***Question Set: Social Sciences & Humanities Division***

Questions for all Departments/Divisions

1. Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?

AJ- The incorporation of Basic Skills into the structure of the curriculum, the academic pedagogy of the instructors, imparting above-standard expectations of the students, and announcing the availability of instructors for consultation and support are what have had the most positive impact. These initiatives have been the foundation of the faculty’s effort to address the equity gap documented in the Programs Reviews of prior years. This effort encompasses all students, but the emphasis has been placed on targeted populations. The Department continues to be concerned, while the mean success rates of targeted populations have held steady, that recent data has not shown any appreciable improvement. Except for the Director, one full-time instructor, and one part-time instructor, all other Department faculty are part-time and have full-time employment off-campus. The Department Director and faculty interact on a regular basis, as much as possible, to discuss areas of concern within the Department and solutions that will best affect the success and retention of students.

Anth- Participation in Conversation, Application and Reflection (CAR) kept the faculty (both FT and PT) at the task of achieving equity. It kept us thinking of strategies, applying them in the classroom and assessing our work each quarter. In addition, the annual Teaching and Learning conferences and the professional development workshops organized by the Staff and Organizational Development have had a great impact. These workshops and conferences have provided a better understanding of the students in our classes as well as taught us pedagogical approaches that better engage their particular needs.

We as a department meet twice a quarter to share best practices, teaching strategies, concerns, future plans etc. It keeps us connected, informed and working towards a common goal. In addition, a group of four faculty meet weekly to develop a more engaged pedagogy, plan future workshops and events for our students. The anthropology team is very committed to student success and achieving equity.

**CD&E- Chinese and Latino/a students are participating in the Language Instruction for Teachers (LIFT) Program. The program offers ESL support to help improve language skills of Child Development students. Students apply English skills learned to reading, writing, in oral presentations and classroom interactions. The program increases the students’ confidence to effectively communicate. Students complete a sequence of courses leading to the completion of the Certificate of Achievement.**

**The department shares these effective practices among full-time and part-time faculty during campus and program meetings and through our website.**

Econ-

* Familias to create deeper connection among students, develop appreciation for diversity and differences (A couple of other instructors are planning to experiment with the idea of forming familias in the classrooms.
* Community engagement activity with focus on linking the activity to economic concepts.
* Team presentations on current events (increases curiosity about economics and public policy, increases motivation to learn, and students have an easier time participating in class after they presented to everyone)
* Getting students involved in economic events, such as Global Issues Conference, providing extra credit for attending campus events relating to economics.
* Individual student support (office hours, adjunct skills, tutoring)

Geog- In the Social Sciences and Humanities Division, in past years we have had a Conversation, Application and Reflection (C.A.R) Project where departmental faculty would hold discussions around a specific reading, implement an activity/assessment/teaching practice during the quarter and reflect and report back on the successes and /or failures at the end of the quarter. This generated sharing and exchanges amongst faculty about classroom practices and how best to support targeted group students in particular. But our department does not meet frequently; currently it is composed of one full time member (myself), and 4 adjunct faculty. Such discussions happen more often at our Division meetings where Department chairs meet along with the Division Dean.

Hist- Our equity success is based on the number of different faculty teaching a broad spectrum of classes, and the availability of different history curriculum from 7:30 AM to evening and Friday classes. We offer within the history department more course offerings than any other department in Social Science, over 15 different classes, with a world-wide approach to history. We also offer an AA transfer degree as well. Students come to De Anza to take our classes because they are not offered in any other community college. We are the only community college, for example, that offers world history as a distance learning class. Students have enrolled in this class from Russia, China and soldiers have enrolled and completed this class while on tour of duty in Afghanistan.

Humi- The Humanities program is unclear how exactly we can discern the impact of particular strategies for closing the equity gap. We believe that opportunities for conversation and sharing around strategies and pedagogy are the most effective for directly impacting the growth in our capacity to meet the needs of our most vulnerable students. We have participated regularly in the division CAR process, helped organize and participated in the Social Sciences/Language Arts SWAP meet last spring, and championed a Division wide “Blowout” this coming finals week. We also believe that our concerted effort (including our participation in the Teagle grant) to include transformative opportunities for student empowerment in addressing issues of social and environment justice lead to higher rates of retention and success for traditionally marginalized students. This was formalized in the recent curriculum revision for our most popular class – *Creative Minds*. We would like for this course to eventually become one of the first to meet the Civic Engagement and Environmental Sustainability GE requirement. In addition, the Humanities Department has been striving to increase the multicultural content of our courses and to hire innovative student-centered adjunct faculty to teach our courses.

Paralegal- Success rates for Paralegal Studies students in both Targeted and Not Targeted groups have increased. We have continued to emphasize that students present with lacks in Basic English skills. The department faculty meets twice a year and this is always a discussion issue. Faculty have devoted time to meet with students on an individual basis to help them to improve their reading and writing skills.

**Phil- There's anecdotal evidence to suggest that some of the practices emerging from our CAR (Conversation/Application/Reflection) projects has yielded some closure of equity-related achievement gaps. But it's been very difficult to get the majority of our faculty to participate in any sort of formal assessment to confirm this. Our participation in the FYE program (we offered a section in each of the 2011, 2012 and 2013 academic years) does seem to demonstrably correspond to improved success rates for targeted students.**

Poli Sci- Our program benefited immensely from involvement with the division’s C.A.R. project. We have also benefited from the recent convocations and a most recent department retreat focusing specifically on success and equity. The program has made real strides in promoting greater collegiality, more regular department meetings, and the sharing of best practices. We intend to continue promoting collegial exchanges aimed at developing strategies to advance the department’s goal of reducing the success equity gap to 5% or less.

Psyc- Our most effective strategy for long-term success in our Division and Department has been the CAR program applications for increased equity within our Department and across the Social Sciences Division. These efforts represent a number of varied initiatives (eg. Early alert) that have focused the Division on equity gap reduction. Our level of budget support within the Division was higher in the past and this faculty support was very useful in dealing with under prepared student populations.

Soc- *I think that the period in our department in which we saw a decreasing equity gap coincided with the Conversation/Application/Reflection initiative, in which the division as a whole was engaged in a series of conversations about equity-focused pedagogies with the goal of applying these pedagogies in our classrooms. During this time, departments met twice a quarter and the division as a whole met at least once a quarter in order to discuss student success centered teaching. That initiative fell by the wayside during the budget and accreditation crises and has yet to be picked up again. We would gladly participate should it be revived.*

1. What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?

AJ- The revelation shown in the assessments is clear and has been for several years. The resources available to students have been depleted due to funding reductions. Hence, the resources available to faculty for student referral are depleted. This places a greater responsibility on the instructors to include more Basic Skills into courses resulting in less topic content being covered, or covered to a lesser degree, in class. The level of skills remedies required for success and retention is dictated by the degree of the lack of basic skills that a large percentage of students bring to the classroom.

Anth- Both PLO/SLO and equity results reveal that students need more of hands on experiential learning and an opportunity to apply their knowledge and skills. We have acquired some lab materials and are in the process of acquiring more resources which will provide a more meaningful learning for our students. The increased numbers of students and especially the targeted groups in our classes, the narrowing of the equity gap in certain groups, all speak to the need for resources and space.

**CD&E- The need to have available basic skills programs targeted to CTE underachieving students especially in study and writing skills. Through faculty training, the department faculty must examine the Student Learning and Program Learning Outcomes. The department faculty would benefit from equity training. We would like to further develop our own skills to interpret, analyze and use data for data informed decision-making. The department faculty is interested in developing a cultural practice of regularly examining data and targeting improvements.**

Econ-

* More access to tutoring (previously adjunct skills could only be taken twice for all subjects. Sometimes students want to take it for ECON and other classes as well)
* Lack of appropriate funding for meeting printing needs could adversely affect the success and retention rates for our students. This lack of printing budget imposes out of pocket costs for some of our instructors. This could potentially adversely affect our enrollment as well.
* Tracking success rates for courses that include community engagement versus courses that do not, and see whether retention / success rates for target groups change
* More inter-departmental dialogue on ‘best practices’ between full-time and part-time faculty.
* Finding more textbook materials / resources / videos that include different ethnic backgrounds to illustrate economic concepts. I think good visual resources would help target groups’ success, i.e. more for visual learners.

Geog- • Broader tutorial support; drop-in tutoring options, tutorial help at no extra cost to students

• Support for basic skills students; reading, comprehension and writing skills support

• Financial help for students to acquire textbooks and course materials in a timely manner

• Printing budget for instructional needs.

• Staff development opportunities about best teaching practices and teaching pedagogies. Incentives to encourage adjunct faculty to participate in such activities.

Hist- For History Dept we need additional resources in printing, in a computer lab, and we need smaller classes as we are now responsible for teaching writing via UC mandate for transfer. We also need more skills classes offered for our students for assistance in writing and reading skills.

Humi- SLO, PLO and Equity conversations have been positive for building community within our department and they have fostered a deeper commitment by our faculty in striving to meet student needs. This said, we are unclear whether these processes have revealed any information about what resources we need to increase success for our students. We believe that opportunities for faculty dialog around strategies of engagement are a powerful way to increase our knowledge and ability to lead students to success. We also understand that students who have direct access to support services and the knowledge of how to use them are more likely to persist. Cohort programs formalize the process of collaboration between students and between Humanities faculty, Basic Skills faculty, and Counselors. Any institutional support for this process would help foster growth of these programs.

Paralegal- The college as a whole has suffered a loss of support staff due to budget cuts. This has placed an addition burden on faculty to help students in a whole range of issues including basic skills, job placement, and program advisement.

**Phil- Our primary needs at the moment are not resource-oriented, but rather contractual. As indicated above, it is very difficult to get our faculty to participate in meaningful assessment given the current contractual structure. The department chair is currently deeply hindered in this regard. For example, we have no formal mechanism in place for encouraging /compensating adjunct participation, and no meaningful mechanism in place for holding full-time faculty accountable for contributing to serious assessment work.**

Poli Sci- Our assessments reveal an ongoing need for a broad range of student success services from counseling to financial aid to tutoring. We’re hopeful that the most recent state budget will translate into increased resource support for student service programs, which have suffered significant cuts over the last several years.

Psyc- The SLO and PLO assessments reveal what has been common knowledge faculty wide, regarding the equity gap for targeted groups; significant remediation is needed to achieve adequate student preparation levels in these populations.

Work should emphasize reading, writing and analytic skill along with improving study skill capability. The addition to our computer lab and the restoration of instructional associate positions would be very helpful.

Soc- *This quarter one of my students wasn’t able to afford one of the two books for the class until Week 6, so he didn’t do half of the readings for the first half of the quarter. Another student has an unsympathetic boss who keeps scheduling his shifts during school hours, but he can’t afford to quit the job because he needs the money to pay for school. A third student has missed class repeatedly because he can’t afford gas money and can’t take the bus. In their weekly reflections, many of students describe paying for another students’ lunch because otherwise that student would go hungry. It seems to me that one of the major resources needed to for students to achieve success is money—financial aid—directly in their hands. A massive outreach effort designed to insure that every one of our students is receiving the absolute maximum of financial aid they are eligible for would increase student success and retention. I’ve also always wondered why we do not have the army of students on work-study that universities have. Research suggests that employment on campus also increases student success and retention. Expanding our work-study opportunities for students would also increase success rates.*

*There is nothing about the SLO/PLO process that has been helpful for decreasing the equity gap. In fact, that process has literally replaced the equity-based pedagogical conversations we had previous been having as part of the Conversation/Application/Reflection process. The SLO/PLO process is a bureaucratic mandate imposed by a nondemocratic accreditation agency and part of a larger rationalization process happening nationwide. It is not designed to diminish the equity gap and therefore it will not succeed in diminishing the equity gap. Working on our institutional culture, our pedagogy and curriculum development are things that could diminish the equity gap and increase student success. For example, a massive push in both personnel and resources to make our campus more welcoming both in and outside of the classroom—to promote a culture of welcome and inclusion that embraces difference—is something that would likely increase student success.*

1. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?

AJ- The Administration of Justice program has shown strong positive enrollment in the recent years. Faculty have been involved in on-campus recruitment opportunities such as the Student Parent Open House Day, each May, and the high school tours that occur during the school year. The Division does not have the funds and the Department does not the available faculty to conduct off-campus recruitment outreach.

What has kept the Department’s enrollments steady in the “plus” range is the “product”. Word-of mouth about the quality of the program is the Department’s best recruitment tool. A good percentage of the students come from other college districts as far as Aptos (Santa Cruz Co.), Richmond (Contra Costa Co.), and Gilroy (So. Santa Clara Co.) , passing by several other community colleges. The faculty will be part of any outreach opportunities in which they can participate.

Anth- Anthropology is one of the most relevant and meaningful disciplines in this globalized world. But just the nature of the field is not enough to draw students and make them successful. It is the diverse teaching strategies used, the hands on activities provided in our classes and labs, the nurturance and support provided by the committed faculty, all contribute to increase in enrollment numbers. A strong attempt is made by faculty to build a sense of community in the classroom, develop lesson plans that engage the varied learning styles of students, select course material that student's find culturally and socially relatable and strike a better balance between keeping students accountable while accommodating the particular needs of underserved populations.

**CD&E- In collaboration with the division dean, the department has developed a list of courses that have openings at the beginning of each quarter. The list is shared with faculty member. Via email and mailboxes. The list is used to refer and direct students to other courses that have openings.**

**Developed community collaboration with FIRST 5 of Santa Clara County and the SCC Department of Children and Family Services to train child care providers and early childhood educators to work with children and families in the foster system. The first cohort of 60 students, complete a series of three-one unit courses in the spring 2014. The next cohort of 60 students will be enrolled in the same sequence in the Fall of 2014. A community of Practice will be developed witht the cohorts, to include college credit applicable to the completion of certificate programs and for Professional Development.**

**Collaborated with the Bay Area Early Childhood Educators Association to advertise department programs and courses offerings.**

**Conducted classroom presentations on courses available each quarter.**

**The Child Development Center Mentor Teachers Faculty assist students enrolling in classes.**

**Posted flyers around campus.**

**Collaborated with the Santa Clara County Local Planning Council to disseminate information on course available.**

**Distributed to the Advisory Committee Members and their agencies a copy of the list of courses that are going to be offer on the quarter and a copy of the list of courses that have openings.**

**Encourage students to advertise the program with other family members and friends and bring them to get enroll in the courses.**

**Some faculty members develop flyers and distributed to other faculty members and their students.**

**Communicated with the Child Development Training Consortium network to advertise courses available.**

**Our department has experienced a slight decreased on enrollment and we are planning to continue the advertising of our program throughout the community, through the advisory committee members and their agencies, as well as through our website and social media.**

**Future strategy**

* **Social media strategy- Create a Facebook page to post Department information including course offerings and services.**

Econ-

* Try to make the courses interesting for students, connect course concepts to their daily lives, struggles and goals, and make course concepts relevant. Hopefully students will tell their friends to take the class.

Geog- The Geography department enrollment increased by 12.3% in 2012-13 compared to the previous year.

1. We are offering 1-2 online sections each quarter and the size of the waitlist at the start of the quarter shows a steady rise in the demand for online sections. Adjunct and full-time faculty have been enrolling a few extra students over the class cap of 50 in their on-campus classes as well whenever there are waitlisted students.
2. At the end of each quarter, faculty members have been “advertising” other Geography classes taught by themselves and others in the department to encourage interested students to enroll in them.
3. At the end of the quarter, the Division Dean, through the Division Office, provides faculty with a list of low enrolled sections. Faculty members have been sharing this information with students inviting them to take those classes. Students with waitlisted status in other classes now have this information and some may have chosen to enroll in these low-enrolled classes instead.
4. We have been trying to improve our visibility and participate in the Open House for new students and parents with fliers containing information about our course offerings. One faculty representative is present at the Division table and answers student and parent questions.

Hist- We did a survey this spring through institutional research to see what

times are preferred by students, which classes students most prefer and

what format they want. We hope this will enable us to offer classes at student

friendly times and formats. We also looked at district data last year and

offered more classes in the afternoon and shifted away from early morning

classes to up the department’s enrollment.

Humi- The Humanities program has made a concerted effort to closely monitor

patterns in enrollment numbers and to offer more popular sections and more

popular times. We believe this is why our enrollments have consistently improved.

We have balanced this strategy with a commitment to access by offering distance

learning, evening, and Friday/Saturday courses. Our faculty members have

also consistently enrolled over cap in order to assist the college during difficult

economic times.

Paralegal- Overall enrollment in Paralegal Studies shows a 4% decline from 2010

2011 but recent figures earlier in 2013-2014 had shown an increase. Enrollment in

CTE programs in general tend to show a close correlation to unemployment rates

and the Paralegal program enrollment is certainly no exception to this pattern.

Paralegal programs nationwide have shown a decline and in some locales the

declines have been precipitous. In comparison with other paralegal programs we

feel our decline is relatively better than others. The De Anza Paralegal Program

continues to be seen by the legal community as the premier paralegal program in

the Bay Area.

**Phil- A thorough overhaul of the schedule has been conducted over the course of the past year. We had been running essentially the same schedule for the past few years, and it would appear that our new schedule corresponds to a stabilized (if not slightly improved) enrollment. We intend to investigate the possibility of running one section of our most popular course as a double—a tactic that has yielded significant results elsewhere in our division.**

Poli Sci- The program experienced growth in enrollment from 2010-11 to 2012-13, despite a decline in enrollment from 2011-12 to 2012-13. Over the period, we have offered additional sections, and have engaged in a consistent effort, in consultation with the division dean, to only offer high-enrollment classes that meet student demand.

Psyc- Psychology has increased total student enrollment since 2010-2011 and with current staff levels we are nearly at capacity. Given the FTES overall productivity in Psychology is extremely high and for the total number of full-time staff productivity is the highest college wide. Serving 6012 students the overall completion and success rates have remained constant. Our Department has been very successful because we have a great group of highly talented faculty in a wide range of area specialties (great teachers). The Psychology Department also has a great selection of fascinating courses across the discipline. Our primary plan is to continue the current excellence, improve the website, continue to emphasize transfer and the presents of the PAU transfer option, create larger network of trained tutors and TAs and heavily support the on campus advertising work of the De Anza College Psychology club. We are also continuing and would like to improve our High School outreach.

Soc- *It is not the responsibility of faculty members to increase enrollment. Outreach and advertising is not part of our contractual job duties, nor is enrollment management. These are* ***institutional*** *commitments that require* ***institutional******resources****. That said, we have been prioritizing high enrollment days, times, and classes when scheduling, and minimizing the offerings for lower enrolled classes. Faculty in the Sociology department also regularly add students off the waitlist and above the enrollment cap, even though they are not contractually obligated to do so and are not compensated for this extra labor. In addition, we have followed the new division policy of raising student awareness about open classes in our division.*

1. What is your budget planning process? How do you prioritize resource allocation within the division?

Dean’s Comment- SS/Hs’ APRU/CPRs as the main budget planning tool informs the division’s process. At the beginning of September 2013, I outlined printing protocols for the division. Because SS/H faculty have conscientiously followed these printing guidelines and procedures set in place in fall, the most recent budget analysis from Teri Gerard’s office shows a balance of $44,664 for April 30, 2014.

Measure C requests for the MLC Anthropology classroom and lab spaces are planned well in advance through the department chair’s identification of furniture and equipment needs.

Lottery dollars for Paralegal Studies and Perkins funds for AJ, Paralegal and CD&E are planned annually through formal budget requests submitted to Christina Espinosa-Pieb and Margaret Bdzil.

Additional B-Budget items not requested through APRU/CPR processes are funded based on student/classroom need and cost.

Prioritization of resource allocation within the division is largely a function of SS/H departments providing rationale based on student/classroom need and the amount of dollars in the division’s B-Budget. Thankfully, our division does not rely solely on B-Budget planning and prioritization, but has access to other college resources, i.e., “pots of money.”

**Additional question for Social Sciences/Humanities Division**

* Have you consulted with other divisions/departments that have computer labs on campus to explore the possibility of sharing their facilities to meet your needs without a new, dedicated facility?

Dean’s comment- Yes, I have talked with Lorrie Ranck this quarter about the use of our Open Media Lab for general use by all students, and about an ATC Language Arts Lab that I didn’t know about. I plan to have a discussion this summer with Thomas Ray, Dean, Language Arts, related to sharing space. If there are no possibilities there, we’ll look further.

**Administration of Justice**

* The decline in success rates for African American and Filipino Students is quite high, at 9% and 11% respectively. Your program review indicates that your department will be actively researching the reasons for this decline. What are your specific plans for research? In what ways and how frequent do your faculty participate in professional development related to these two population groups?

Since the research data revealing the decline in the success rates of the African American and Filipino students was only fairly recently made known to the faculty as a result of the 2014 Program Review, the Department as a whole has not had a great deal of time to attempt to research and address this concern. The faculty is aware that these declines are not solely affecting the AOJ Department but are a concern in other Departments also. This appears to be a college-wide issue. Faculty have discussed these concerns with instructors from other departments in an attempt to identify possible causation factors. If one looks at the percentages from 2011-2012, the success rates then were healthy and significantly above the Suggested Institutional Standard level. The source of the decline from 2011-2012 to 2012-2013 is still a question that is being discussed. What specific research will help to give clarity has not been identified at this time.

The on-campus professional development opportunities available to AOJ faculty, as related to these two specific populations, have been minimal. Again, going back to the availability to faculty due to off-campus employment, this is an area that will have to be looked at for developing opportunities. One possibility would be to contact the cultural groups/clubs on campus to present expanded seminars by those population groups to faculty regarding the academic and skills concerns as they view them and what support they feel would be most beneficial.

**Anthropology**

* Why do you think targeted group enrollment has increased so much over the last 3 years?

From my perspective the increased enrollment likely stems from efforts to make the department more visible to De Anza students and the positive experiences our students report to their peers when they take our courses. I think my colleagues in the department work very hard to make their students feel welcomed and cared for, as well as developing course materials that they find relevant. I believe it is the experiential learning that they experience, the fascinating discipline of anthropology, our diverse faculty and their use of diverse teaching pedagogies all collective contribute to the significant increase in the targeted groups in our classes.

* Have you shared your successes/best practices in regards to closing the equity gaps with other departments?

Yes, through informal meetings and lunches with small groups of colleagues and at division meetings. We are preparing to share at the year end blowout on June 23rd.

**Child Development and Early Education**

* The success rate for African American students is declining. Your program review indicates that your department will be actively researching the reasons for this decline. What are your specific plans for research? In what ways and how frequently do your faculty participate in professional development related to this population group?

**We will research different strategies to engage African Americans in course completion and course success. Our faculty will be evaluating classroom climate, classroom practices, and pedagogy to reflect and support the goals of inclusion and excellence. Faculty will be involved in Equity dialogues to uncover beliefs and biases that may get in the way to support African American students.**

**It is our request that the entire campus community gets involved to assess and develop a process that systematically monitors and addresses the inequities in order to discover what works and does not work for historically underachieving students.**

**Most of our faculty members are not accessing professional development activities related to supporting African American students. The largest number of faculty members is adjunct faculty. The department needs support to develop a professional development plan/strategy to improve the success and retention rates of African American.**

**Economics**

* You have some innovative strategies to improve success rates for targeted groups. How do you plan to analyze and broaden the impact of these strategies?

Class Examples: Names/references to different parts of the world.

* Different essay topics: Encourage them to explore different cultures within economic concepts.
* Economic Growth: Asia, and Africa
* Free Trade Agreements: Mexico Farmers.

Service learning Projects: Act as a motivating force for students to be connected to the class.

* Exploring the empirical study for Fall 2014: Compare success rates with and without Service Learning.

Familia: Based on a survey, groups of 7 people each: Deliberate creation of diverse groups:

* Ethnicity and academic level: At least 2 people from the same ethnic background.
* (Groups can be encouraged to choose names): NO EMPIRICAL DATA:
* Perception: Helps in student retention.
* Going forward, we can do an online survey to get the feedback and then maybe compare with end of quarter performance.

Analyze and broaden the impact of these strategies:

We are working towards analyzing the impact of these strategies as described briefly above. It is in the area of broadening the impact of these strategies that we find our greatest challenges:

* How to encourage all of our colleagues to be part of these activities?
* Exchange best practices with each other.

**Geography**

* Enrollment of Latino/a and African American students has increased (39% and 55% respectively) yet success rates for these targeted groups, though improving slightly, remains well below that of non-targeted groups: 54% vs 72%. Is there a relationship between increases in enrollment and low success rates?

The increase in the Latino/a students is in part due to our participation in the First Year Experience Program for one quarter in the year. The last few annual program review cycles show an equity gap between targeted and non-targeted groups in Geography, so it seems logical to conclude that a sizeable increase in the overall enrollment of targeted group students would lead to larger numbers of students who did not complete their classes successfully. Beyond that, I do not have any data that would help me shed light on any possible co-relation between these two variables.

* How do you plan to analyze and broaden the impact of the teaching strategies mentioned in your program review, that may lead to higher success (i.e. assignments and assessments that address diverse learning styles and curricular content that reflects students’ backgrounds and diverse perspectives)?

In our department meetings, we will continue to exchange ideas about successful and not-so successful assignments and projects that we have tried and implemented in our classes. In the Spring of 2013, one of the departmental adjunct faculty members and myself (full-time faculty) participated in the Staff Development Workshop titled “Sharing With a Purpose (SWAP),” which was a collaborative effort on the part of Social Sciences and Humanities Division and the Language Arts Division. We shared best teaching practices, assignments, syllabi and classroom activities. It gave us fresh ideas of ways to motivate, energize and engage all of our students. We will continue to participate in professional development activities to diversify our curriculum and teaching pedagogies. We will continue assessments of student learning through our SLO work and have our students participate in campus events.

* How have programs such as Adjunct Skills and First Year Experience affected success rates among targeted groups?

As a full-time faculty, I work with the Adjunct Skills for my Physical Geography classes since it transfers as a science class and some students find the contents challenging. I do not have any data on the ethnicity of students who enroll in the Adjunct Skills tutorial groups for so I cannot assess the impact of success rates of targeted vs. non-targeted groups. Students in the Adjunct Skills for complete an evaluation at the end of the quarter and those evaluations about the tutoring help and the tutorial experience have been overwhelmingly positive. Students in the tutorial groups are required to attend 7 sessions (for one hour a week for 7 weeks) but most end up attending 9 sessions since they find the tutor-led discussion sessions very helpful. But signing up for the Adjunct Skills is voluntary, the students who may need it the most are not always the ones who sign up for it. Some wait until it is too late to sign up for it (students need to enroll in the ½ unit class by week 4). Some are unable to afford the extra tuition, others have time constraints and most often these are the same students who need the help the most.

The First Year Experience students enrolled in the Physical Geography class and the success rates were mixed. The students who completed the class successfully completed one G.E. science class requirement and are able to complete their AA degrees within a shorter time frame, but sometimes, students who were doing well in the class would drop out when their friends who were not doing as well dropped out of the class.

**History**

* How might the history department collaborate with staff development, Language Arts, DARE, and other campus resources to help its faculty teach writing skills?

Students could enroll in a joint language and history class in which they learn writing skills at same time as they take a history class. 2. Staff development could offer a class for history faculty to teach writing skills in history classes. One of our problems is we have such large classes; we need help with the teaching if it is to be a class approach and not an individual driven approach.

* You mention several approaches that could be used to lower the equity gap. Besides efforts to address writing skills, what are some specific plans to increase success among students in targeted groups?

1. To address specific groups in the classroom, to provide history for historically underrepresented groups. 2. Individually scheduled classes could have a theme. Such as a 17C (20th century US, for example) could focus on African-American and Hispanics groups in the 20th century. A faculty person would be assigned this class with this theme.

2. Papers focusing on targeted groups in mainstream history classes - world, for example, could focus on the African Diaspora. Gender issues etc.

3. Offering sections of history at more appropriate times and for targeted groups. Need another survey to find out this information.

**Humanities**

* How does your department collaborate with SSRS, ICCE, and other cohort and community learning models?

Our faculty members participate in cohort and community learning models in a number of ways. Sal Breiter and Wendy White participate regularly in FYE and Sankofa cohort programs. In addition, Puente and athletic teams often embed groups of students in Sal’s courses. Wendy and Lori Clinchard-Sepeda regularly offer Honors sections. Sal, Wendy, and Lori are currently working under the Teagle grant with ICCE to develop *Creative Minds* into a part of the Civic Engagement and Environmental Sustainability GE requirement.

* Since your department completed initial SLO cycle fairly early, how do you plan to continue to assess student learning outcomes in your courses and program?

The Humanities program is unclear about formal expectations for a 2nd SLO and PLO assessment cycle. For example, is there a place within TracDat to enter in a 2nd assessment cycle (It appears that new data will erase old data)? We will follow instructions from the SLO coordinators in this regard. The faculty in the Humanities program are constantly assessing (primarily embedded assessments) and consistently evaluating our capacity to improve course and program success in leading students to desired outcomes. It is part of our practice and pedagogy.

**Paralegal**

* The decline in success rates for Filipino Students is 5%. Your program review indicates that your department faces challenges in serving the basic skills needs of our students. What are your specific plans for addressing basic skills needs? In what ways and how frequent do your faculty participate in professional development related to basic skills students and Filipino students?

It is interesting that IPBT has singled out a5% decline in success rate for Filipino Students. Mentioning a 5% decline without putting it in context is misleading at best. Filipino Student success rate is currently at 85%. Within the Paralegal program this success rate is only exceeded by the rate for White Students and that rate is 88%. The success rate for Filipino Students consistently has been 84% or 85% as far back as 2006-2007. It has had two blips outside of this range: 2010-11 when it was 90% and 2011-12 when it dipped to 74%. It is now back up to 85%.

We are not complacent with the Filipino Student rates nor are we complacent with the rates for our other students. Improving success rates is always a goal. To be honest, we question how we are to know who the Filipino students are in the first instance and secondly we have not received information about professional development opportunities directed specifically to this group. As we have just been made aware of the 5% decline we will discuss this at our faculty meeting on June 7th and begin to explore possibilities.

**Philosophy Department**

* You mention changes in schedule as that have had a positive affect on the equity gap. How and why have those changes increased student success?

**Our participation in the FYE program correlates to a stabilization/improvement trend in our equity gap between 2011-2013. We were not invited to participate in FYE this year, and it will be worth looking at how this affects our equity results for the 2013-14 year. In the meantime, we will actively look for other opportunities to participate in targeted cohort programs on campus. This seems like a prime mechanism for working with targeted student populations, and for pairing them with those faculty who are best suited to meet their needs.**

* You express frustration with lack of regular faculty dialogue and participation in your department. What ideas do you have and what support do you need to increase faculty engagement in discussion and action to address equity and other important issues?

**Current ideas include folding assessment work into next year's discussions about developing a transfer model curriculum. It's hoped that departmental interest in this latter topic can be directed positively into a discussion about how we can better address outcomes assessment. This will hopefully yield better data, which can in turn allow us to take positive measures to improve our achievement results.**

**In terms or support, our primary obstacles at this time are less resource-based than contract-based. We have no reliable mechanism for holding full time faculty accountable for participation in meaningful assessment work, nor do we have a reliable way for compensating adjunct faculty for their participation in this work. It's quite clear at this point that several of our faculty will not take this work seriously so long as they aren't required to do so.**

**Political Science**

* You mentioned six factors that you think may impede student success in your department. How have you implemented, analyzed, and broadened the impact of changes to Political Science course design and teaching approaches that address these factors?

We have made a consistent effort to address these factors when it comes to course design and teaching approaches. With regard to *class/socioeconomic constraints*, we have identified and deployed course materials that are reasonably priced (many of us are moving toward open educational resource textbooks); informed students of the various avenues for purchase of required materials; made reading materials available through the reserve desk at the library and online; utilized the Division’s textbook voucher program; used the textbook rental program through the bookstore; made students aware of computer resources available to them on campus; and we have provided online, virtual non-paper submission of assignments.

When it comes to *insufficient academic preparation* in *basic skills* of reading, writing, and critical thinking, we have made a concerted effort to promote these skills and have encouraged students to take advantage of the full range of student support services on campus by providing relevant information in class, during office hours, and on instructor websites. We offer adjunct skills opportunities (group tutoring) and/or extra credit and provide individual tutorial assistance. We plan to establish, in coordination with the Student Success Center, a subject specific tutor in Political Science. We are also in consultation with English faculty to create a LinC course in Poli 1 with EWRT 211 or 1A. We have made sure that faculty in the program are aware of the range of programs designed to support students from groups that have traditionally been disadvantaged (e.g., Student Success and Retention Services, PUENTE, EDC, Financial Aid, etc.) and can then make appropriate student referrals.

With regard to the *demanding lives of our students*, many of whom have to balance school commitments with work and family obligations, we are vigilant in our efforts to accommodate extenuating circumstances that might inhibit student success. In addition, we actively disseminate information about the range of student support resources on campus that may help to mitigate some of these external pressures.

As to students who have not internalized an ethos of “*studenthood*,” the program actively promotes discipline, time management, and prioritization of academic study, while at the same time promoting attitudes of responsibility beyond the classroom, including civic responsibility.

With regard to the *variety of talents/perspectives/intelligences* among students, and the biases built into the discipline in terms of intelligences (the dominant modes being linguistic and logical-mathematical, which informs our training and teaching practices), we have engaged a variety of strategies to advance equity. To begin with, we have engaged in serious and lengthy discussion of student learning outcomes (SLO’s), program level outcomes (PLOs), and institutional core competencies (ICCs), and have achieved greater clarity and shared understanding when it comes to our goals for our classes, our program, and how we contribute to the college’s mission. We actively participated in the division’s C.A.R. project, and examined different student learning styles and intelligences, which assisted us in better understanding and deploying common strategies to build on the range of student intelligences. We are engaged in ongoing discussions regarding “best teaching practices,” expectations, and how we might boost student success and reduce the success equity gap.

Finally, when it comes to *alienation from politics,* the program has made a concerted effort to counter this lack of enthusiasm and interest through an active and engaged model of politics. We encourage students to get involved in the classroom and in the community through the promotion of student organizations, community service learning, political activism, institutional internships, and civic engagement. We have expanded the number of courses that offer the “S” designation (that require civic engagement). We have expanded our program to include curriculum on community activism/organizing and student internships. We have deepened our involvement with the ICCE internship program and the FA PAC internship program, and with the now-regular participation in the FACCC Advocacy and Policy conference in March, which involves lobbying of state legislators. Moreover, we have established a new program called the Public Policy School, which involves developing student civic capacity to advocate on issues important to them, incorporating them into the Sacramento lobbying visits, and then culminating with a lobbying visit to Washington, D.C.

* What specific professional development activities associated with closing the success equity gap are planned?

The Political Science department engaged in a wide-ranging discussion during the April 2014 Convocation. We decided to hold a retreat on May 31 dedicated to discussing equity issues. In preparation, we coordinated with the Office of Institutional Research and Planning to obtain individualized data on success rates and the success equity gap. In addition, we compiled these data for the college, division, and department for comparative analysis. The sharing of data and reflection produced a thought-provoking discussion of teaching practices. As a first step in developing a systematic departmental strategy for narrowing the success equity gap, we agreed to share out with each other and our departmental colleagues a bulleted list of the teaching strategies we have used that we believe have promoted student success. The plan is to use this as the basis for shared implementation of strategies, which can then be assessed in terms of their impact. We are in the early stages. We are committed to developing a systematic equity plan aimed at narrowing the success equity gap to 5% or less, and look forward to contributing to the division’s success equity plan.

**Psychology**

* The decline in success rates for African American Students is quite high at 6%. Your program review indicates that your department will be actively researching the reasons for this decline. What are your specific plans for research? In what ways and how frequent do your faculty participate in professional development related to this population group?

The decline represents a drop most recent from 2011-2012 and is actually not much

larger than the margin of sampling error. However, the trend is clear from even one year earlier and therefore is a concern. I have asked Department members to offer potential strategies and we as a Department will participate in the end of year convocation (blow out). Jim Clifford is bringing the parameters of a program used

at CSM for our evaluation. Basic skill remediation seems to be the central theme our

faculty are agreeing to as a clear causal factor for poor targeted group performance. We need tools to do this job and they come in the form of additional tutorial help, instructional adjuncts, in class and out, tutorial help, refunding of some of the material copying support and upgrades to support staff. No single solution

will resolve this gap, however, the Division CAR program was making a difference,

in addition to the above suggestions. **Direct basic skills instruction will pay dividends.**

The use of teaching assistants; that they are currently deployed in a patchwork manner could be greatly aided by Instructional Associates, and a more formal (and inexpensive) TA training and support program. A little brainstorming and formalization of how to make the most of TA's would allow two positive evolutions in the department's attempts to help students who need it the most: **1)** Greater dispersion of information and emphasis on college-level resources for students (something both faculty and TA's attempt to do); and, **2)** more formal tutoring and review sessions facilitated by TA's (which they already do). Our crew of teaching assistants provides a great deal of assistance to students already; this may be enhanced with minimal resources. Our students in need require individualized attention, provided by counselors, tutors and faculty.

A faculty member (Mark Healy) and research assistant are currently analyzing the achievement gap between distance learning courses and traditional formats. This involves a **complete demographic analysis as well**, with comparisons based on gender, citizenship and ethnicity across all facets of the study. This contains three methodological threads: **1)** analysis of course performance between DL and traditional formats, with emphasis on grades and their relationship to readiness for online coursework and psychological variables such as self esteem and stress tolerance; **2)** a pre-test - post-test design intended to assess actual learning outcomes, with comparison between DL and equivalent traditional courses; and, **3)** an analysis of completion, grade, withdrawal and drop rates according to course format. A "data pull" is being planned for summer, once the design of the study has been finalized. Full analysis of demographic trends will be central to this endeavor. Most significantly, the researchers have hypothesized that DL courses reflect a greater equity gap, in general, than traditional courses. This information will be available.

**Sociology**

* You have had decreases in success rates for some targeted groups (notably Filipino and Latino) over the last 3 years. What are your department-wide professional development plans to help improve success rates for these groups?

*I find the fluctuation in success rates quite mysterious. For the last 10 years, we have continued to have a diverse faculty who, for the most part, infuse multicultural curriculum and student-centered pedagogies into our classes. Our full-time faculty have been active throughout on equity issues and basic skills on the campus. Currently, one of our adjunct faculty serves as one of the Division equity liaisons; our two full-time faculty members have worked closely with the FYE, Sankofa and LEAD programs on campus. These faculty members will continue to open dialogue with other colleagues in the department and suggest readings and strategies. Last spring, Mari Tapia organized a swap and share faculty development day with the Language Arts division around basic skills; we hope to have another such event. Faculty in our department understand the mechanisms of educational inequality and value equity; we are not resistant or hostile to equity efforts. We, as a department, like to talk about teaching and try new things. Yet, we have no idea why our success rates go up nor why they go down. Despite this, we continue to read and talk and try new strategies.*

* How do you plan to increase the community engagement component in your department?

*Faculty cannot be forced to include community engagement in their classes. However, there is a shared belief in the value of community engagement in our department. What is needed are practical strategies for incorporating community engagement without a substantial increase in faculty workload. We will ask our division dean for a division wide meeting in which faculty who already incorporate community engagement into their curriculum share their strategies and ideas.*

* What are some positive approaches you can take to address your stated need for full-time faculty position?

*I am open to suggestions. We have been asking for a change to the policy regarding retirement replacements in our program reviews for a decade. In our department chair discussions regarding prioritizing new hires, I have asked for a new sociology position for many years. Yet, I have also been a “team-player” when it seemed like other departments had greater needs. In addition, when the chairs have met to decide on divisional priorities in terms of asking for positions, those priorities seemed irrelevant when it came to the final IPBT decision. This year there was no discussion in the division about which department would get a hire; we were simply notified it would be Economics. So I’m not sure anything we do in this regard matters and don’t see any real options for addressing our need for another full-time sociologist.*