

## PROGRAM REVIEW 2008-2011

Division:   IIS  

Department or Program:           ICS          

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In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

### I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical     Other (describe)

- A. Provide a brief description of the program including any services provided and the program's mission.

The Intercultural Studies Department offers an interdisciplinary major leading to an A.A. degree or transfer in Intercultural Studies. This major represents the joint commitment of the African American, Asian Pacific American, Chicano, Latin American, Native American and Intercultural Studies programs, and provides a core curriculum whose educational objectives include the following:

- \* Develop a methodology emphasizing comparative analyses of the history and contemporary issues and positions of Third World peoples;
- \* Develop research capabilities that will allow students to compile and analyze information from a Third World perspective;
- \* Teach ethnicity theory, race relations theory, feminist theory, cross-cultural communications theory and explore multidimensional issues of racism, institutions and power.

The major also examines the need for shared pluralism and provides expertise in areas that will allow students to pursue professional training so that they may provide services to Third World communities and effect positive social change.

- B. Provide a summary of the program's main strengths.

Strong curriculum, periodically examined and updated pedagogy, ethnic diversity of faculty, providing role models for students of color, an increasingly diverse student population, co-curricular activities including: APALI, LEAD!, strategic initiatives Impact API.

C. Provide a summary of the program's main areas for improvement.  
Student equity gap. Lack of full time faculty. Marketing of AA degree and Certificate in ICS to the students as a pragmatic / potentially more attractive (for transfer or job market) alternative to a general Liberal Arts degree.

C. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

Degree, certificates, transfer to university. Mastering concepts and developing a sense of community. Community service, civic engagement, leadership development, global awareness, critical thinking, improved self awareness, knowledge, empathy, and finally an expanded repertoire of demonstrable communication strategies.

## II. Retention and Growth

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

05-06: 89% of 3822 students enrolled were retained (3401)

06-07: 86% of 4160 students enrolled were retained (3577)

07-08: 90% of 4346 students enrolled were retained (3911)

Response in last three years: Retention and enrollment are both increasing due to funding from strategic planning initiatives which the division used to increase retention efforts. Increased access and recruitment through LEAD! New curriculum and course offerings in Islamic Studies.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

As a component of our strategic planning initiative we've focused on the targeted populations through student profile discussions, discussions of best practices, individual department breakouts to discuss access, growth and retention strategies. Impact API, which targets Filipinos and Southeast Asians, **was implemented / expanded / continued during this period** Latinos were targeted by LEAD! (insert larger description of LEAD!)

Our targeted population enrollment and retention rates include:

(fill this in)

D. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

Reading, Writing, English language, note taking and test taking skills are often below college level, directly impacting student success rate. ICS courses are often the

entry point for students who are not prepared for college level work. Example: One professor who regularly polls his ICS classes finds that over 70% of the students have chosen an ICS class as their first college class. Many of these students are not adequately prepared for college level work.

III. **Student Equity**

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

(show same data for student retention and success rates above)

(gap= gap between college norm and Black, Latino students)

Strategic planning initiatives, funds for a structured and coordinated in service ?

The division and the department both have an historical commitment to \_\_\_\_\_

In addition to department and division sponsored initiatives, ICS faculty participate in campus-wide equity gap focused workshops and initiatives in disproportionately large numbers when compared to faculty from other divisions.

Impact AAPI

- B. In what ways will the program continue working toward achieving these goals?

Active recruitment and hiring of diverse faculty with the strong academic backgrounds in their respective fields personal initiatives ? reexamination of curriculum and student learning outcomes.

- C. What challenges exist in the program in reaching such goals?

Lack of funds. Students' lack of basic skills and college readiness. Students' personal lives are becoming increasingly difficult due to the economic downturn. This has put increasing pressure on parents, families and the students themselves which could be partially alleviated by increased financial aid, counseling, and support services.

We need a multicultural center, a supportive and empowering space for people of color to construct their identity as successful college students . According to demographic predictions for the Santa Clara Valley, we can expect a marked increase in both Asian and Latino populations, and we need to do all we can to encourage and support these groups, particularly the Latino population, which is among those targeted in this review.

IV. **Budget Limitations** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

Student support services such as tutorial programs, book vouchers, financial aid, and so on, are critical for student success. When they get cut back, students suffer immediately.

Full time FTE, smart classrooms including internet access, a computer and a projector. Staff development and training funding in the use of these technologies.

- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

(insert mandate here)

If the ICS requirement were eliminated, the college would not be able to live up to the college mission that **(insert mission)**

ICS courses include ethnic studies, world history, world art, courses on women of color, social environment history, social change and intercultural communication, Without these courses the college would no longer be formal acknowledging the contributions of people of color to our nation. Without the role modeling and mentoring which our department faculty provide students of color, we predict that these students would likely feel much less welcome, acknowledged, respected and understood on our campus

Students often find role models among ICS faculty, and can openly discuss racial identity and experiences with racism and racial inequality in a supportive environment with faculty who not only specialize in these topics, but often have the lived experience to empathize with students on a personal level. "No history, no self. Know history, know self" Knowing the history of our own racial and ethnic group is essential for people of color, just as it is for the dominant White population.

The campus needs an organized and institutionalized program that addresses the needs of a diverse student body.

The ICS division is both progressive and necessary with a dramatically changing demographic. The strategic relevance of our department is a huge selling point, drawing students of color to our campus from as far away as Fremont, East San Jose and even Livermore and Morgan Hill.

Organizations such as APALI and LEAD! would not have a home if the program was eliminated or reduced.

- V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.

Community collaboration with ICCE, outreach the Spanish faculty translated ? and are planning to provide Spanish and Vietnamese translation for the entire evening of the outreach event.

Instructors from our division have taught cultural competency workshops across campus.

When such workshops are put on by other divisions, faculty in our division have been consulted concerning the content of these workshops.

Retention activities in which our division has participated include: workshops, retreats, profiling, best practices.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

We act as a resource, ?

- **State and Federal Mandates:** Describe any State or Federal mandates that directly impact the program.
- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.

We have a positive trend... ?

As the population becomes more diverse, our curriculum will adjust to their needs. Student interest continues to increase in ICS curriculum as the college becomes more diverse and international.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

There is no other program in the state like our IIS division. Other campuses look to our program as an inspiration and model.