Dean’s Summary

Comprehensive Program Review

April 27, 2016

Uncharacteristically, the Dean’s Summary does not begin with enrollment statistics. Instead, the dean chooses to look at representative themes across the CPRs of our three Career and Technical Education (CTE) programs and nine disciplines (departments) in the Social Sciences and Humanities division. Excerpts from CPRs are presented to illustrate themes.

One of the most prevailing themes found in the division’s CPRs is the digital divide created by the college’s lack of budget support for photocopying. It has appeared in past years in CPR texts.

*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.* (s14,16cpr\_soc)

*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.* (s16cpr\_history)

Relevant to the first is another CPR theme running across departments without access to a “division computer lab.” The Paralegal CTE program and the departments of Anthropology and Psychology have dedicated classrooms with the use of laptops and i-pads. The rest of the division does not. Many of the other departments are requesting a division lab to help ameliorate the problem of the “divide,” though resources like the Library West Computer Lab exist. A division computer lab would support instruction for all students in the social sciences and humanities and especially targeted populations, i.e., FYE, Sankofa, PUENTE, instructional programs with which the division regularly participates.

*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.* (s16cpr\_cde)

A third CPR theme is late registration dates coupled with early cancellation of classes, which departments see affecting enrollment not just departmentally, but also for the entire college.

*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.* (s16cpr\_geog)

*Our program is impacted by early cancellation policy. Anthropology is not a discipline students are familiar with when they come to us. Students stumble over our classes and many of them come in during the first week of class. When anthropology class is cancelled two weeks before the quarter we not only loose those registered but many more potential adds up until and during the first week. Our students come to us not having heard of Anthropology, they take it, succeed and realize that it is by far one of the most valuable GE class(es) they have taken. If classes are allowed to go through the first day of the quarter or close to it, the enrollment reaches all the way up to the maximum class size. I believe for some disciplines there should be a latter cancellation policy.* (s16cpr\_anth)

*This process has generated an extremely unhealthy and unfortunate trend. These will have/are already having an adverse implication for all: faculty and students in the short run as well as the long run*. (s16cpr\_econ)

A fourth theme examines low success rates of African American students in the division. African American students in our division constitute the lowest success rate at 60% of any of the targeted populations. In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%. (IPBT approved cpr11.24.15, III.C) Here are excerpts from two departments who are tackling this problem.

*The only targeted group success rate that is belong 60% is the rate for African Americans. The department has participated with the Division’s CAR process and we will continue to do so. The Director of the program plans to communicate with all instructors and make them aware that our success rate for African Americans is unacceptable. It will be directed that we must each of us pay close attention to the African American students within our classes and invite them to meet with us to attempt to improve their performance n the class where this is necessary.* (s16cpr\_para)

*In particular, the inclusion of African Ancestry scholars, authors, artists and role models can serve to further reinforce high expectations for African Ancestry students and communicate faculty's belief in their students' capacity for success. We are hopeful that the implementation of concerted strategies by Humanities faculty to utilize pedagogies of engagement in their classrooms will help us retain and increase success rates for African Ancestry students.* (s16cpr\_humi)

In conclusion, the division’s enrollment declined for 2014-15 by 0.2% with an enrollment of 42,159. Our equity gap, same AY, is 15% while that of the college is 12%. The gap seems impervious to our division’s equity efforts; however, there has been slight improvement of 2% in the overall success rate of targeted groups since AY 2012-13. This means we should double down on our efforts.

In addition to the Dean’s Summary, please see the attached “SSH V. Summary of Equipment V.E.1 and V.F.1.”