusing on online and e-book collections, etc.)
- Developed BELL (Basic English Language Learner) Collection with ESL faculty
- Implemented the Library Services Platform
- Summary: Library has been successful in offering equitable services and meeting the diverse needs of students by increasing their embedded services into the classroom, increasing DE student use of library resources, securing a collection of books that are categorized by ESL proficiency level, loaning electronic equipment and modifying late fines.

Psychology:

- Submitted DE addendums for all remaining non-DE courses
- Created Guided Pathways map for Psychology AA-T degree
- Expanded Behavioral Health Program
- Purchased equipment to teach Psychophysiology
- Brought guest speakers to campus as part of the Distinguished Speakers in Psychology Program
- Started work on department webpage
- Summary:
 - Psychology has continued to engage the campus and meet campus needs through guest speakers, expanding the Behavioral Health Program and updating the department's webpage.

Sociology:

- Smooth DE transition for instructors because all were already trained in DE
- Guided pathways mapping completed for Sociology AAT program
- Nothing to add

Tutoring:

- Complete overhaul of all aspects of the Tutoring Center, which takes budget cuts into account while still trying to maximize the number of students tutored.
- Change from one-on-one scheduled tutoring to drop-in hours only has resulted in a huge increase in the number of students using the tutoring center (students being served nearly doubled after the change was made)
- Complete transition to online tutoring, including successfully integrating tutoring into Canvas (improving ease of use) and also into particular courses
- Maintains targeted tutoring services to learning communities (ex: Umoja and Puente)
- Coordinates with different departments on campus: Provides embedded tutoring for the Math, English, History, Political Science, Graphic Design, and Music departments. Coordinates extensively with the RAW center and with the Math department.
- Students now able to use tutoring center as a study space while campus remains closed
- Upgraded furniture in Fall 2019
- Tutors undergo extensive training in learning theory, and now also undergo training in the new online format

- The tutoring center has deactivated redundant NetTutor services, saving the college money
- Accomplishments include maintaining equity-based programming, removing barriers to access, and extensive tutor training

Women's Studies:

- DE addendums submitted for WMST 1 and 2
- New SLOs submitted for both courses
- LGBTQ Studies ADT approved

List of Challenges and Needs

Challenges:

Anthropology

- Since all ANTR 1 lecture sections occupy the same room, when LPC returns to face-to-face teaching, there will not be sufficient laboratory space to meet the student demand for afternoon sections.
- Problems with Anthropology Lab space:
 - lack of storage for excavation equipment
 - carpeting is a poor choice for a wet lab scenario.
 - sinks have low kitchen-style fixtures instead of common high neck spouts which make it difficult to fill high rimmed buckets.
 - inadequate ventilation.

Business

- While Business successfully transferred their courses to the online model, they anticipate the following challenges: student learning and interaction, retention, student engagement, success outcomes, students suffering from increased stress and anxiety with limited access to campus resources.

- COVID impact to Work Based Learning (WBL) resulted in students hours being reduced to job loss, internship cancellations, and employment posting to job/internship board.
- The COVID-19 public health emergency, and its negative impact on teaching and learning, is the only challenge facing this otherwise vibrant program.

Global Studies

- COVID, experienced high number of withdrawals in Spring 2020 for GS2
- No reassign time for program coordinator; program is requesting to use flex days for program/faculty meetings.
- Low number of African American student representation in courses; requesting campus-wide marketing of majors.
- Insufficient outreach and inreach efforts and opportunities/promotion by the college
- Insufficient opportunities and institutional support for campus-wide coordination and resource bundling among programs offering courses with global orientation.

Early Care and Education:

- Significant challenge moving all courses online in Spring 2020
- Due to COVID-19 challenges - including the closure of many child-care centers, ECE 90 was not offered in Fall which delayed progress and completion for many students.
- Lack of sufficient CDC front desk staff presents security risk of faculty and parents opening the door to individuals who should not be admitted to the center. This is especially so during the COVID-19 crisis.
- Remote meeting requirements due to COVID-19 restrictions hampered efforts by the ECE Professional Development Coordinator to process and support new students to the program.

History:

- None - refer to needs

Library:

- Effectively utilizing Measure A funds to obtain library materials that reflect the needs of the discipline faculty, and

making sure there is financial support to manage the purchased resources.

- Budget reductions and staffing vacancies.

Psychology:

- High enrollment in PSYC 25 means new sections would have to be added in 2021-22 school year to meet student need. Both courses are currently over-enrolled.
- Large number of student withdrawals in Spring 2020 due to COVID.

Sociology:

- Even though DE-trained faculty were able to smoothly transition to online teaching, the students' performance in a DE environment was negatively affected in Spring 2020.
- There has been a steady decline in enrollment in Sociology classes over the last several years.
- Nothing to add

Tutoring:

- Keeping up tutoring services and morale with an uncertain budget that often requires the Center to hire too many tutors, and then lay off tutors if money does not become available.
- Time is wasted dealing with budget concerns and the problems that come with variable sources of funding
- While targeted embedded tutoring remains for some programs (like Umoja and Puente) it had to be removed from many classes due to budget cuts.
- Impossible to address/resolve inequity issues with uncertain/unreliable budget.

Women's Studies:

- The switch to online classes mid-semester in Spring 2020 resulted in a lot of student withdrawals.

Needs:

Anthropology

- Remodel/expansion of Anthropology Lecture and Lab space:
 - Replace carpet with hard flooring.
 - Replace low sink faucets with high-necked faucets.
 - Install ventilation hood(s) and fan(s).
- Laboratory technicians are needed once the campus is back to face-to-face classes, as faculty are spending an increasing amount of time to set up, break down, and store laboratory materials in the current facilities.
- Fifteen laptops and a rolling laptop cart to be used with laboratory and lecture courses needed.
- Movable storage cart for photographic equipment.
- Need for a policy that would allow the acquiring and utilizing human remains.
- Need for an additional five sets of articulated skeletons with carrying boxes, additional storage boxes for existing elements, and expanded teaching materials for primates and early hominids.
- More dedicated classroom space for lecture courses to open up laboratory for lab-specific courses.
- Expanded and more suitable dedicated outdoor laboratory/research space for field archeology courses.

Global Studies:

- District policy allowing credit-bearing and financial aid applicable study abroad opportunities to promote equitable travel and learning opportunities
- As a new program, GS needs the college to sponsor a Majors Faire
- Reassigned time for the GS coordinator

Early Care and Education:

- Additional staff for Child Development Center: front desk and specialist for opening and closing.

History:

- In need of an additional full-time instructor; they lost their approved opportunity to hire due to anticipated

financial deficit. As a result, the program had to cut 2 new courses and 3 existing courses from their fall course offerings. Able to rectify some spring offerings with a p/t instructor.

- Resume hiring process for a full-time instructor with an expertise in World History.

Library: (Summary: needs more \$\$! Long-term budgeting/planning required.)

- Funding to hire a replacement laboratory technician (or library hours will be reduced 30% due to lack of staffing)
- Increased funds for summer library staffing (to increase open hours) especially when tutoring is unavailable
- Increased funding for student assistants and computer lab tutors to help support extended library hours.
- Increasing budget for supplies and program operating supplies
- Library is at risk of the following:
 - Cutting hours by 30% if they are not able to fill the Library Tech position left open as of August, 2019.
 - Reducing summer hours due to lack of funds (\$30k) to assume salary increase.
 - Not meeting the growing needs of students; library is in need of more office and operating supplies in addition to resources to provide computer lab assistance to students all estimated to total approx \$30K.
- Resume hiring process to fill vacant Library Technician position.
- Increase summer Librarian budget by \$6,900 to a total of \$30,000.
- Restore budget of \$21,455 for student assistants and computer lab tutors.
- Restore Program Operating Supplies budget to \$6,100 and then increase it by \$2,400 to fund the processing of Measure A acquisitions.
- Restore Office Supplies budget to \$2,500.

Psychology:

- Needs stable source of funding for library resources (including research article databases, and videos)
- Needs designated on-campus spaces for the psychology computer lab (2416), a student research lab, and the behavioral health program.
- Nothing to add or summarize
- Needs FTEF to offer more sections of PSYC 25 (Research Methods) as these have become over-enrolled to meet student demand.

Sociology:

- Need to hire a part-time instructor. They do not say why they have not yet been able to do this (whether it is financial, lack of time, or lack of qualified candidates), but they mention the hiring process was originally halted by COVID in Spring 2020.
- Nothing to add

Tutoring:

- Needs a secure, institutionalized source of funding for hiring tutors. Hiring 30+ tutors on a budget designed for 8 tutors is unsustainable.

Women's Studies:

- No needs identified
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Priorities and Recommendations

- 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)
 - B. Interim (more work required but can be done within the academic year)

Professional development, with teaching and learning best practices, for continuing program development in all online courses for post-COVID offerings.
 - C. Structural process (longer-term work to be done to "resolve")
- 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)

B. Interim (more work required but can be done within the academic year)

- Increased funding for the Library and the Tutoring Center.
 - The Library requires \$62,500 in additional funds to meet its staffing needs (summer faculty pay increase, student assistants and computer lab tutors), restore its program operating and office supplies.
 - The Tutoring Center needs a secure, institutionalized source of funding (regular budget) to employ student tutors and to meet the diverse needs in different student populations (equity).
- Resumption of hiring for the following positions: library technician and history faculty.
- Lab technician needed for Anthropology.
- Additional FTEF for Psychology to offer more sections of PSYC 25.
- Reassigned time for Global Studies coordinator.
- Anthropology needs the following items:
 - Fifteen laptops and a rolling laptop cart to be used with laboratory and lecture courses needed.
 - Movable storage cart for photographic equipment.
 - Five sets of articulated skeletons with carrying boxes, additional storage boxes for existing elements, and expanded teaching materials for primates and early hominids.
- Psychology needs a stable source of funding for the purchase of library resources.
- Early Care and Education supports hiring of additional personnel - Front Desk and Specialist - in the Child Development Center.
- Early Care and Education requests that its Professional Development Coordinator position become a 12-month rather than 11-month position.

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

- Anthropology requires improvements to its laboratory room:
 - new flooring suitable to a wet lab,
 - increased storage space,
 - adequate ventilation,
 - and gooseneck faucets in the sinks.

- Anthropology also requires additional classroom space for lecture courses to free up the laboratory for lab-specific uses, and expanded and more suitable dedicated outdoor laboratory/research space for field archeology courses.
- Psychology needs designated on-campus spaces: a psychology computer lab (2416), a student research lab, and the behavioral health program.
- Need for a policy that would allow the acquiring and utilizing human remains.