

Since Career and Technical Education (CTE) programs receive the most rigorous scrutiny of all academic programs at the college, I have chosen to speak to their reviews first.

Administration of Justice (AJ), Child Development and Education (CDE) and Paralegal Studies (Para) comprise the three CTE programs in the Social Sciences and Humanities division. All three programs serve the needs of students interested in certificates or degrees related to employment in criminal justice, teaching and early childhood education, and paralegal and legal assistants' professions.

California employment projections between 2008 and 2018 for AJ show growth increases of 7.2% for police officers; 5.6%, corrections officers; 16.2%, probation and parole officers; and 12.3%, private security. CDE statewide employment projections for 2008-2018 are also good for preschool teachers with 1,770 anticipated annual openings and 5,580 annual openings for teacher assistants. This translates into a growth rate of 11%. It is important to note that child development coursework provides the foundation for diverse career options such as elementary school teaching, pediatric nursing, child psychology, children's librarianship, playground design, early childhood program directorship, family court child advocate, and parent educator. California employment projections are at a 19.4% growth increase for paralegals and legal assistants over the next six years. Employers surveyed in the state expect the number of paralegals and legal assistants they employ to remain stable during the current 2012 year. (See s12apru_AJ, CDE, Para.)

AJ reflects an average retention rate of 92% for total number of racial groups (2008-09 to 2010-11) with an average success rate of 76% during the same period. Overall enrollment in the program has steadily risen for all racial groups.

CDE reflects an average retention rate of 91% for total number of racial groups (2008-09 to 2010-11) with an average success rate of 82% during the same period. Overall enrollment in the program had its biggest decline from 2008-09 to 2009-10; however, it has remained steady since 2009-10.

Para reflects an average retention rate of 92% for total number of racial groups (2008-09 to 2010-11) with an average success rate of 84% during the same period. Overall enrollment in the program slightly increased from 2008-09 to 2009-10, but somewhat decreased 2010-11. Please note the decrease was not a dramatic one. There were 98 fewer students in 2010-11 in a total population of 1,481 paralegal students.

Nine non-CTE departments are anthropology, economics, geography, history, humanities, philosophy, political science, psychology and sociology. The California History Center is part of the history department, though CHC has completed two separate APRUs: one in narrative format (better suited to a program review of the Center); the other, TracDat formatted.

Our newest campus classroom and technology resources facility, the Mediated Learning Center, will house anthropology classes including lab classes. The existing L-24 classroom will continue to schedule anthropology classes concurrently with MLC classes. Burgeoning physical anthropology lab classes fulfill G.E. requirements in biological sciences. Because of long waitlists, we have had to look for lab space, which we found in BHES. A lab assistant is greatly needed.

There are faculty position requests in anthropology, geography, political science and sociology. Major reasons for the requests are due to student and faculty needs. Heavy burdens placed on one faculty member in single faculty departments and on scant numbers of remaining full-time faculty in departments with retirements impact faculty ability to serve students with efficacy. Examples of faculty responsibilities include SLO/PLO coordination and work, interviewing and hiring part-time faculty in consultation with the dean, faculty evaluations, curriculum revisions, Transfer Model Curriculum work, website maintenance, scheduling in consultation with the dean, writing program reviews, leading and participating in C.A.R. (Conversation-Application-Reflection) during selected quarters, etc.

Relevant to closing the equity gap, Social Sciences and Humanities has a strong presence in First Year Experience (FYE) and the Student Tutorial Center's Adjunct Skills program. The C.A.R. project mentioned earlier is an on-going feature of the division's work in closing performance gaps between targeted and non-targeted populations as well as increasing the success of all students. During spring 2012, the division is using a De Anza PDL project entitled, "In Search of the Lost Canon in Sociology," a teaching resource guide to recovering early and less well-known contributors to sociology who were people of color and women. This quarter's C.A.R. is intended to inspire all departments and programs in the division to engage the same search and recovery in their disciplines.

Finally, the Social Sciences and Humanities division reflects an average retention rate of 88% for three years (2008-09 to 2010-11) for total number of racial groups. The average success rate is 74% during the same period. There has been a decline in enrollment from 43,111 (2008-09) to 43,042 (2009-10) to 41,452 (2010-11). There was a significant enrollment uptick of 6% in fall 2010 to fall '11 comparisons; 3% enrollment decline in winter '11 to winter '12 comparisons; and flat lined enrollment in spring '11 to spring '12 comparisons.