Dean’s Summary

CPR

May 2, 2014

With an enrollment of 42, 745 students (2010-2011), 43,150 (2011-2012), 42,993 (2012-2013) and an unduplicated headcount of 18,588 students (2010-2011), 18,883 (2011-2012), 18,874 (2012-2013), the Social Sciences and Humanities (SS/H) division continues to have the largest student enrollment at De Anza College with three Career and Technical Education (CTE) programs, Administration of Justice (AJ), Child Development and Education (CD&E) and Paralegal Studies (Paralegal); nine departments, anthropology, economics, geography, history, humanities, philosophy, political science, psychology, sociology; and a regional history center, the California History Center.

Success rates for targeted populations, African American, Latino/a, Filipino, remain stubbornly low. Aggregate percentages reflect success rates for all three targeted groups at 65% (2010-2011), 64% (2011-2012) and 64% (2012-2013). Success rates for not-targeted groups, Asian and White, remain 12-14% higher over a three- year period. Aggregate percentages reflect success rates for not-targeted populations at 77% (2010-2011), 78% (2011-2012) and 77% (2012-2013).

It is important to note that despite the persistence of the equity gap, notably sociology, humanities and geography are the three most active departments in the division and college supporting equity through instructional participation in Student Success Retention Services (SSRS) and their cohort programs, First Year Experience, Puente and Sankofa.

AJ, CD&E and Paralegal, three CTE programs in Social Sciences and Humanities, serve the needs of students interested in certificates and/or degrees for employment in criminal justice, early childhood education and teaching, and paralegal professions. For 2012-2013, AJ awarded 22 AA/AS degrees; CD&E, 11; Paralegal, 53. In addition, CD&E awarded 64 certificates; Paralegal, 46. Paralegal is fully accredited by the American Bar Association (ABA). CD&E has full AA degree accreditation from the National Association for the Education of Young Children (NAEYC). ABA and NAEYC represent the gold standard in college program accreditation.

California employment projections reflect between 2010 and 2020 that AJ will have an increase of 7.1% for police officers (5,200); 1.4%, corrections, probation and parole positions (2,600); and 18.7%, private security (25,000), by far the largest gain. CD&E statewide employment projections are also excellent for preschool teachers with 6,300 anticipated jobs, a growth rate of 11.5%. California employment projections for paralegals in San Jose-Sunnyvale-Santa Clara are at a phenomenal growth increase of 55.1%. The statewide projection for paralegals shows a 20.1% increase while the national projection shows 22%. All projections place the paralegal profession in the above average growth category of all occupations. (s14cpr\_AJ, Para.) (s13apru\_CD&E)

Social Sciences and Humanities departments and programs have spoken eloquently about three themes in their comprehensive program reviews: the impact of the “digital divide” on student equity, the impact of the division’s decreased capacity to photocopy necessary documents for our students, and the impact of cancelling classes too early during the student registration period. These impacts are reported as adverse to meeting the needs of students in general; our most vulnerable populations in particular.

To help alleviate the impact of the “digital divide” in our division, for the third year we again strongly request a Social Sciences and Humanities division computer lab. An argument can be made that the college’s Open Media Lab is sufficient for SS/H students writing and printing their assignments and papers. Our division says, “No, it is not.” Students who do not have computers and/or printers are trying to type mid-term and final research papers on their cell phones, a fundamental reason for setting up an SS/H computer lab in a division with the enrollment of a mid-size college. University of California writing requirements for articulation in all history classes in our division have exacerbated this problem.

Social Sciences and Humanities has deep apprehensions about the decreased capacity and eventual elimination of the division’s photocopying budget. Sociology’s CPR summarizes the division’s angst with these words.

*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. All of these things have contributed to a lowering of learning outcomes in our courses, particularly for the least academically prepared and least resourced students. Printed instructional materials are one of the most basic resources that students and teachers rely on to meet the most basic teaching and learning needs. The ability to provide students with necessary materials for courses can indeed be enhanced by using online and other paperless technologies, but these technologies do not replace the need for providing printed instructional materials to students.* (s14cpr\_soc)

In addressing the third impact, Social Sciences and Humanities persistently and firmly feels that the college-wide policy of cancelling classes too early for low enrollment before the beginning of each quarter has been disruptive to students and faculty with the likely outcome of lowered division and college enrollment.

In conclusion, Social Sciences and Humanities CPRs reflect a great need to have time to return to “fruitful” conversations about teaching and learning, applied strategies and best practices and “the day to day challenges of classroom management.” (s14cpr\_geo) Instead, measuring success rates, completing electronic documents and recording learning outcomes consume much of our attention.