

Dean's Summary
Comprehensive Program Review
April 14, 2017

Consistent with last year's Dean's Summary of April 27, 2016, I will emphasize prevailing themes across the Social Sciences and Humanities three Career and Technical Education (CTE) programs and nine disciplines. Excerpts from CPRs are presented to both illustrate and emphasize themes. It is to be noted that themes have changed very little from last year.

Early class cancellation policy

Our program is negatively impacted by early cancellation policy. Anthropology is not a discipline students are familiar with and it is not offered in the high school. In fact a significant number enroll in our classes during the first week of class as a result of word of mouth recommendations by fellow students. Consequently when anthropology classes are cancelled two weeks before the quarter begins we not only lose those registered but many more potential adds up until and during the first week. Often students do not realize the value of anthropology to their education goals until after the first week when they are introduced to the subject and scope of the discipline. It is demonstrable quantitatively that low enrolled classes when allowed to go through the first week of the quarter witness a significant increase in enrollment, often up to the maximum class size. We recommend that the policy be revised...
(s17cpr_anth)

Early class cancellation dates for low enrolled classes is negatively impacting our ability to serve a larger number of students. Many students are unaware of the existence of Geography as a discipline; most enroll in Geography after they have enrolled in their majors or areas of interest. Some students come across Geography only as they search the listings of GE classes. Our department has one full-time member, the rest are adjunct faculty. Class cancellations are having a negative impact on newer adjunct faculty who lose the opportunity to teach and thereby establish a reputation on this campus. (s17cpr_geo, psyc)

Need for a Social Sciences and Humanities computer lab

As we have reported in our previous program reviews, at present, the Social Sciences and Humanities faculty members have no way of reserving a Computer lab on campus for students taking classes in the Division. In Geography, we use interactive maps and graphs (such as satellite images and Census maps) and we work with data sets (e.g. Census data) to understand how to use, interpret and analyze visuals and data. We do not have a way to reserve a lab for a class period at any time in the quarter. This form of learning is best accomplished if the students are able to use the computer themselves with guidance from the faculty in the lab. This is central to the mission of our college as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce. This is also crucial in light of the fact that internet research is becoming ever more important and some of our students lack the broadband access that is a necessity for electronic document submissions. Given that our college mission is student equity, this request is about reducing the digital divide by improving access to a computer lab facility for our most disadvantaged students.
(s17cpr_geo, hist)

Currently, no computer lab on campus can be reserved by faculty in the Social Sciences and Humanities for teaching students in real-time data analysis techniques, online research, library and web-based research, and writing. There is no computer lab available for SSH students working on SSH assignments. The lack of a computer lab will become an increasing disadvantage for SSH students with the termination of student fees and the growing use of electronic documents. (s17cpr_cde)

Reduction in print budget

This year, (4th year in a row, our major request is for additional funds for printing year after year but UNFORTUNATELY no action has been taken so far. We have been impacted by the continuous reduction in funds for printing class materials. This leaves faculty with insufficient handouts for in class group exercises and assessments. Other impacts include unproductive use of faculty time who have to staple their exams which imposes a large time cost. Moreover, some faculty are spending their own money to meet the printing needs for their classes.

(s17cpr_econ)

The shrinking to disappearing print budget is continuing to have a damaging effect on our most vulnerable students. Even though instructors post all our readings, assignments etc. online, students facing financial challenges who have limited income do not always print out the worksheets or discussion questions and bring them to class. Students own different devices and cannot always access the assigned readings, documents, maps or graphics for in-class group work. Students with limited internet access are not completing the readings or assigned work and this affects the students' learning and the teacher's ability to achieve her/his instructional goals for that lesson. (s17cpr_geo)

The loss of the materials fee (for the printing of classroom materials) has contributed to an increasing DIGITAL DIVIDE for students who are without resources to print such materials (e.g., syllabi, reading handouts, instructions for assignments, etc.) which faculty now have to send by email (PDF) or post online, rather than distribute in class as we used to. This DIGITAL DIVIDE further exacerbates the situation of the most vulnerable targeted populations who often have the least resources to print classroom materials; this is an equity issue. In addition, there will HAVE to be a photocopying budget for exams, which, of course, cannot be placed online for obvious reasons related to academic integrity; the college is arguably obligated to provide photocopying of exams and other necessary academic materials in order to achieve its student learning outcomes. (s17cpr_hist)

As discussed above, we are deeply concerned about the disappearance of a budget for photocopying. For students who have limited Internet and printer access, moving course materials online with no option for instructors to provide paper copies creates a problem of adequate student access to course content. Ending the use of printed materials in class is therefore an equity issue that will have a disproportional impact on the most vulnerable students. Because all classes are now limiting printed instructional materials to students, the burden on students for printing many different materials for each class has led them to prioritize the printing of some things for their classes (typically graded assignments) over other things (typically required readings or worksheets). This has led to students not being adequately prepared for classes, not learning as effectively with the support of these learning resources, and not being engaged as much as before in class discussions and activities. (s17cpr_soc)

In addition, there are several interesting highlights to make mention of, including:

- Development of a Forensics/Investigation Certificate and expansion of the AA degree in Homeland Security. (s17cpr_admin/justice)
- The CDE department of De Anza College is the only department among 113 community colleges that has been accredited by NAEYC AA degree. (s17cpr_cde)
- It should be noted that on the State Chancellor's website of community college paralegal programs, the De Anza program is ranked **#1** in the state. (s17cpr_para)
- The C.S.U. move to acceptance of students based on the AA degree completion has moved the department toward the completion of an AA in Psychology...expected in Fall 2017. (s17cpr_psyc)

- The Humanities department is also working, in association with the Foothill Humanities department and the Mellon Foundation, to institute a Mellon Scholar College Promise Program for Underserved Students Seeking Humanities Degrees. We are hopeful that this program will help us continue to decrease the equity gap through supporting students from the targeted groups who are taking Humanities courses. We also hope to see an increase in enrollment from these populations, as the new Mellon scholars work towards the recently approved Certificate of Achievement in Humanities. (s17cpr_humi)

The division maintains vigorous support of student equity through a very active Equity Core Team who recently launched an “Equity Resources Webpage.” In addition, a third Student Voices Summit will be held May 5, 2017 at the California History Center. The other two Student Voices Summits were held December 4, 2015 and June 14, 2016. We have been notified that Chancellor Judy Miner will be in attendance at the May 5th summit. The entire campus is invited as well.

Conversation-Application-Reflection (C.A.R.), now in its 11th year in the division, is using a model of engaging faculty and students in studies of ethnic and non-traditional scholars called Social Scientists Spotlight, a concept introduced to us by our colleague, Jeff Schinske, Biology.