

## Spring, 2013 Annual Program Review: IIS DEAN'S SUMMARY

### **Overview**

The Intercultural/International Studies Division is comprised of Intercultural Studies (ICS) includes African American Studies, Asian American Studies, Chicana/o Studies, and Native American Studies; International /Global Studies (INTL), with its wide array of offerings; the World Languages (WL) which, in AY 2011-2012, included Cantonese, French, German, Hindi, Japanese, Korean, Mandarin, Persian, Russian, Spanish, and Vietnamese; and the Women's Studies program. Reflecting De Anza College's historical and deeply held commitment to social awareness and valuing of diverse histories, experiences, and world views, our Intercultural Studies (ICS) department has the distinction of being required study for students seeking to fulfill the Transfer General Education requirement for CSUs and for an A. A. degree.

The IIS division makes its home in our campus Multicultural Center that has established itself as a vital home base for its full and part-time faculty, for active student and community organizations, and as a center for collaborative cultural and civic-engagement focused enterprises with groups and programs from across the campus. Programs in the division include the Asian Pacific American Leadership Institute (APALI), Latina/o Empowerment at De Anza (¡LEAD!), and the newly formed Black Leadership Collective (BLC) support our 'target' and non-target students in a variety of ways by providing opportunities for leadership, mentoring, and community engagement—in the context of a community of social/emotional support—that cumulatively have a demonstrable impact on student academic and personal success.

### **Enrollment**

Division-wide our enrollment in AY 2011-2012 decreased 4% (to 13,025), but this was with a 5% reduction in course sections. Proportionately, this compares favorably to the college's 2% decline in enrollment with only a 1% reduction in course sections. ICS increased its enrollment by 1% to 5,642, with a 1% reduction in sections. Although showing an increase, enrollment in ICS (and so in our overall division enrollment) was significantly hampered by the low enrollment in our Native American Studies program, where the sole FT faculty member has suffered significant health issues. INTL reduced its section offerings by 5% and showed a 17% drop in enrollment to 1,176. [World Language enrollments, Success rates and Equity Gap percentages are summarized below under the World Languages heading.]

### **Success and the Equity Gap**

The IIS division's overall Success rate was 77%, compared to the college's rate at 76%, and our division Targeted Success rate was 67%, compared to that of the college at 68%. Our overall division Equity Gap, at 15%, was larger than that of the college's at 11%. The overall Success rate of ICS was 74%, and the Success rate of Targeted Students was 65%, with an Equity Gap of 17%. In INTL the overall Success rate was also 74%, while the success for our Target Students was 54%, with an Equity Gap of 21%. It is important to note, however, that faculty polling of students at the beginning of each quarter indicates a disproportionate number of students who have not completed basic skills courses. Similarly, in those INTL courses that are cross-listed with other divisions, there are also indications that those students who register through the IIS division are disproportionately at the "basic skills" level with lower persistence and performance than those students who register through other divisions (i.e., Creative Arts and Social Sciences). Even as our ICS courses are a curricular requirements for GE and for an A.A. degree, these

courses do not have prerequisites (such as EWRT 1A), only ‘Advisory’ course recommendations, and as a result, our faculty report having a disproportionate number of students enrolled who are still at the ‘basic skills’ level. As transfer-level, articulated courses, the ICS and International Studies (INTL) course requirements that students must successfully complete involve a significant amount of reading and writing. Anecdotal evidence suggests a general misperception among students (and perhaps some faculty and advisors) that these courses that may be inherently interesting to certain students are somehow less rigorous than other transfer-level courses. Our instructors observe that it is not uncommon for 20-25% of students in their classes to report not having completed basic skills level writing courses, and that even when instructors are confident that students understand core concepts, they do not always perform well on assessments that involve writing. Further investigation of this issue will continue to be pursued with the help of the Institutional Research office as part of our division-wide ‘cycle-of-inquiry’ process that will now be framed within the procedures of revising our Division Equity Plan.

### IIS Division Equity Plan

As part of our process of revising our division Equity Plan, with the collaboration and guidance of the Director of the Office of Equity, Social Justice, and Multicultural Education, we have established a division Equity Core Team (ECT). This ECT has been meeting regularly to reflect upon and set priorities for the division in developing an action plan to not only close the equity gap, but also to more fundamentally serve the needs of our “most promising” (rather than “at risk”) students. There is some consensus in our discussions that a more fundamental structural transformation needs to occur in order to dramatically and positively enhance the success of our most marginalized students; it is clear that “doing the same things and expecting different results” is, indeed, an insane assumption. As such, a key part of our Equity Plan is to have several members of our division participate in the Faculty Engaged Learning Institute (FELI) to learn about the successful methodologies used in the Academy for College Excellence (ACE), a research-based model for accelerated student success for our most “promising students”. Our aim is to have this core of faculty and administrator not only support the college-wide implementation of an ACE program, but also to pilot “micro-versions” of these methodologies at the classroom level. Selected ECT members who choose to pilot these methods will compare their success rates and closing of the equity gap with other sections of the same courses. ECT will share and discuss the results of this process with the entire division faculty as a basis for not only closing equity gap, but of enhancing the experience and development of our students as whole human beings and members of an interdependent communities and society. Indeed, within the framework of revitalizing our Equity Plan, we continue to move toward fully implementing a cycle-of-inquiry process at division and department meetings where we look at student performance data and student stories, collaboratively reflect on our pedagogical and assessment practices, and refine existing practices or develop new structures and strategies for achieving our desired outcomes, as we reflect on the results of our efforts and continue the cycle.

### World Languages (WL)

Enrollments in our World Languages are currently being adversely impacted by the enforcement of prerequisite clearances this year. In spite of extended hours of collaborative planning and preparation of the few full-time faculty members in our major language areas, as well as much interfacing work with the Assessment Office staff and our division assistant and dean, the

implementation of prerequisite clearances has been a labor-intensive process requiring many additional hours of assessment by both full-time and part-time instructors. These additional hours of work to assess and appropriately place students are *not* compensated by the college. Furthermore, faculty report that the computer “block” that students receive when they try to register for World Language courses without having been previously cleared seems to be a barrier to student enrollment in these courses. This, along with the time delay in completing these assessments, has negatively impacted enrollments. Our WL departments need B-budget funding for a single, standardized, online assessment tool that can be used as a core part of multiple measures to have students placed in a more efficient, streamlined manner.

Although they currently appear in the college catalog and in the TradDat system, the following language areas have been eliminated prior to this academic year or are slated to be phased out next year: Arabic (eliminated), Cantonese (in phase out), Hebrew (eliminated), Urdu (eliminated). These language areas are not included in this year’s APRU. Furthermore, the World Language areas that do not have any full-time faculty have historically been aggregated into a single reporting instrument; this has been the past practice for these small language areas. The TracDat system is not set up to capture this configuration, so 2011-2012 information from all of the language areas with no full-time faculty are summarized here:

LANGUAGE PROGRAM	FT/PT FTEF	NUMB SECT (+/-)	ENRLMNT	% SUCCESS	%TARGET ENRLMNT	%TARGET SUCCESS	% EQUITY GAP
German	FT = .3 PT = .9	0%	307 (-3%)	79	19	63	19
Hindi	PT = .4	33%	91 (-7%)	86	4	100	0
Italian	PT = .7	-14%	173 (-5%)	75	41	76	6
Japanese	PT = 3.6	-3%	1,016 (-2%)	83	15	75	7
Korean	PT = 1.4	-13%	392 (-12%)	78	12	65	16
Persian	PT = .7	9%	161 (-10%)	87	10	75	14
Vietnamese	PT = .9	0%	265 (-17%)	88	6	80	11

[Note: Cantonese, French, Mandarin, and Spanish each have their own APRU reports. ]

However, like many divisions and programs across the campus, our division has suffered

significant losses with the complete elimination of three World Languages (Urdu, Arabic, Cantonese, to be phased out in 2013-2014), three other languages undergoing the Viability process (Hindi, Italian, and Russian) and the non-replacement of a full-time faculty retirement in one of our most high-demand subjects (Spanish).

### **Division Needs**

As noted in the APRUs of our Spanish, Mandarin, and French programs, it is essential to our WL enrollment and faculty sustainability that we retain funding for an online assessment program to assist with the prerequisite clearance process. Funding must be retained to support the efforts of our limited faculty and staff.

Also, with the recently announced retirement of our sole full-time Native American Studies faculty member, it is imperative that we preserve the integrity of our Intercultural Studies program and replace this position. This is especially true in the current social context where Ethnic Studies programs across the country are under assault through blatant bigotry, and, through a more subtle “benign neglect”, all to the detriment of our most historically marginalized communities in particular, and to the social consciousness of our majority culture.

Furthermore, as noted earlier, our Division office is also home to the Multicultural Center where a wide range of student, faculty, staff, and community events take place, including ongoing meetings of various kinds. As such, the extraordinary volume of foot traffic that comes through the MCC requires, at minimum, a part-time receptionist/facilities coordinator. Having someone dedicated to attending to this stream of traffic and attending to questions will allow the division’s administrative assistant to focus on the bona fide responsibilities of this role. This is, however, a good problem to have as it demonstrates the extent to which the MCC continues to be an important center for collaborative, civically-engaged work for students, faculty, and staff from across the campus, as well as community organizations.