Social Science and Humanities Division
Dean's Summary
Annual Program Review
February 14, 2020

Having reviewed all submitted annual Program Review files along with the Dean's statement from April 2019, I can see that the Social Sciences and Humanities faculty are quite passionate about their programs and departments. While there were not many significant changes reported since April, the program reviews that were submitted reflected a strong level of analysis and identification of strengths, needs, plans and requests.

One of the more common needs shared across the division is interest in learning and developing pedological strategies to incorporate equity in the curriculum. Many of the departments mention that through the CAR program (Conversation, Application and Reflection), faculty are able to gather to discuss strategies to implement "positive attitudes about multicultural inclusion, civic engagement and equity". For example, The Child Development (CD) program is implementing "equity-minded and culturally responsive curriculum strategies with the goal of improving student success rates. Faculty are utilizing "appreciative advising", an effective strengths-based approach strategy in working with students. Strengths-based advising "helps students leverage their backgrounds in learning and encourage asset-driven reflection habits as built upon the Appreciative Mindset."" The Economics department faculty utilize a variety of activities, such as group learning and projects, community engagement (service learning), writing reflections and/or research papers, conducting presentations, participating in experiments and classroom discussions as well as showing video clips of economists of color and their achievements in the field to students. Notably, through discussion and departmental dialogue, the Political Science faculty have linked "equity efforts and civic engagement, offer classes with the "S" designation and have institutionalized the *familia* peer-mentoring model. They have developed a civic engagement survey and drop survey, created a more intentional civic engagement framework to better tailor civic engagement placements to student interests/needs, formalized the scheduling of civic engagement projects, and have worked more closely with civic engagement partners." Similarly, the Sociology department gathers regularly to discuss their work with VIDA in order to seamlessly incorporate civic engagement in sociology classes. Faculty have held Student Voices workshops which encourage students to offer perspectives on equity issues. The Sociology department faculty are actively engaged in the Puente, REACH, Umoja, LEAD and First Year experience programs. In regular CAR discussions at History department meetings, among faculty themselves, and with counselors to aid at-risk students, strategies have been implemented to increase outreach to diverse student groups to help improve student success rates for historically under-represented populations. Email distribution, personal contact by instructors and peer mentoring are some of the tools used to expand information about campus resources available for student support and success.

In terms of needs, faculty from History, Geography, Economics, are also requesting a larger print budget and printer with a stapling feature in the division office to assist adjunct faculty, in particular, who must print from printers in the division office and hand staple all hand--outs including assignments and exams. The faculty have found that "underserved populations of students" don't have access to technology nor printers to print out assignments. This will likely be addressed with the new multi-function copiers that are being implemented across the campus. Departments such as the CDC and Political Science are researching low cost textbook and open resource options to help reduce student costs. And as with all other areas of the college, faculty are clearly learning to negotiate a decline in overall enrollment. Faculty

mention that the added burden of active recruitment for their classes is daunting. However, there are examples of SSH faculty implementing innovative ways to boost outreach. For example, Administration of Justice faculty are currently planning at least one course offering at a local high school for college credit. They also hope to expand offerings to other schools. Faculty will also be representing the college/program during high school career pathway expositions (already scheduled for Westmont HS in March 2020). The Child Development department continues to work together to create an artistic and comfortable space for students for outreach and student retention: there is clear information posted on the new CD brochures, bulletin boards, as well as the dates for student orientations and class schedules for each quarter. Faculty have completed website editing training to improve the layout and update the information on the department website. They also are requesting assistance from the College Marketing office in building clear messaging regarding a "guided pathway" to career attainment and success. The Anthropology Department has identified the following steps to improve outreach and retention: First, they recognize that more work needs to be done towards outreach such as offering classes in high schools and second, they are placing more emphasis on actual application of anthropology in employment. For example, using anthropology in government, medicine, education, corporations and development. They are inviting applied anthropologists as guest speakers on campus and holding workshops to connect students with high ranking professionals in the valley - during which students see the application of anthropology and connect with the professionals to build social capital.

All three Career and Education programs, Administration of Justice (AJ), Child Development and Education (CDE) and Paralegal Studies (PARA) show an expansion of job opportunities when looking at Labor Market Demand and Industry Trends. AJ reports expanded opportunities in law enforcement, private security, cyber forensics and investigation for which a new Certificate of Achievement--Advanced was added in Fall 2018. CDE reports an optimistic outlook for job growth in professions of childcare workers and preschool teachers through 2024. PARA shows strong growth for Paralegals and legal assistants in the region. A striking observation in paralegal industry is the median wage for Paralegals in Santa Clara County at $77,000 with a high of approximately $92,000. The positions are available and the salaries are relatively lucrative. It is vital to emphasize in this context that CTE programs are well positioned to graduate significant numbers of students into labor markets just from these three programs. Relevant to this, it is important to mention the active, enthusiastic participation of Advisory Boards for each program as well as their strategies to increase awards. While PARA was initially up for program elimination in 18-19, a very active group of PT faculty worked towards ABA certification and are committed to finding solutions to the enrollment concerns presented in the data. In Spring 2019, IPBT voted to allow the Paralegal program to continue through winter 2020 and then return to the viability committee with a progress report on key findings and expectations at that time. The viability committee and IPBT recognized the work of the part time faculty and dean who have worked towards ABA accreditation and offered the program time to make major scheduling adjustments and potentially revise certificates and degrees. If Paralegal passes their accreditation, then FT hiring for the program should be a consideration.

It is also important to mention that the CDE and AOJ departments lost FT faculty and need replacement FT faculty to work together on curriculum revisions and updates to meet mandated changes from certifying bodies and complete pathways for certificates and degrees. Additional FT faculty also means the potential for further interdepartmental work with the counseling department and the ability to work with data to improve scheduling and course offerings. More FT faculty will also help with efficient and effective ways to work with potential employers or internship site coordinators/managers and ensure the best possible experience for students. Work will continue with the CTE and Workforce division to find innovative ways to provide tutors and/or peer mentors to support student success. Students, especially

underserved populations, would benefit from tutoring in the areas of reading and critically analyzing the material and peer mentors would help students locate and utilize available College resources, comprehend the learning environment, and acquire workforce required skills. Full-time instructors are needed for several reasons: 1) to initiate and revise curriculum to meet workforce expectations; 2) to initiate and pursue outreach efforts; to continue student support with an on-campus presence; 3) to continue improving equity efforts such as one on one mentoring, development and marketing of a guided pathway; 4) continue to create and maintain employer ties for internship opportunities and /or to provide possible job opportunities for students are amongst some of the important reasons CTE programs need full-time faculty support.

The SSH transfer program faculty are working diligently to broaden the scope of their curriculum by including innovations such as civic engagement, emotional intelligence, and student perspectives in equity and, stimulated in part by the enrollment crisis, refinement of their AA-T curriculum and development of guided pathways to enlighten students about careers in their fields of study. For example, Psychology states, "According to regional labor market data the need for qualified clinical psychologists in California will continue to grow in the next 10 years by 12.5%. Beginning in fall 2019, our department will be awarding AA-T degrees for the first time. We continue to develop new course offerings to meet the demand and changes in the field, for example Psychology of Wellness, our department's first positive psychology course." To address strategies to increase awards in Anthropology, the department states that giving more emphasis to the field of applied anthropology is currently what they are doing to expand student interest in the use of anthropology in government, medicine, education, corporations and development. To that end, the department invited applied anthropologists as campus guest speakers and held workshops to connect students with high--ranking professionals in the Valley, during which students saw the application of anthropology. In addition to this, the workshops connected our students in real time with professionals in order to build social capital.   The philosophy department chair has been working on the creation of a database of philosophical texts by women and people of color that can be used in classes. The History department is working to advertise career opportunities for history majors on its website. This is intended to target all student groups. In terms of faculty replacement/growth of faculty members in the transfer program area: Anthropology, History, Political Science are being requested. Political Science's commitment to courses with a service component could expand the availability of course offerings thus supporting the College's equity and civic engagement efforts. History department has lost 3 full-time instructors. They currently have been serving approximately 4,300 students (in the past three years) with 42.6% FTEF. The anthropology department FTEF is only about 10%. An additional FT faculty member's support for this program could expand outreach, curriculum offerings and internship opportunities.

To summarize, this Division's faculty have risen to meet the challenges of serving students who are not adequately prepared for transfer level coursework, students who have issues with housing to childcare, and students who have been marginalized for any number of factors. The faculty's passion leads them to continue to provide their students with "clear pathways to reach educational goals, to provide their students with unique reasoning abilities, vital perspectives on social issues and to provide students with a sense that they are a vital member of their community who has the capacity to create change".

Submitted by:
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