

CAÑADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME:

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

This is the first time the social sciences have completed a comprehensive program review.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

The following are the goals of the social sciences at Cañada College.

- To offer diverse and wide-ranging social science courses
- To offer courses that fulfill transfer requirements to four-year institutions
- To expand and update course offerings to meet the needs of students
- To offer courses that promote and enhance campus diversity
- To actively recruit diverse student populations with outreach activities
- To establish more comprehensive student services that assist in student success
- To increase overall enrollment as well as transfer rates
- To expose students to current events and real life experiences
- To prepare students to compete in the global labor market

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The social sciences compiled demographic data from the fall of 2003 to the fall of 2005 dividing students into 8 categories: Asian, African American, Filipino, Hispanic, Native American, Other, White, and Unknown.

The demographic changes were not dramatic. In general, the demographic data showed a slight increase in Asians, Hispanics, Native Americans, Other, and Unknown and a slight decrease in African Americans, Filipinos, and Whites. The largest percentage increase was in the Unknown category.

Social Sciences Demographic Analysis Fall 2003-2005

Ethnicity percentage per Fall over three year

Ethnicity	Fall 03	Fall 04	Fall 05
Asian	5.1	4.3	5.44
African American	4.2	5	4
Filipino	3.4	4.3	2.9
Hispanic	30.4	30.4	31.06
Native American	0.55	0.58	0.94
Other	1.85	2.3	2.4
White	49.5	48.2	45.5
Unknown	4.9	4.8	7.74

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

NA

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

Students can fulfill General Education and lower division humanities and social science requirements at Cañada College. The social science curriculum also prepares students to critically think about and participate in the world.

2. State how the program has remained current in the discipline(s).

The social science faculty have participated in professional organizations, attended professional conferences (with their own money), organized public presentations, held regular social science meetings, as well as, subscribed to a number of professional journals. Some social science faculty have also sponsored campus clubs such as the Political Awareness Club, Philosophy Club, and Sociology Club. Finally, the social sciences will begin joint social science meetings with adjuncts to foster solidarity as well as to keep the curriculum updated. In sum, the social science faculty has worked hard to remain current in the discipline. However, their participation in professional activities was limited by a lack of resources and funding.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

The social sciences have engaged in a comprehensive review whereby over 30 course outlines have been updated. The few remaining are soon forthcoming.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

NA

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

In the process of updating course outlines, articulation was evaluated within the district and throughout the state of California. In general, the social sciences are well articulated with local and well as sister colleges.

The social sciences will continue to build more relationships with the local high school districts. We are currently engaged in early college programs to enhance recruitment and increase access.

6. Discuss plans for future curricular development and/or program modification.

(See individual Bi-Annual reports in section III)

PART C: Student Outcomes

1. Please attach all Bi-Annual State of the Department reports from the past six years.

(See Attached)

2. Update any analysis to include a summary of all years. Attach student learning outcomes here.

(See Social Science SLOs)

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

History

Mike Stanford

US History/European History, Western Civilization

Frank Young

Asian History/Asian American Heritage

Scott Haine

European History/Western Civilization

Allison Field

Women's History/Latin America

Chuck Carlson

Labor History/Race, Ethnicity

Anthony Swanson

US History/ Western Civilization

Frank Damon

US History

Philosophy

Frank Young

World Religions/Logic/Marxism

Asad Kabir

Existentialism

Political Science

Lezlee Ware

Politics and Religion

Bridgette Massey

Middle Eastern Politics

Claire Vacanti

Immigration and Labor Politics

Blake Respini
American Politics

Psychology

Sondra Saterfield
General Psychology/Developmental/Prejudice and Discrimination

Alan Ratner
Human Sexuality/General Psychology

Paul Stegner
General Psychology/Human Sexuality/Developmental

Sociology

Robert B. Lee
Sociology of Ethnicity and Migration/Social Movements

Olivia Martinez
General Sociology/Race and Ethnicity

Economics

Paul Roscelli

In the absence of faculty there is no program.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

(See B2)

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

At the college level, there is a general orientation for all new faculty hires. At the division level, adjuncts are provided with course outlines, sample syllabi, and other information. At the department level, the social sciences are planning to create an orientation process for both new full time and adjunct faculty.

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

(See Bi-Annual Report section VI)

2. Describe the use and currency of technology. List projected needs.

(See Bi-Annual Report section VI)

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

NA

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

(See Bi-Annual Report section V)

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

With student and faculty growth a likely possibility in the next several years, the social sciences will need a Social Science Coordinator to help the division Dean coordinate activities, curriculum, and scheduling among other things.

3. What equipment will be needed in the next six years in order to maintain or build the department?

(See Bi-Annual Report section VI)

4. What facilities will be needed in the next six years in order to maintain or build the department?

(See Bi-Annual Reports)

It should be noted, however, that the social sciences are requesting a Social Science Resource and Tutor Room in the new Learning Center

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

The social sciences at Cañada College are in the process of creating a forum for the fall 2007 semester. This forum will bring together various social science faculty to help foster the exchange of ideas among different disciplines, to sponsor in-house as well as out-house speakers, and to encourage interdisciplinary coordination.