**CPR 2014: IIS Dean’s Summary**

**The IIS Division**

The Intercultural/International Studies (IIS) Division is comprised of Intercultural Studies (ICS) Coalition, which includes the departments of African American Studies, Asian American Studies, Chican**@**/Latin**@** Studies, and Native American Studies; International /Global Studies (INTL), with its wide array of offerings; the World Languages (WL), which in AY 2012-2013, included Cantonese, French, German, Hindi, Japanese, Korean, Mandarin, Persian, Russian, Spanish, and Vietnamese; and the Women’s Studies program. Reflecting our College’s historical and deeply held commitment to socio-cultural awareness and the valuing of diverse histories, experiences, and world views, our Intercultural Studies (ICS) Coalition has the distinction of being required study for students seeking to fulfill the requirement for an Associates degree at De Anza College.

The IIS division makes its home in our campus Multicultural Center (MCC) that has established itself as the vibrant home base for its full and part-time faculty, for active student and community organizations, and as a center for collaborative, culturally and civic-engagement focused enterprises with groups and programs from across the campus. Programs within our division include the Asian Pacific American Leadership Institute (APALI), Latin**@** Empowerment at De Anza (¡LEAD!), and the Black Leadership Collective (BLC), which all support our ‘targeted’ and “non-targeted” students in a variety of ways, including the social/emotional domain of students’ experience by providing opportunities for leadership, mentoring, and community engagement that have a demonstrable impact on their academic and personal success.

**Enrollment Trends**

Division-wide, our enrollment in AY 2012-2013 decreased 14% (to 11,183), but this was with a nearly 10% reduction in course sections in response to district and college budget reductions. Proportionately, this compares favorably to the college’s 2% decline in enrollment with only a 0.8% reduction in course sections. The ICS Coalition of departments collectively decreased in enrollment by 4% to 5,419, even with a 4% increase in sections. INTL/Global Studies reduced its section offerings by 17.5% and, predictably, showed a 10.5% drop in enrollment to 1,052. IIS division Women’s Studies course offerings increased from five to six sections, with a slight drop in enrollment from 140 students to 135.

World Languages (WL)

Our largest WL departments either dropped in enrollment or remained flat, mostly in alignment with significant reductions in course sections due to budget restrictions. Furthermore, enrollments in our World Languages continue to be adversely impacted by the enforcement of prerequisite clearances. This has been a labor-intensive process requiring many additional hours of assessment by both full-time and part-time instructors, as well as by our division assistant who enters the assessment results into the Banner system. The college does *not* compensate the additional hours of work to assess and appropriately place students. The registration “block” that students receive when they try to sign up for World Language courses without having been previously cleared, along with the time delay in completing these assessments, has negatively impacted enrollments. Our Spanish department chair has taken the lead in the process of piloting and calibrating a new online assessment tool scheduled for implementation for Fall of 2014. Once this online assessment tool is in place, we anticipate an increase in our WL enrollments––and more time and energy for our faculty to focus on teaching and learning.

The following World Language areas that do not have any full-time faculty have historically been aggregated for purposes of reporting; this has been the past practice for these smaller language areas. However, as the TracDat system is not set up to capture this configuration, the 2012-2013 information of the language areas with *no* full-time faculty are summarized here:

• German: Enroll=317 (+3.3%); Sections=16 (-6%); Success=77; TargetEnrl=86; TargSucc=70%; Gap=10%

• Hindi: Enroll= 87; Sect = 3 (-25%); Succes = 94; Target Enroll = 4; Targ Success=100; Gap=0

• Italian: No Data (courses not offered AY 2012-2013)

• Japanese: Enrl=867 (-14.7%); Sect=27 (-15.6%); Succ=81; TargEnrl=196; TarSuc=72; Gap=11

• Korean: Enrl=327(-16.6%); Sect=13 (0%); Succ=74; TargEnrl=55; TargSuc=69%; Gap=6%

• Persian: Enrl=80(-50.3%); Sect=5 (-58.3%); Succ=90; TargEnrl=8; TargSuc=75%; Gap=17%

• Russian: Enroll=97; Sect=3; Success=84; Targ Enrll=13; Targ Success=85; Gap=0

• Viet: Enroll=151 (-43%); Sect=4 (-71%); Succ=99; TargEnrl=11; TargSucc=100; Gap=0

Finally, the Hindi, Italian, and Russian departments are completing their year under the Viability process and their status will be determined by the end of this academic year. For all of our smaller WL programs, we are moving toward a focus on the high-demand level 1 & 2 courses, and moving away from the upper, intermediate level courses. A significant change in our WL offerings is that level 4, 5, and 6 courses will no longer be offered as combined courses.

**Student Success and the Equity Gap**

The IIS division’s overall Success rate for AY 2012-2013 was 74%, compared to the college’s rate at 76%, and our division Targeted Success rate was 63%, compared to that of the college at 68%. Our overall division Equity Gap, at 18%, was larger than that of the college’s at 12%.

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%. Because it does not have it’s own program review, it is worth noting the significant gains made in our Women’s Studies (WMST) department.

The overall success rate for all WMST students jumped from 36% to 59%, and the success rate for “targeted” groups nearly doubled from 32% to 62%. The Latin**@** success rate soared from 28% to 67%, while the withdrawal rate shrank from 52% to 29%. The Asian success rate climbed from 28% to 50%, as the withdrawal rate dropped from 50% to 28%. Filipino success rate stretched from 50% to 75%, while the withdrawal rate decreased from 33% to 25%. While these percentages are obviously not satisfactory, they *are* clearly shifting dramatically in the direction we want to continue moving!

The increase in success and retention and downturn in withdrawal can likely be attributed to a combination of three major factors: 1) adding a 50% full time faculty Chair to oversee the progress of the department; 2) making the WMST1 class a part of the LEAD program which incorporates trained LEAD Mentors in these classes; and 3) adding a civic engagement component to the WMST classes and curriculum outlines.  The WMST department is submitting several new courses for consideration to the curriculum committee that will incorporate these last two features, and we expect these classes will be equally as successful.

**IIS Division Student Success 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 established a division Equity Core Team (ECT) and began the year ahead of schedule. Unfortunately, due to an extended medical leave of one full-time ECT member, as well as family leave for this division administrator, the meeting schedule has been delayed, but is now back on track. There is consensus in our discussions that fundamental organizational/structural transformation needs to occur in order to dramatically and positively enhance the success of our “targeted” students; it is clear that “doing the same things and expecting different results” is not acceptable. One thing that has emerged from our discussions on this topic is the need to gather more detailed information that can help inform us about specific factors that contribute to the retention, success, and non-success of our students.

One proposal is that the college should invest in the creation of an automatically generated online survey sent to students who withdraw or do not pass any course. This survey would include a series of questions designed to capture the student’s experience and the factors that led to their withdrawal or not passing the course, such as “Needed to get a job”, “Couldn’t pay for my books”, “Not prepared for the level of work expected in this class”, etc.

While our Equity Plan is still under development, one ongoing feature of it is to have several members of our division participate in training that resulted from the Faculty Engaged Learning Institute (FELI) of last summer, and to learn about the successful methodologies used in the Academy for College Excellence (ACE) program, a research evidence-based model to accelerate student success for developmental level students. Our aim is to expand our core of faculty to not only support the college-wide implementation of an ACE type program, but also to pilot modified versions of these methodologies at the program and classroom levels. In fact, our African American Studies department chair will be piloting such a program for African ancestry Students in summer 2014. 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. Some ECT members 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. Of course, we will also continue to expand our use of trained Mentors working with small group “familias” and shifting more of our courses to incorporate civic-engagement components.

**Division Needs**

• 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, as well as coordinating with student groups, faculty requests, other administrative units using the facilities, hosting campus-wide events, managing and updating the online the facilities calendar, receiving and following up on infrastructure, furniture and equipment maintenance request, etc., requires, at minimum, a **60% time MCC Facility Coordinator**. Having someone dedicated to attending to the tasks outlined above will allow the division’s administrative assistant to focus on the bona fide responsibilities of this role. While this is a “good problem” in that 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 and outside community organizations, it is simply *not* functional or sustainable to have our division administrative assistant take on the necessary, de facto, role of an MCC Facilities Coordinator in addition to the defined position responsibilities.

• We need to fill the upcoming vacancy in Chican**@**/Latin**@** Studies with the retirement this June of our sole full-time faculty member in this area. This is imperative as our College is about to reach the 25% threshold to qualify as a “Hispanic Serving Institution” and as the college seeks to develop a comprehensive network of support for our Latin**@** students we must provide an engaging curriculum to meet their interests. Having lost our lone full-time faculty member in Native American Studies last June, we are working to reconfigure the department Chican**@** Studies and the Native American Studies programs into a comprehensive *Latin****@****s and Indigenous People of the Americas* Department to reflect the growing convergence of these disciplines in the field. We therefore need a full time faculty position that will address both our growing Latin**@** population and also the Indigenous/Native American Studies area. 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, as well as that of the global, cultural and social awareness of our majority populations.

• As noted in the CPRs of our Spanish, Mandarin, and French programs, our WL prerequisite clearance process requires a new online assessment tool and funding for the corresponding hardware in the form of 4 laptop computers.

• Increase in B budget to compensate adjunct faculty for SLOAC/PLOAC related work, especially that correlating with our Equity Plan process.

• Additional funding for Book Vouchers for low-income students from the “targeted” groups.

• Additional funding for student Mentor stipends and training to support “familia”-style, peer-support groups in those areas with the largest equity gaps.

• We request a dedicated academic counselor be assigned to our division office on at least a partial week basis to develop a more informed and cohesive collaboration with division faculty, and for closer access to better support all our students, but especially “targeted” students.

• While beyond the scope of this division, we request additional staff support for the Office of Equity, Social Justice, and Multicultural Education to build that office’s capacity to offer more professional development, coaching, and guidance in the development and implementation of our division Student Success Equity Plan. This will help our division meet its Equity goals.