

Dean's Summary
APRU
May 10, 2013

The Social Sciences and Humanities division has 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.

With targeted populations growing at a steady rate, the division takes very seriously its commitment to closing the student equity gap between targeted groups (African American, Filipino and Latino/a students) and non-targeted groups. For academic years 2010-2011 and 2011-2012, division success rates remained 73% for all students; 77%, non-targeted students; down 65 to 64% for targeted groups. Having said this, APRUs in a number of departments have expressed the need for a Social Sciences and Humanities computer lab dedicated to online research, library and web-based research and writing; the need for instructional associates in economics, history and psychology, but not limited to those three disciplines so that more writing assignments may be given students; a B-budget increase for the division to offset the elimination of material fees paid by students, some of whom, targeted and non-targeted, are not able to access course materials online (the digital divide) and actually would pay more printing these materials directly at their own expense than they would have paid in material fees.

In closing the equity gap, the division recognizes the need to continue assessment of Program Learning Outcomes (PLOACs) and the assessment of Student Learning Outcomes (SLOACs). Completion of the number of PLOACs has been accomplished with varying success. All SLOs have been completed, but more completion of assessments (SLOACs) is needed in AJ, Paralegal, geography, humanities (because of lack of clarity in the SLOAC process), philosophy, psychology and sociology.

Growth positions are requested in two areas with "off-the chart" student enrollments: geography and sociology. Both departments have significant full-time faculty participation in First Year Experience (FYE). In addition, sociology has consistently high faculty participation in Development and Readiness Education (DARE) and one full-time faculty in initial stages of work with Sankofa. Relevant to position requests, the anthropology lab (Anth 1L) is an extremely popular, GE transferable course in biological sciences with a seat count of 40. A part-time lab tech assistant is a pressing need.

AJ, CD&E and Paralegal, three CTE programs in Social Sciences and Humanities, serve the needs of students interested in certificates or degrees for employment in

criminal justice, teaching and early childhood education, and paralegal professions. Paralegal is fully accredited by the American Bar Association (ABA). CD&E recently received 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 are changed from last year's and now reflect between 2010 and 2020 that AJ shows 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 increase. 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. (See s13apru_AJ, CD&E, Para.)

While the push for increased enrollment is essential to "pay our bills," the college must be vigilant in its commitment to pedagogies that help our most at-risk students, i.e., targeted populations. Writing across Social Sciences and Humanities disciplines increases the need for instructional associates, utilizing full-time SS/H faculty participation in FYE, DARE and Sankofa require growth positions in geography and sociology, and providing teacher directed, hands on accessibility in SS/H for the purposes of teaching students how to do online research, library and web-based research, writing, and real time data analysis techniques is critical for closing the equity gap.