BUSINESS, SOCIAL SCIENCE, & LEARNING RESOURCES DIVISION SUMMARY 2023-2024

SECTION A: ACCOMPLISHMENTS & NOTABLE ITEMS

OVERARCHING THEMES FOR ACCOMPLISHMENTS/NOTABLE

- Increases in enrollment and program success rates
- Lots of programs moving toward establishing balance between online and face-to-face instruction
- Incorporation of DEI initiatives in programs

PROGRAM SPECIFIC NOTES

Anthropology -

- Successfully restarted on-campus outdoor archaeological field course, ANTR 2
- Pivoted generally back toward in-person instruction
- Progress toward revamping program to create a certificate in CRM, which would lead to direct employability in discipline for graduates
- Expanding zero-textbook offerings, and plan to have ZTC pathway in AA-T by 2025/26

Early Care and Education -

- Offered Saturday face-to-face lab through partnership with Room to Grow Preschool
- Offered four core courses in Spanish with funding from Alameda County Office of Education
- Continued Inclusion Cohort to prepare students for work in inclusive programs, with funding from Alameda County Office of Education
- Participated in New Retired Mentors program to help student's complete practicum on their current worksites
- Continued integration meetings with CDC director and staff
- Continued collaboration with ROP at Livermore USD and Pleasanton USD; students can attend articulated classes
- Guided Pathways is in place, with several program maps, to help smooth transition to CSU East Bay in 2+2 program
- Less % Total Headcount decrease from Fa21 to Fa22, compared with S21 to S22
- The Elementary Education AAT provides another option of transfer.

- Slight increase from 4% to 9% in Full Time Students and decrease in part time students
- Spring 2024 new collaboration with Pleasant USD for their employees to complete courses to earn their Associate Teacher Certificate
- Associate Teacher certificate is a fully ZTC Pathway (beginning SP 23)
- Launched collaboration with Children's Council of San Francisco in Fall '23 to increase the number of Black Early Education teachers in the Bay Area.
- Participated in California Teacher Performance Assessment Project to measure students' observation skills

Ethnic Studies -

- Hired Full Time Faculty member shared 50% of load with History Program
- Submitted new course proposals: ETHS 1 Intro to Ethnic Studies, ETHS 10, Intro to African American Studies, ETHS 20 Intro to Asian American Studies, ETHS 30 Intro to Chicanx and Latinx Studies, and ETHS 40 Intro to Native American Studies. They were all approved as new courses

Global Studies -

- Increase in program set standard after pandemic low
- Improvement in the performance of GS 1 students compared to students in the equivalent SOC 5
- Professor Eagan led an Academic Senate subcommittee revising BP and AP 4027, which should ultimately lead to credit-based travel opportunities for students.
- Professor Eagan's Explorica trip to Ireland and the UK had its most diverse group of students ever. A future goal is to prepare students transferring to CSU's for applying to study abroad.

History -

- Met program set standard

LGBTQ Studies -

- Partnered with Presidential Task Force to raise pride flag on campus
- Program has shown consistent large increases in enrollment, giving the opportunity to develop new course offerings in the future.

Library -

- Celebrated completion of library building expansion
- Hired replacement full-time library technician bringing the team to pre-pandemic size
- Worked with ESL to develop a new BELL-level formula
- Offered free printing, scientific calculators, etc. using SEA support

- Launched "rapid request" service to enhance support for student research assignments
- Customized Canvas tutorials for asynchronous library research orientations tailored to specific disciplines.
- Provided Library Smart Shops – eight total each semester, both in-person and online
- Supported classes at FCI Dublin
- Piloted new databases including *Black Life in America* and *Hispanic Life in America*
- Engaged with Guided Pathways to continue to evaluate and refine the library's role, resulting in the creation of pathway-specific library resource guides
- Continued integration of LibGuides LTI within Canvas
- Transitioned from Overdrive to Libby

Political Science -

- Continued increase in program success rate
- Enrollment high enough to add an additional class in the Spring 2023, as well as hire an additional part-time faculty for the first time since Spring 2021
- Courses were fully enrolled for the first time since pre-pandemic.

Psychology -

- First semester since pre-Covid offering a more robust on-campus schedule. Number of students enrolled indicated that many students are interested in returning to on-campus classes.
- Psychology Club continued to be active with a return to on-campus meetings (while still included an online meeting option). The club participated in a Climate Solutions Fair which included an opportunity to share about coping with climate change.
- Continued to bring multiple guest speakers to campus via Zoom
- The Psychology and Theater programs collaborated with Advocacy 2 Advocacy on a performance of the Manic Monologues with actors coming from both psychology and theater students, as well as outside guests.
- Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program

Reading and Writing (RAW) Center -

- Increased marketing and participation in campus-wide events
- Improved and streamlined paper drop-off process using Penji app
- Added an additional floating hour per week for one tutor dedicated to help manage the paper drop off process

Smartshops -

- 200 Smartshops offered in eight different program/disciplines with over 600 unique students in attendance

- Payroll streamlined to have all instructors paid through BSSL (recently moved to this division) and used Informed K12 for time sheets
- English Smartshops included more Linguistic Justice topics and perspectives.

Sociology -

- Planning to launch Certificate in 21st Century Policing program with Administration of Justice program
- Program is the largest provider of CSU Ethnic Studies requirement courses making the program an integral part of guided pathways and where course content helps facilitate student equity.

Tutorial Center -

- Continued to offer many hours of in-person and online tutoring
- The use of study rooms has increased each semester for the past four semesters.
- Increased training has led to increases in the quality of tutoring.
- Hiring of a new instructional assistant has helped make the system (including hiring) more efficient.
- The new space in Building 2100 has improved access for students.

SECTION B: CHALLENGES AND NEEDS

OVERARCHING THEMES FOR ACCOMPLISHMENTS/NOTABLE

- Challenges in hiring and retention – funding, expertise, workload
- Moving back to more face-to-face instruction following pandemic
- Students not applying for degrees and certificates
- Insecure or inadequate funding – supplies and staffing
- Reassign time for faculty to keep up with other responsibilities outside of teaching – SLOs, club advising, planning events, creating degrees and certificates

Anthropology -

- Still bouncing back from pandemic measures and impacts; with an opportunity to shift program as stability is achieved
- Retirement of full-time faculty member Lucas Hasten, leaving more work for other full-time faculty, fewer student contact hours, a gap in socio-cultural anthropology subdiscipline, and less ability/allotment to change program toward more applied orientation with certificate program, which would make students employable in discipline right away
- Student retention and success varies quite a bit by demographic, largely in line with overall college statistics. In particular Black and Latinx students are impacted. Program acknowledges that a strategy is needed but has not indicated any specific plan or idea.
- Need to carefully go through and then update teaching materials – e.g., disarticulated skeletal casts

Early Care and Education -

- Several challenges related to returning to on-campus classes. Students tend to enroll in online over in-person classes. With HyFlex classes, students usually only attend online. Classes that would better serve students when taught in person are being offered online because of enrollment.
- A significant number of students have not applied for their certificates.
- Decrease in number of male students. Decrease in enrollment that may be tied to student reluctance to return to campus for in-person instruction.
- The need for the Child Development Center to have optimal staffing continues, so that ECE students can be placed there and the Child Development Specialists (teachers) have enough planning and mentoring time.

Ethnic Studies -

- New Full Time Faculty resigned in June. Hiring of replacement is approved and in process.
- All new course proposals were rejected by CSU Ethnic studies, revisions in progress: ETHS 1 Intro to Ethnic Studies, ETHS 10, Intro to African American Studies, ETHS 20 Intro to Asian American Studies, ETHS 30 Intro to Chicanx and Latinx Studies, and ETHS 40 Intro to Native American Studies.

Global Studies -

- Concern about enrollments in GS 2 – the hope is that a name change to "Political, Cultural, and Economic Globalization" in 2024 will improve this.
- Unable to find an instructor for GS 2 in Spring 2023
- Difficult to plan activities, speakers, etc. for International Education Week without reassign time.
- Program is behind on SLO assessments, and feels a lack of motivation to complete them since they haven't provided meaningful data.

History -

- Lack of full-time faculty (down to two compared to four in recent years). In particular, lack of full-time faculty to teach world history

LGBTQ Studies -

- Challenge finding faculty with the relevant expertise. Possibility of professional development for faculty to incorporate LGBTQ+ topics

Library -

- Financial constraints (lack of increase to part-time faculty budget) have caused the library to limit hours, especially during summer term.
- Office Supplies budget has not kept pace with inflation.

Political Science -

- It has been challenging for instructors to reacclimate to the rapid transition back to full classrooms and rosters, resulting in necessary adjustments to pedagogy and grading strategies.
- Full enrollments also led to challenging decisions related to waitlists, assignments, grading and feedback often to the detriment of student experience.

Psychology -

- Challenge in creating discipline plans in that the program had to cut 15 sections due to LPC's significantly reduced FTEF allocation for the 23-24 academic year.

Reading and Writing (RAW) Center -

- Students are still hesitant to seek help, especially for vulnerable populations.
- Find funding to pay tutors to make classroom visits to promote program.
- Tutors often work at multiple campuses and some are remote, making scheduling with students challenging.

Smartshops -

- Funding is not secure leading to challenges and delays in scheduling and staffing.
- The ePAF process leads to decreased flexibility in staffing, especially when substitutes are needed.

Sociology -

- Delay in offering courses for the Certificate in 21st Century Policing program with Administration of Justice program
- Relatively low enrollment, especially in courses other than SOC 1 and SOC 3, is still a concern for the discipline.
- With one full-time faculty member on sabbatical, additional resources are necessary to help facilitate necessary activities such as SLO data collection and assessment analysis.

Tutorial Center -

- Staff illnesses and absences in 2022-23 and the resignation of the previous instructional assistant led to chronic understaffing. This affecting tutor hiring, scheduling, and retention as well as quality due to limited training.
- Due to AB705/1705, student tutors are having to do more teaching than just tutoring, which they are not trained to do.
- The processes for hiring (large amounts of paperwork) and payroll are inefficient and take up too much of the coordinator's time.
- Process for verifying embedded tutoring hours is lacking.
- Funding for Penji (tutor scheduling app) is not institutionalized.

SECTION C: ANYTHING ELSE?

OTHER OBSERVATIONS

- Not able to have "volunteers" to help with tutoring or other program related needs due to "legal reasons". There are willing folks (especially from LLNL) to help with tutoring. We should try to figure out a way to make this possible.
- The new building(s) seems to have improved the quality of services for the library and tutoring center, highlighting the value of updated, designated spaces.

Political Science -

- African American students in political science courses only succeeded at a rate of 50%. The department plans to gather, read, and disseminate equity-based pedagogy materials related to this challenge.
- Launching the Government, Policy & Law Club
- Program polls students to inform what classes should be added in the future.

Psychology -

- African American, Pacific Islander, and students who identify gender as other have the lowest success rates. The program will discuss strategies to support these students.
- Looking to identify a dedicated space for Chat and Chill and other behavioral health workshops
- Dedicated section of PSYC 21, Psychology of Race and Identity for Umoja students

Reading and Writing (RAW) Center -

- Student surveys indicate that students had a positive experience with RAW Center and tutors.
- Students found out about RAW Center from instructors.
- New coordinator starting Spring 2024

Smartshops -

- 97% of Smartshop attendees said information presented learned something new.
- Student felt they could use information in their classes and lives and that instructors were caring.
- Looking to create more equity-based Smartshops in areas of disproportionate impact

SECTION D: DIVISION PRIORITIES

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)

        1. Turn on Degree Works 'Auto-Award Degree/Certificate' function.

        2. Require students in HyFlex classes to attend in person on first day.

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

        1. Increased number of full-time and part-time faculty

        2. Increased budgets for program operating supplies and materials

        3. Recruit larger and more diverse pool of qualified part-time faculty

        4. Clarify what we are trying to achieve with HyFlex modality

    C. Structural process (longer-term work to be done to "resolve")

        1. Ability to hire volunteers to work in various learning support centers, especially tutoring, on campus

        2. Create a full-year academic schedule to be able to reach a larger and more diverse pool of part-time faculty.

        3. Streamline and otherwise improve the hiring process.

        4. Find a balance between pursuit of enrollment numbers/growth and student success in terms of modality, including how to get the most out of the HyFlex classroom.

        5. More support for faculty who are often stretched beyond capacity especially in smaller programs to complete non-teaching work

A. Quick fix (Can be done now or soon; may take little/no extra resources)

   1. None

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

   1. Anthropology - Potential solution (problem is low full-time faculty to take on extra projects) to revamp program toward certificate in CRM (Cultural Resource Management: transitional period that leverages non-credit classes, and the positioning of the CRM program within the Environmental Science top code for CTE funding. The legal framework that defines CRM is referenced by state and federal environmental law.

   2. Anthropology and Ethnic Studies– Replace recently vacated full-time positions.

   3. Early Childhood Education – Have DegreeWorks automatically provide certificates/degrees to increase certificate/degree conferral.

   4. Institutionalized funding for Penji (tutor scheduling app)

   5. Global Studies struggled with assessment of SLOs and finding meaningful data from them. More SLO training might be helpful.

   6. Library needs a budget increase of $7,000 (from $23,100 to $30,000) for summer part-time librarians and an additional $15,000 to provide optimal part-time librarian coverage during fall and spring.

   7. Tutoring Center – student tutors need additional training to help students in a post- AB705/1705 environment.

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

   1. Early Childhood Education – Network with more higher paying employers to increase students' future earning power in field.

   2. It's a challenge for LGBTQ Studies to find faculty with relevant expertise, perhaps because it's a newer academic discipline with a smaller pool?