

# BSSL Division Summary For Division Review 22-23

## Programs Read

- Anthropology
- Business
- Drone Technology
- Early Care and Education
- Economics
- Ethnic Studies
- Global Studies
- History
- LGBTQ Studies
- Library
- Political Science
- Psychology
- Sociology
- Tutoring Center
- Women's Studies

## Section A: Accomplishments & Notable Items

### Overarching Themes: Accomplishments

Support of student activities both on and off campus. Modalities added and improved, including Hy-Flex. Courses and new programs added. Created/updated websites, outreach, and marketing materials. Acquisition of grant funding for career education programs. Continued Guided Pathways implementation efforts. Equity and inclusion efforts, including low-cost cost and zero-cost textbook adoptions. Continued support of student success via learning supports, including Smart Shops and Tutoring Center innovations.

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## Program Specific Notes (Alphabetically by program)

### Anthropology

- Marketing updates: Website, Corkboard, flyers, and brochures
- Student activities: study abroad in Ireland
- Students participated in an archeology field school associated with Foothill College
- Used lab classrooms as a student study space.
- Secured additional storage for equipment in Track and Field shipping containers.

### Business

- All in person courses successfully converted into DE (synchronous and asynchronous), HyFlex modality for BUS 40, and kept business faculty engaged during remote working conditions.
- New programs at FCI Dublin
- Created new curriculum for Robert Half apprenticeship program.
- Work Based Learning (WBL) program:
  - Plan to implement Title 5 changes to best serve our students. Changes are expected to be finalized in November 2022.
  - Participated in CA Internship & Work Experience Association activities, including discussions and feedback on proposed Title 5 revisions impacting the WBL program.
  - Community WBL partnerships made creating more internship and work based experience opportunities for all students
- Students in all majors take WRKX classes, including concurrent enrollment students. Guided Pathways ingrained in WRKX classes (resource announcements and extra credit assignments) and students are alerted to mental health resources on campus. WRKX uses low-cost textbooks.
- Business Symposium after a 2 year hiatus with over 125 students in attendance
- Student participation in the Business Club remains strong and reflects commitment to diversity and LPC values.

### Drone Technology

- Successful launch and stakeholder event: included creation of a website, marketing materials, coordination with outreach team to many different companies and institutions, and received strong connections for the creation of an oversight board to meet in Spring of 2323
- Created Drone Internship Program in partnership with Climate and Sustainability Fellows in 2021/2022
- Two students participated in the two-year long project through the Horticulture Program; created campus tree and CO2 sequestration survey.
- Program received two Perkins Grants to continue projects.
- One for a monthly vineyard survey and another for a follow-up of tree survey
- The second grant will offset the cost of the FFA certification exam for students.
- Creation of system of documentation and protocols for flying drones on campus working with Public Safety, announcement processes, series of documents that address safe flying practices.
- Partnered with Foothill College through incorporating drones into two archaeological field schools in Ireland and Palo Alto

- August summer Drome Camp sponsored by the LEEDS Program to showcase work and to facilitate involvement with industry partners.
- Three successful Canvas courses created.
- Located outdoor storage area for drone equipment.
- Strong enrollment trend in the Spring with a diverse demographic profile of students
- Flex Day Drone Workshop was conducted with positive feedback.

### **Early Care and Education**

- Launched additional ADT in Elementary Education Spring 2022 starting with ECE 10
- Completed pilot program to help students interact with families (through teaching lab ECE 90)
- Updated CAP aligned courses, which were approved by the Child Development Training Consortium
- Continued efforts to improve student experience in the lab.
- Hired new staff in the Child Development Center (CDC)
- Conducted an ECE celebration for degree graduates and certificate earning students.
- Received a grant from the Alameda County Office of Education to offer a course in Fall 2021 and Spring 2022 in Spanish, and one to offer ECE 91 in Fall 2021 and ECE 91 and 60 in Spring 2022
- New video marketing on program website
- Pathways for every certificate and degree identified.

### **Economics**

- Revised curriculum prerequisites to ease access to core courses.
- Supported Guided Pathways goal of providing equity-based framework, including patterns of course enrollment.
- Full-time faculty completed HyFlex training through San Francisco State University and offered HyFlex courses in Spring 2022. All remaining econ faculty intended to complete their HyFlex training - Fall 2022
- Launched Econ 1 & Econ 2 classes at FCI Dublin as part of the Business 2.0-degree program.

### **Ethnic Studies:**

- FT faculty hired.
- Three courses approved to meet CSU requirements which supports guided pathways and more courses on the way for Fall 2023
- Various modalities (Online, in-person, regular and late start) of classes offered and high enrollments were seen.

### **Global Studies**

- Partial enrollment recovery in Spring 2022.

- In-person instruction and availability to audit courses now available.
- Invited speaker, who presented on the ethics of representing refugees on stage, spoke remotely during International Education Week.
- Proposal under review to revise policy to allow credit-based travel study options that allow students to use financial aid to participate.
- With the goal of improving student communication, completed course title updates, promoted a global fellowship, and maintained Global Studies website. One of the goals is for the courses and program to appeal to a wider range of students.

### **History**

- History club meets regularly.
- Half full-time faculty position gained.

### **Library**

- Eight online SmartShop workshops each semester.
- Worked with construction team on remodel and expansion of library.
- Provided research instruction at Women's Federal Correctional Institute (FCI) Dublin
- Increased technology loans and 24/7 online chat
- Implement LibGuide Canvas integration project.
- Added new databases and online videos. Maintained library homepage, library research guides, databases, and searchable collections.
- Created how-to videos on research strategies and library services.
- Increased social media presence for outreach to community.

### **LGBTQ+ Studies**

- Course in LGBTQ+ studies now being offered.
- LGBTQ+ Studies program supports LGBTQ+ students who are disproportionately impacted by offering support, comradery, and exposure to issues facing LGBTQ+ populations.

### **Political Science**

- Review of enrollment and methods for improvement took place with Director of Research and Dean of Student Services
- Plan developed by Professor Jen in coordination with BSSL Dean to test enrollment numbers for face-to-face Poli 7 classes to hybrid to help class time to fit into conventional schedule.
- POLI 26 is now taught online and in person.
- Hosted transgender scholar from CUNY Graduate Center, Brooklyn College for talk about governing transgender identities.
- Concerted effort to bring cost of textbooks down; Poli 26 has zero textbook cost.
- Two professors underwent HyFlex teaching in summer, and one has taught a HyFlex class this past fall

- Professor Jen has collected pictures from the Poli faculty and underwent Omni training; will enhance program's web presence.
- Plans to create a program newsletter.
- Plans to start new club: Law and Politics Student Club

### **Psychology**

- PSYC 21, Psychology of Race and Identity, was approved to meet CSU's Ethnic Studies requirement and offered a late start section of this course in Fall 2022 which relates to guided pathways.
- Continues to partner successfully with Student Health Center to offer behavioral health programs such as Chill and Chat. Also offered Chill and Chat sessions during flex day to support LPC staff.
- Psychology club is going strong, along with guest speakers via Zoom (distinguished speakers in psychology program)
- Encouraged PSYC 25 students to present research at the annual convention of the Western Psychological Association
- Instructors enhanced online classes with lecture videos and continue to offer online office hours.
- Student success rates remain stable.

### **Sociology**

- Cross-listed SOC 3 with ETHS 6 was approved for articulation. Currently, Sociology is the largest provider of CSU ethnic studies requirement courses.
- Collaborated with the Administration of Justice program by providing courses and instructors for the Certificate in 21st Century Policing.

### **Tutoring Center:**

- Course success rates for students who received tutoring increased from Fall 2017 to Spring 2022 by 18%.
- Access, Outreach and Marketing plans from the Fall 2021 PR were all met.
- Embedded tutoring used in 15 classes across 8 different disciplines.
- Weekly staff meetings were held to support tutor training due to enhanced tutoring interface, an IA was hired, and all tutors were observed during the Spring semester.
- Many tutorial center systems were optimized based on the Fall 2021 PR: coordination of hiring tutors, training tutors, and scheduling tutors.
- Collaboration with MLEA, SEA and the Math Department, along with participating in writing Las Positas' Quality Focus Essay for accreditation where five key areas were identified to improve the Tutoring Center (Access, Analysis and Development, Optimization, Scale and Scope, and Institutionalization).

### **Women's Studies**

- Program Map was created for Social Justice Studies: Gender Studies

## Section B: Challenges and Needs

### Overarching Themes: Challenges/Needs

Low enrollment, especially in on-campus classes. Low retention in online classes. Balancing the appropriate ratio of DE and on-campus classes. Need more faculty and personnel. Need resources and dedicated spaces. Training and support for including equity in classroom and student activities. Ongoing challenge with assessing SLOs: data processing, participation, and support.

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### Program Specific Notes (Alphabetically by program)

#### Anthropology:

- Need resources: on-campus outdoor field lab that is more than a hole in the gully - needs a permanent home, perhaps new the new horticulture building in order to share bathroom space and other resources - would also be close to the track field where anthropology equipment can be housed, classroom-based aquarium with charcoal filters, time and personnel to convert all course materials to OER, and time and personnel to do an annual review of lab exercises.
- In-person enrollments are lower than pre-covid, low numbers for declared majors compared to other programs, need external internships with archaeological.
- More SLO participation and a better strategy for collecting/using data.
- Laptops and laptop cart for ANTR labs

#### Business

- 15% decrease enrollment overall and African American enrollments are still low.
- More tutoring programs for African Americans and Latinx students.
- Tutoring for Business courses for all students
- Difficult to retain students during COVID
- Teaching synchronous classes during COVID
- Access to appropriate technology during COVID
- More culturally and ethnically appropriate content (would like more training in course planning)

#### Drone Program

- Continue the Perkins Grant
- Further integrate drones into regular operations of campus and support wider campus goals
- Use drone-use in a wide range of applications: Public Safety, Fire Technology, Engineering, Videography

#### Early Care and Education

- Low enrollment, especially in face-to-face courses, leading to at least one cancellation. However, retention is difficult in online classes and students seem unfocused.

- CDC needs full-time front desk person for security.
- CDC needs more funding in general; as a lab school it should be supported by district/college General Fund.
- Less students applying for certificates.
- Plans to start a pilot program tutoring elementary school students in afterschool care had to be shelved due to low demand/interest. Hope to try again in the future.

### **Economics**

- Declining enrollment.
- Unable to hire faculty as planned.

### **Ethnic Studies**

- Additional FT faculty needed to teach one or more of the traditional ethnic studies groups (Native Americans, African Americans, Asian Americans, and Latinx and Latinx Americans)
- Work on OER adoption.
- More collaboration with other departments, programs, student services, and learning communities - cultivate campus wide integration of “Ethnic Studies” pedagogy - organize relevant programming events (such as African American History Month) to promote a culture of diversity and inclusivity.
- Need discipline webpage, review Program Mapper for Guided Pathways, and Identify PSLOs

### **Global Studies**

- Student enrollment and outreach remain challenges even though persistence within GS courses is strong.
- Improvement needed in globalizing curriculum, community partners for internships, and marketing to diverse student populations. Work needs to be done at the college level, since preparing students “for the globalized workforce” is one of our goals.
- GS 1 students struggled more than SOC 5 students despite being cross listed with each other.
- Limited opportunities and encouragement for GS students to enroll in language courses other than English.

### **History**

- Number of FT faculty is as low as it’s been since 2000.
- Still need to replace African American History instructor.
- Finding the right balance of online and in person classes. Felt student demand for online classes were not fully met with the 60%/40% policy and in person classes being canceled.
- An inability to consider innovative approaches to survey courses because they are restricted by state requirements, as reflected in the course outlines of record. An ongoing debate nationwide is often one framed within the context of the “coverage” model vs. pedagogical approaches that allow for more in-depth analysis of major historical themes and issues (sometimes referred to as

“uncoverage”). The latter offers more potential in the way of achieving the college’s equity goals while also increasing student success when it comes to achieving our student outcomes.

### **Library**

- Need new library technician (resigned 2019) to prevent cuts to hours.
- Library budget needs to be increased to account for increase in the part-time and summer library schedules and to be commensurate with the new FA hourly rate.
- Need to budget for/hire student assistants/computer lab tutors.
- Need for budget increases for supplies (purchasing books and DVDs), for part-time librarians (to prevent cuts to hours), and part-time library hours (to support second Puente cohort). Supplies are necessary items for students and library staff to perform their work. Examples are printer color cartridges, pens, laminate for the laminator, staples, staplers, and pencil sharpener, etc. Also technical processing items are needed to process books, etc. and for part-time librarians to prevent cuts to library hours and to support the addition of the second Puente cohort library class.

### **LGBTQ+ Studies**

- Need to interface with other student clubs, advertise and market LGTBQ+ programs.
- More FTEF needed to teach in online format.

### **Political Science**

- Pressure to convert 4-unti Poli 7 to a three-unit class felt by Academic Services
- Need for reassign time.
- Limiting student exploration of classes in this department due to the Guided Pathways model that pushed students through the college more quickly.
- Political Science enrollment suffers because students choose history classes to fulfill both humanities and social science requirements in IGETC.
- SLO process critically reviewed to recognize and resolve data deficit; Part-time faculty encouraged to up-load data.

### **Psychology**

- Stable source of funding needed to promote and maintain important library resources (PsycARTICLES and Films on Demand) that enhance student learning and for instructors to prepare for courses/classes.
- Needs reliable computer lab space for our PSYC 25 course.
- Dedicated space for equipment storage needed for students and various courses (for research projects)
- Need dedicated space for LPC’s Behavioral Health Program (a room for Chill and Chat, workshops, study/relax space)
- Funding needed for students presenting at Western Psychology Association meetings (for registration, etc.)



## **Sociology**

- Gaps in student preparedness for higher education
- Need more time/resources for SLO data collection and analysis.
- Decline in enrollment.
- Need for more faculty participation in collecting data for meaningful assessment.

## **Tutoring Center**

- Need a way to remove barriers for students access and use tutoring services
- Tutors need to become not only better tutors, but better “teachers,” especially in the wake of AB705/1705 for Math. Need training for working with students on learning material both one-on-one and in small group settings.
- Tutoring Center staff or coordinator spends 22% of each semester (or four weeks during the summer/winter break) processing hiring documents, limiting the ability to expand services due to the administrative oversight needed to process additional paperwork." Note: Students in need of tutoring are not missing out because we make sure the hiring paperwork is squared away early enough so that tutors can start in a timely manner. HR needs a better process.
- Payroll for tutors adds undue burden to both the program coordinator and the tutors due to the timetable for the submission of the timesheets.
- Coordination duties have increased with the inclusion of online asynchronous coordination on top of the usual in-person duties.
- eLumen is not the right software for tutorial center data analysis.
- Expanding the tutoring center in light of the inefficiencies listed as well as an unpredictable budget is unlikely. Better district processes are needed or/and more FT/PT support is needed.

## **Women’s Studies**

- None noted
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## **Section C: Priorities and Recommendations**

### **1. 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)

- c. Structural process (longer-term work to be done to "resolve")
  - i. Reverse overall enrollment decline, especially in on-campus classes
  - ii. Funding increases/budgetary stability - Library, CDC, Tutoring Center
  - iii. Staffing/Faculty increases - Library, CDC, History, Ethnic Studies
  - iv. SLO assessment process and faculty engagement

**2. 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)
- c. Structural process (longer-term work to be done; research and investigation required to "resolve")
  - 1. Dedicated space for specialized instruction: ANTR, PSYC  
Global Studies:
  - 2. "Institutionalize the internationalization of education, consistent with our college mission and Educational Master Plan."
  - 3. Institutional support for developing a Study Abroad program.