

## 2019-20 Administrative Leadership Unit Review of Social Science and Creative Arts Division

### I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

#### **Narrative**

The Social Science & Creative Arts Division serves as the creative hub of the campus. We encompass a wide array of humanistic disciplines and areas of study, exposing our students to the diversity and complexity of the world. We provide opportunities for creative expression through exhibitions, performances, and service-learning opportunities within our communities. We foster innovation and 21st century skills that will be needed to address the emerging challenges of our world. We collaborate across disciplines to expand understanding of the world, while developing our student's abilities to contribute as global citizens.

In our current socio-political unrest, the SSCA Division plays another role, giving voice to the histories and identities of our students through ethnic studies and gender studies themed courses that span a range of social science and creative arts disciplines. A sampling of these courses include: African-American Music, Black Psychology, Sex/Gender: Cross-cultural Perspectives, Art of Asia/Near East, History of Ethnic Groups in CA and in the US, Women & the American Experience, African-American History, History of the Philippines, Cross-Cultural Psychology, Social Justice Studies, and Race & Ethnicity.

Additionally, our Division houses the Administration of Justice Program and the Paralegal Program. It is an incredible opportunity to reimagine the curriculum of these programs to address the inequity and structural racism that is built into our justice system. We are in the unique position to ensure that change begins with the education of our justice workforce.

Now, more than ever, the Social Science/Creative Arts Division is foundational in the education of our community, providing our students with opportunities to expand their understanding of the American experience, while offering avenues for the critical reflection and expression of personal narratives through creative and social exploration.

*We explore and make meaning of the Human Condition!*

#### **Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

**I.B. Profile: Programs**

Which programs or functions are contained within the unit?

**Narrative**

The Social Science & Creative Arts Division houses the following 18 academic programs:

- Administration of Justice (AA, AS-T, Certificate)
- Anthropology (AA-T)
- Art: Studio and Art History (AA, AA-T, Certificates)
- Digital Media & Design (AA, Certificate)
- Drama
- Economics (AA-T)
- Film
- Geography (AA-T)
- History (AA-T)
- International Studies (AA)
- Music (AA, AA-T)
- Paralegal Studies (AA, Certificate)
- Philosophy (AA-T)
- Political Science (AA-T)
- Psychology (AA, AA-T)
- Social Justice Studies (AA-T)
- Social Science/Interdisciplinary Studies (AA)
- Sociology (AA-T)

In addition, the following programs are housed within the SSCA Division:

- Honors Transfer Program
- Theater
- Art Gallery
- Kababayan Learning Community

**Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

**I.C. Profile: Service Area Outcomes**

List the current service area outcomes for the unit.

**Narrative**

The service area outcomes for the Social Science/Creative Arts Division include:

1. Provide a comprehensive offering of both general education and degree-specific discipline area courses to allow students to achieve their academic goals on time, while exploring the diversity of our world and their role in it.
2. Increase student access to courses and degrees through expansion of online course offerings across disciplines.
3. Engage the campus and community with a diverse and high quality offering of creative opportunities in both fine and performing arts, through gallery exhibitions, musical concerts, masterclasses, theater and musical theater productions, and competitions.

**Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

## II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit’s effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit’s effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

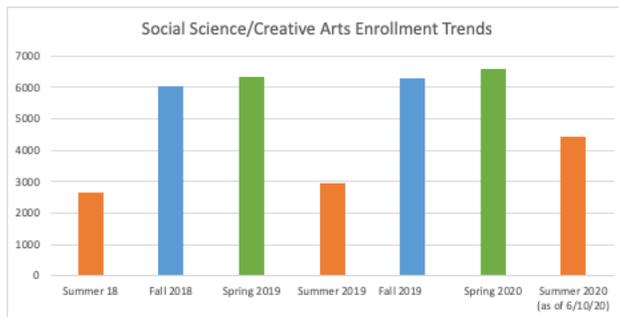
### Narrative

The Social Science & Creative Arts Division is one of the largest divisions in the college, with an average of 34% of the total campus enrollments. This division maintains a robust enrollment load well above the college average (SSCA Load average Summer 18 – Summer 20 = 612 as compared to 549 for Skyline College). Our enrollments have been growing over the past two years, while the college and district have been decreasing. The increase can be seen when comparing our Summer 2018 enrollment of 2659 (278 FTES) students to Summer 2019 enrollment of 2953 (303 FTES) to Summer 2020 enrollment of 4439 (458 FTES) as of 6/10/2020. We also experienced growth from Fall to Fall enrollments (up 4% from Fall 2018) and Spring to Spring enrollments (up 4% since Spring 2018). These increases and high enrollment/load rates can be attributed to intentional scheduling, strategic online course offerings, as well as targeted and streamlined curriculum and program development. Additionally, by increasing the number and modality of courses offered, we are able to serve a wider range of students.

To further investigate our effectiveness in teaching and learning and the success of our courses, we need to look at our retention and success rates in a disaggregated way and to take action to address inequities in success rates. This work will need to be faculty led with a commitment to analyze data, engage in professional development and implement new pedagogical approaches to make change. We need to take responsibility for student success and shift into a transparent model that empowers our faculty/staff/admin to actively progress and make change.

Social Science/Creative Arts Enrollment Trends						
	Enrollments	% of Total Enrollments	SSCA Load	Avg Load	FTES	% FTES of Total
<b>Summer 18</b>	2659	36%	654	534	278	32%
<b>Fall 2018</b>	6044	28%	561	534	659	22%
<b>Spring 2019</b>	6344	30%	556	542	696	24%

<b>Summer 2019</b>	2953	41%	612	522	303	37%
<b>Fall 2019</b>	6276	29%	526	530	680	23%
<b>Spring 2020</b>	6597	31%	571	533	728	25%
<b>Summer 2020 (as of 6/10/20)</b>	4439	48%	802	648	458	43%
<b>AVERAGE</b>	<b>5045</b>	<b>34%</b>	<b>612</b>	<b>549</b>	<b>543</b>	<b>29%</b>



### SSCA Program Highlights and Achievements:

**Geography Department** brought back our GEOG 300 – Geographic Information Science course and made the necessary curricular adaptations as a part of CPR to bring the degree into alignment with the AA-T. The program has been growing in enrollment and offered its first in-person course in our new B12 lab during the 2019-2020 academic year. We plan to hire additional staff, secure in-person teaching tools, and continue to strengthen this program to serve the growing enrollments and Geography majors.

**Art Department** created a new interactive art exhibit space in the Skyline College Library The inaugural 2020 In Libros ART (Art with Books) installation is from Teresa Cuniff's ART 301 – Two-Dimensional Design. In "The Adverb Collage", students were asked to use abstract shapes to convey the essence of a chosen adverb.

**Psychology Department** applied to become a chapter college for Psi Beta national Psychology Honor Society and was approved during the 2019-2020 academic year. We will launch the honor society as a club in Fall 2020 and will develop programming that provides opportunities for student research and poster presentations, as well as bringing students to professional Psychology academic conferences.

**Project Change** is coming to Skyline College. We have received funding from the Wellness Foundation and CSM to bring the program forward. Our faculty coordinator and our SSCA PSC have been developing a website and program

application, we have assembled an advisory board and had our first meeting in Spring 2020. Additionally, ASSC and the program coordinator have laid the foundation for the development of a student club in Fall 2020. The program will have its official launch in Fall 2020, bringing services and support for justice-impacted students to our campus and providing professional development for faculty/staff in support of this vulnerable population.

**Honors Transfer Program** has undergone a transformation over the past year, solidifying the new contract-based model of student research. During the Spring 2020 semester, the Honors coordinator created curriculum for a new Honors Seminar course that will be offered in the 2019-2020 academic year. Additionally, we have transitioned to a new faculty coordinator for the coming academic year.

**Kababayan Learning Community** reached a milestone anniversary, having served the Skyline College Community for 15 years. The program celebrated with a gala event in the new B12 space and brought together alumni and community members to celebrate the impact that this program and our students have had in north San Mateo County and beyond.

**Music Department** brought back the Spring Musical with a new “Artist-in-Residence” model, which included bringing guest choreographer and director Gary Ferguson for the production of Chicago. This production was postponed due to COVID-19 and we adapted with a series of live zoom sessions and new programming called “Behind the Curtain,” which provided interviews with Broadway professionals in fields from performing to set design to hair.

**Paralegal Department** converted all programmatic courses into online synchronous offerings to allow students to complete the program remotely. This was done to maintain the ABA certifications, while serving working professionals who may be hoping to upgrade their skills and need the flexibility of this modality. The cross-listed ADMJ courses still remain in-person at this time. The program has requested the hiring of a professional paralegal faculty member and this will be considered when additional faculty are hired for the program.

**Economics Department** has been growing in enrollment and the number of sections offered continues to increase. The growth has been in online enrollments specifically and we have hired an additional adjunct faculty and continued to support the student need. Additionally, a new course ECON 210: Economics of the Environment, which aligns with the GE Themes of our college redesign and with create opportunities for collaboration with Environmental Science. This course is planned to be offered in Spring 2020. We will continue to seek approval for an additional full-time faculty in Economics, as our enrolled show a marked need for an additional position.

**Music Department** converted several of the music performance ensembles to Virtual Ensembles – creating video montages of our students edited into one performance. We will continue to serve our musicians in Fall 2020 with this remote learning model and will also develop a Virtual Recital as a part of the juries for music majors.

**Anthropology Department** provided a glimpse into the world of bones with their open house during the Meta Majors Week, hosting students and showcases our extensive bone collection.

**Art Gallery** provided a variety of offerings during the academic year including the Art of Palestine & Aswat Ensemble Performance, the Skyline College 50th Anniversary Show, and community events at Sanchez Art Center and student gallery showcase in downtown San Bruno.

### **Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

## II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

### Narrative

**OUTCOME #1: To provide a comprehensive offering of both general education and degree-specific discipline area courses to allow students to achieve their academic goals on time, while exploring the diversity of our world and their role in it.**

Throughout the Division we have been working on streamlining our course offerings to ensure that we are able to offer the courses that students need to meet their academic goals. Over the past academic year, we have seen a tightening up of curriculum in the social sciences. In particular, we have adapted the curriculum in ADMJ to incorporate the needed skills development while bringing the total number of required courses/units in the Certificate of Completion down from 27 units to 24 units. Some of our largest social science departments, including History, Psychology and Economics underwent the process of identifying courses for deletion and banking in an effort to ensure that the courses students need are offered regularly and that our catalog does not include excessive lists of courses that will not be offered.

We have seen faculty adapt curriculum in both the Social Science and Creative Arts areas to join their courses with the GE Thematic Bundles. We have seen thematic GE offerings in History, Economics, Philosophy, and Art.

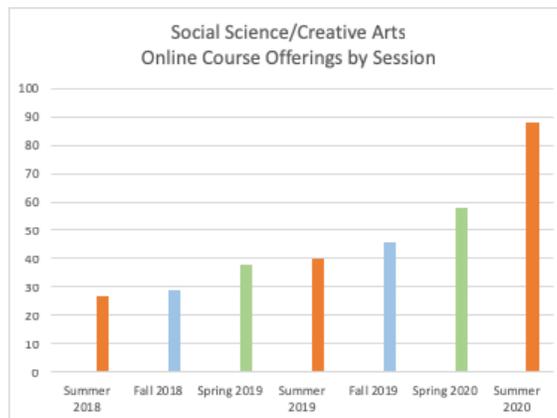
This work is providing the foundation as we move beyond the campus-wide redesign and reimagining all of our courses as part of guided pathways under the umbrellas of meta majors. Faculty within the SSCA division have also engaged in supporting the Promise Scholars Program and a variety of Learning communities, through the offering of dedicated cohort sections of high-demand GE courses.

**OUTCOME #2: Increase student access to courses and degrees through expansion of online course offerings across disciplines.**

Our goal to increase student access to courses and degrees through the expansion of online course offerings has been successful in that we have increased the number of online courses offered across disciplines. While we are still working to ensure that complete degree programs are offered entirely online, our progress in having DE addendums approved and the expansion of our online course offerings and enrollment numbers is both promising and shows dramatic success. At this time we have online offerings in all of the GE Areas supported by SSCA so that any student can complete their transfer general education requirements online. We also have the following degree courses completely available online: Geography, Economics, and Psychology.

While all of our instruction for Summer 2020 and Fall 2020 will be in an online format with the SSCA Division, there is a combination of synchronous remote learning models and asynchronous fully online models. While the data for online course offerings is skewed beginning in Summer 2020 (due to the transition of courses to online when DE Addendums were available), there is still a strong increase in the offering of online courses within the division over the past 2 years. It is this marked increase that has directly lead to the increase in enrollments within the SSCA division during a time of declining enrollments. While we still see strong enrollments in daytime face to face enrollments (pre-COVID), there is a significant decline in face to face evening enrollments and it could be surmised that our evening students are opting for online courses.

<b>SSCA Online Course Offerings (# of online sections)</b>	
<b>Summer 2018</b>	<b>27</b>
<b>Fall 2018</b>	<b>29</b>
<b>Spring 2019</b>	<b>38</b>
<b>Summer 2019</b>	<b>40</b>
<b>Fall 2019</b>	<b>46</b>
<b>Spring 2020</b>	<b>58</b>
<b>Summer 2020</b>	<b>88</b>



**OUTCOME #3: Provide the campus and community with a diverse and high quality offering of creative opportunities in both fine and performing arts, through gallery exhibitions, musical concerts, masterclasses, theater and musical theater productions, and competitions.**

The Creative Arts disciplines within the Division have provided the campus and community with high quality performance and artistic events throughout the year. While many of our planned events, exhibitions, and concerts were disrupted by

COVID-19 and the closure of the campus during the Spring 2020 semester, our innovative students and faculty were able to shift their work to bring much needed online offerings, such as Behind the Curtain Zoom Sessions and our Virtual Vocal Jazz productions.

## **ART**

- Skyline College 50th Anniversary Gallery Exhibition – highlighting 50 years of educational service to our community through photography, graphic design, artifacts and artwork created for and by the Skyline Community.
- A new interactive art exhibit space in the Skyline College Library, the inaugural 2020 In Libros ART (Art with Books) installation is from Teresa Cuniff’s ART 301 – Two-Dimensional Design. In “The Adverb Collage”, students were asked to use abstract shapes to convey the essence of a chosen adverb.
- The Art of Palestine Exhibition – in collaboration with community organization, this collection brought together historical artifacts, personal narratives, photography, and cultural works of art to celebrate Palestinian culture. The opening reception for the exhibition included a musical celebration with an evening concert of the Aswan Ensemble in the Skyline College theater.
- Student Exhibitions at Society of Western Artists Gallery and Sanchez Art Center
- Permanent “Student Art” collection established in Skyline College Learning Center

## **THEATER**

- “The Spoon River Project” theatrical production (Fall 2019)
- “Chicago The Musical” spring musical production (Spring 2020) – postponed
- Chicago: Behind the Curtain Zoom Sessions – brought together professional performers and artists that have worked on Broadway in the musical Chicago. Organized and hosted by our Artist-in-Residence, Gary Ferguson, from the Chicago Revival Production.

## **MUSIC**

- Music Concert Series – all musical ensembles at the college provided concerts both on campus and in the community during the Skyline College Music Concert Series in December 2019.
- Collaborative production of Chicago The Musical – brings together Drama, Music, and Dance departments to create a high-quality performance extravaganza. (Postponed due to COVID-19, but the students were nearly ready to perform and the show was completed learned and staged). This

production was in collaboration with our Artist-in-Residence, Gary Ferguson, from the Chicago Revival Production, who served as the choreographer and director of the production. We are hoping to bring the musical back when we return to on-campus instruction.

- Skyline College Jazz Ensemble provided a musical combo for the Skyline College 50th Anniversary Gallery Exhibition, which was attended by community leaders, foundation donors, and members of the Board of Trustees for the District.
- Skyline College Band, Symphony, Jazz Band, Choir, and Guitar Ensemble Concerts were cancelled in Spring 2020 and each ensemble provided opportunities for students to collaborate and create audio file recordings and various virtual productions of their work.
- Skyline Vocal Jazz Ensemble – due to cancellations in concerts and Jazz festival competition in the Spring 2020 semester, the ensemble created several virtual choir style produced music videos.

### **Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

## II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

### Narrative

The most significant impact to our division has been the loss of our new building 1 capital project. Hundreds of hours were spent in the planning and the moral of the division is very low. There is a general feeling of being undervalued within the campus community and the district. As a result, we are left with extremely ill-suited teaching spaces that directly impact student experience and success. We are using substandard equipment and lack modern technology and resources. While there are plans in the works to upgrade (“facelift”) some of the spaces in the building, there are **many needs that will not be met** and the overall feeling has not changed. Another aspect that has exasperated the feelings of resentment and distrust within our division is the fact that while our B1 project was “lost” and we are now embarking on a “substandard version,” our faculty have watched other projects on the campus move forward, while no work has begun on B1.

We are hoping that will the start of some of these projects during the coming academic year, there will be a shift in the functionality of the space, which will create a shift in the perspectives and hopes of the faculty and students. As a minimum requirement for our Bldg. 1 facility, we must upgrade to ensure a successful teaching/learning environment, access to technology, ADA compliance, and health/safety of our students and our faculty/staff.

**The Future of the Creative Arts:** We must keep B1 at the top of our COP list and my hope is that even after this “upgrade” we recognize that the building does not have longevity and that it is in the best interest of the district to build a state-of-the-art Creative Arts facility for our district. Right now, while we have new, modern STEM buildings on all three campuses and will have new, state-of-the-art Wellness/Kinesiology buildings on two of our campuses, there is no campus that has modern, high-quality performance or teaching/learning spaces for the arts within our district. This is sending a clear message that the arts do not matter and are valued less than other areas. We have the great potential to be a beacon of light and hope for our students during these very dark times by becoming the cultural and creative center for our community, but it will take a reprioritization by the district and the board of trustees to make this a reality.

The campus redesign, guided pathways, and the development of GE bundle themes are all impacting our division and our faculty as well. Faculty from our division are playing key roles with regard to these campus-wide initiatives, however a greater level of participation is needed to bring the model into fruition. The next steps for our division are to have clear guidance for faculty engagement

both within and beyond the classroom with opportunities for faculty to participate in a variety of ways.

**Staffing:** the SSCA Division is severely lacking in support staff and currently stretched to an unsustainable level. At a minimum to ensure student success, we need

- 1 FT Lab Tech for ART
- 1 FT Instructional Aide II for Music

We have faculty needs as well and those have been outlined in [Section II.D](#)

### **Associated Objectives**

[991-Additional Staffing](#)

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

[990-Upgrade Bldg. 1](#)

#### II.D. Analysis: Unit Personnel

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

#### Narrative

	<b>Current Staffing</b>	<b>Staffing NEEDED</b>
Full-Time Faculty	24 FTE	2 Replacement FTE + 2 Additional FTE
Part-Time Faculty	16.5 FTE	Varies based on need
Classified	3.48 FTE	2 FTE Additional
Temporary Staff	Art Lab Tech, Music I/All, various expert positions (accompanists, art models, professional experts for private lessons)	various expert positions (accompanists, art models, professional experts for private lessons)
Student Workers	Approx. 4 PT (Theater/Gallery)	Additional Theater staffing
Administrator	1 FTE	

**The current staffing structure of the SSCA Division includes the following Classified Professionals:**

- **FT Theater Manager**
- **FT Division Assistant**
- **FT Program Services Coordinator**
- **PT (.48) Program Services Coordinator - Paralegal (currently unstaffed, hiring)**
- **Short-term Temp Art Lab Tech (Urgent need to make permanent)**
- **Short-term Temp Music Instructional Aide II (Urgent need to make permanent)**

While we have seen some retirements in the last academic year, we have also hired additional faculty. We currently have 24 full-time faculty, with two additional FT faculty who will retire in December (postponed retirement due to COVID-19). In addition, we have roughly 50 adjunct faculty in our service area with an increase in adjunct faculty FTEF from 14 FTEF in 2019-20 to 16.5 in Fall 2020.

We currently have six (6) academic departments that have an adjunct faculty teaching load over 1.0 in Fall 2020. The departments include:

Art (1.95 PT FTEF), Economics (1.8 PT FTEF), Geography (1.14 PT FTEF), History (3.0 PT FTEF), Music (1.86 PT FTEF), and Psychology (2.2 PT FTEF).

In each of these cases, there is a qualified need for a full-time faculty hire. The SSCA Division has been working diligently to increase our enrollments and over the past academic year, we were the only division at Skyline College to grow, while during a time of declining enrollments. As our enrollments continue to grow, the staffing (both classified professionals and full-time faculty) must grow with it.

### **Associated Objectives**

[1224-Building 1 Upgrade](#)

[1225-Hiring](#)

### III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

#### **Narrative**

**Strengths:** The SSCA Division is flourishing with highly talented and innovative faculty, as well as engaged student leaders that are expanding the reach and impact of our programs. The collaborative nature of programs within this division, as well as the strong connection to campus initiatives such as the campus redesign, GE themes, and meta majors has positioned both the social sciences and the creative arts as leaders within the campus community. We have seen a continuing growth in enrollments within our division, as well as an marked effort to ensure that our courses and programs are aligned to create student success.

**Challenges:** One challenge that needs to be addressed in order for larger programmatic changes to occur is our lack of personnel to support the division and activities. There are two key positions that are needed to be a fully functional team and the current workload is not sustainable without this additional support. We have also experienced challenges due to COVID-19 with a direct impact on our courses in the following areas: Art Studio, Music Ensemble/Performance, Anthropology Physical Lab, and Digital Media Filmmaking.

**Opportunities:** We have the opportunity to become a central resource for our local and regional community with regard to our performing and fine arts. I would like to develop our programming, bring in CTE options for students, make direct links to community and local industry, and connect our efforts to arts organizations and educational institutions. As we develop our resources and programming (and facilities), we will be able to provide creative opportunities for our students and our community.

**Concerns:** Our most pressing concern is the health and safety of Bldg. 1. We have identified key areas that need to be upgraded or repaired to maintain the health and safety of our students and faculty and are awaiting the planning stages of the Bldg. 1 rehab. In particular, we need air filtration systems for our ceramics, painting, and sculpture labs. Our theater curtains and rigging system need replacement/repair and we need upgraded teaching and learning spaces for our students.

**Further Research:** One area that I would like to work with PRIE to obtain data is with regard to retention and success rates. Some departments have identified key areas in which they hope to address student needs, but an overall assessment of the division and all departments would provide direction for future curriculum development and innovative pedagogical training. Because of the move to online education due to COVID-19, I would also like to look at the

impacts of remote learning (pre-COVID online courses and current remote learning of all courses) to ensure that we are supporting both students and faculty and creating learning environments for academic success.

**Associated Objectives**

1224-Building 1 Upgrade

1223-Center for Visual & Performing Arts

1225-Hiring

990-Upgrade Bldg. 1

### III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

#### **Narrative**

One change that would have immediate impact for both students and faculty within our division is the creation of a Center where faculty/students can engage creatively and work together, share resources, and create an atmosphere of student support. I have identified a space and converted it into an interactive social learning space that will serve as the creative hub of campus. We had hopes of adapting the space to modernize, enlarge, and create office space and meeting space. These upgrades are needed to create a fully realized program to support creative arts students. Unfortunately, this space was not prioritized in the B1 upgrade and the necessary changes will not be included. My hope is that this space becomes prioritized and is made into a space that houses creative tools and technology, with staffing (Retention Specialist and Counselor) to support programming and students.

We have identified the current Strategic Partnerships and Workforce Development center as the new home of the Social Sciences Hub, which will provide the support services, programming, and community space for our Social Science majors and all students engaged with our courses. This transition will occur after the completion of B2 renovation and the subsequent move of SPWD to B2. At that time, we will be requesting staffing for this space as well. We feel strongly that all major academic areas should have equitable community support spaces, akin to the STEM Center.

There is also great potential to develop synergy and cross-disciplinary engagement through the development of support services and programming around Meta Majors and GE thematic bundles and we have faculty actively engaged in the development of these new structure.

Another area where I see opportunities for cross-campus collaboration is with regard to serving vulnerable populations such as justice-impacted, undocumented, LGBTQ and marginalized populations. Through the development of curriculum, policies and processes, and direct student supports, we can do a much better job serving our most vulnerable students on campus and creating a campus that openly values all members.

#### **Associated Objectives**

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[1225-Hiring](#)

### III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

#### **Narrative**

**Center for Justice Studies:** There is a significant need to develop new strategies, curriculum, and collaborations with regard to social justice and in particular, our Administration of Justice and Paralegal programs. With the national and global uprising of the Black Lives Matter movements and persistent outcry at the systemic racism and targeted violence against our African-American citizens and communities, it is of utmost importance that we prioritize the development of our Center for Social Justice to directly address incarceration and police violence against people of color. We are training the administrators, police, and legal professionals that will serve and impact our justice systems and it is incumbent upon us to ensure that the curriculum and training that we provide directly addresses the inequities and atrocities of our current system.

We will build a collaborative change community within our Administration of Justice, Paralegal/Legal Studies, Social Justice Studies, and Project Change programs that will use their varying discipline lenses to dismantle and reimagine our justice system. We will prepare our students to deconstruct our current systems of injustice through restorative processes, utilizing the experiential knowledge of justice-impacted students (Project Change) in collaboration with the practical career-preparation pedagogy to reimagine our classrooms and curriculum. I also see potential to provide much needed support and services to LGBTQ students and specifically legal support and services to the transgender community.

**Social Science Hub:** I envision a diverse program that explores the human experience through a variety of disciplines that collaborate and intentionally explore themes that are relevant and expansive for students. I see areas for pedagogical enhancement and professional development to ensure that all students have opportunities to succeed. In particular, I would like to further expand our online course offerings, providing online degrees and supporting the GE coursework of degrees that fall outside of our division. As we develop our online offerings, we are including courses that meet of all of the CSU and UC general education requirements within our areas.

There is potential to expand our program offerings as well and I will work with faculty to identify and support this work. There has been significant enrollment growth in two discipline areas within the Social Sciences: Geography and Economics. We currently have AA-T degrees in both of these fields and Geography does not have a full-time faculty member. Adjunct faculty have been carrying the load and we expect to hire additional adjunct faculty to meet the

current enrollment needs of the program. There are experiential and extra-curricular areas that we would like to develop as well, which will be better supported by a full-time faculty member. In Economics, we have seen significant growth in our online offerings and the load of the department is consistently strong enough to hire an additional full-time faculty in this department.

**Center for Visual and Performing Arts:** My aspirations for the Division include building a world-class regional program around the creative arts, with programs and performance spaces that serve students and community members in their personal and artistic development. We will serve our campus, district, and regional area as a center for culturally relevant and accessible music, theater, and dance performances, film screenings, and art exhibitions that bring the creative world to the most vulnerable in our community. To achieve these goals, we will build and develop our current programming, improve staffing support, upgrade our facilities and technology, and further develop our community connections and collaborations. I also see the potential to develop CTE and professional programming in the creative fields to provide opportunities for all students to follow their creative dreams, regardless of their ability to continue in their education beyond our institution.

In the wake of COVID-19 and remote learning, the creative arts faculty, staff, and students have come together to provide online offerings in a variety of modalities including virtual choirs and ensembles, audio-file sharing, Behind the Curtain zoom sessions with Broadway artist, and the creation of video and still images that will be produced into content for distribution. We will continue to develop our skills and capacities as we move into the coming academic year, with the transition to a virtual art gallery and other opportunities for our students to showcase their work.

#### **Academic Program Development:**

**GEOGRAPHY:** We have been building our program offerings in the area of Geography and now have a fully-fledged program online and have begun bringing classes on to campus (pre-COVID-19). We have moved the program to B12 and are utilizing the Social Science dry lab for courses. In our program planning, we have identified several growth areas and extra-curricular areas for development, including bringing a Geography Honor Society to campus and engaging in research, as well as developing “study-away” research trips/extended field trips for students to travel and apply geographical research study in CA and the US.

**DRAMA:** We would like to fully develop this program and have several courses approved that have not been offered. An alignment of curriculum with transfer programs and collaboration with our music and dance programs will help build our Drama Program and hopefully soon have a degree program. We currently have a robust theater performance program, much of which is carried out by our

Theater Club, and we would like to bring the academic side up to match the quality of the performance work.

**FILM:** We have seen a marked increase in enrollment in our Film courses and have brought on new faculty to support this need. We are now planning to develop additional GE courses with the hope to bring a Film Studies major to our college. Research is currently underway to determine if there is a viable need for this program and which courses would need to be developed.

### **Associated Objectives**

991-Additional Staffing

1224-Building 1 Upgrade

1223-Center for Visual & Performing Arts

989-Center for Visual and Performing Arts

1225-Hiring

990-Upgrade Bldg. 1

#### **IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests**

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

#### **Associated Objectives**

[991-Additional Staffing](#)

[1224-Building 1 Upgrade](#)

[1223-Center for Visual & Performing Arts](#)

[989-Center for Visual and Performing Arts](#)

[1225-Hiring](#)

[976-Online Course & Degree Development](#)

[990-Upgrade Bldg. 1](#)