***Question Set: Intercultural/International Studies Division***

1. How much “B” budget has remained at the close of the fiscal year over the last three years?

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| --- | --- | --- | --- |
| BUDG BAL | BUDG BAL |  | BUDG BAL |
| **6/30/10** | **6/30/11** |  | 6/30/12 |
| 1,854.12 | (1,077.32) |  | 11,481.76 |

*In 2012 we were very worried about the impact of budget cuts, and we were willing to give up some of our B budget rather than threaten any other segment of our budget, that is extremely spare. We drew from Material Fees and our Night of Magic funding for our expenses, but these sources are either gone or not sustainable beyond the next year or so.*

1. What is the estimated financial need for printing and are there any plans to try to reduce these costs?

*We don’t have budget projections for printing costs going forward, but we expect to have to draw more heavily from our B budget for this.*

1. Briefly address the trends in equity gap over the past few years.

(Please see #1 below)

1. How does your division/department/program address the needs of Basic Skills students and support their retention and success? What level of collaboration does your division/department/program maintain with the Learning Resources Division and programs such as the Academic Skills Center or Math and Science Tutorial Center?
2. Material Fees:

*Our division has, overall, under spent our Material Fees. Those courses where materials are an essential part of the curriculum, we will use B budget to cover the costs. It is therefore essential that we preserve or augment our B budget.*

1. **As a division, what are you doing to address the large equity gap?**

*As we hear every year from virtually every division and department across the campus, the equity gap continues to be a pernicious challenge about which our division is* very *mindful. In fact, the apparent irony of our division having a large equity gap for our “target” population does not escape us, and we have wrestled with understanding this issue over at least the past three years. Our faculty have consistently participated in staff development offerings, we share best practices at division meetings, encourage departments to meet regularly and do the same regarding their specific content areas. Still, the while we have “pockets” of great success (e.g., APALI and LEAD program courses) our regular, non-cohort classes continue to struggle as much as other areas across the campus.*

*So here is what we are doing. Working with the Office Equity, Social Justice, and Multicultural Education, our Division has formed a six-person Equity Core Team to develop a IIS Division Equity Plan that is building upon research-based practices of the Academy for College Excellence. This summer a number of the ICS faculty and the dean will participate in the intensive weeklong training, Faculty Engaged Learning Institute (FELI), on this model that develops an intensive student community of social/emotional support for students as the BASIS for peer academic support and college readiness. Our division Equity Core Team will take these principles of the ACE program and apply them at the classroom level. We intend to work with our Office of Institutional Research to compare the success of these-classroom-based interventions with other course sections that do not employ these strategies. Our Core Team will share out the results and best practices with other division faculty, and anticipate sharing out our results with the rest of the Campus community in AY 2014-2015.*

1. What is your division’s strategy for address the large of number of students in need of Basic Skills remediation enrolled particularly in ICS and Women’s Studies courses? Is there discussion of changing EWRT/ESL advisories to prerequisites?

*We invite Learning Resources and the Student Success Center representatives to come to our division meetings to share their offerings at the beginning of each year, and a number of our faculty what take their students to library and make a tour of the related resources their. We are also interested in working with Learning Resources and other support services to come in to the MCC to offer their services on-site.*

*The consensus in among our ICS/WMST faculty is NOT to make EWRT/ESL prerequisites, because we are committed to serving those “target” populations and other first-time college attendees who are drawn to our courses. This does make instruction more challenging, but simply removing the most challenging students from our classrooms is not the solution we want to pursue. We believe that it is our mission as a community college and as a division to meet these students where they are and help prepare them persist and successfully complete college.*

[Peer tutoring as special.

1. How is the Multicultural Center being utilized by community groups? Is the college able to gain some financial benefit from leasing the facilities when not utilized by De Anza classes and groups?

*The MCC is heavily used by the De Anza College community (to the point where we need to revamp our scheduling and use policies). We are very happy with the degree to which the MCC has become a hub of multicultural-focused activity for students, faculty, and staff, as was the intention and purpose of renovating this facility, even though this has created* ***substantial*** *additional work for our classified professional. We are in the process of hiring student assistants to assist with the reception work that is required to efficiently run such a high-traffic community center. We do not anticipate having the availability to rent out the facility nor do we have the capacity to manage the financial, scheduling, and regulatory tasks involved; we are “maxed out” with current demand.*

**ICS:**

**Native American Studies:** What are your plans to address the drop in enrollment and student success? Is your division considering replacing the retiring faculty member or redirecting the FTEF to another area within the IIS Division with stronger enrollment demand?

*Up until the mid 2000s, De Anza College had been not only a regional, but also a nationally recognized hub for Native American focused teaching & learning and for community-based student engagement that was built around the annual De Anza College American Indian Pow Wow. We believe this college-community connection was a significant contributor to the visibility, interest, and enrollment in the Native American Studies program. For a variety of reasons beyond the scope of this response, the Pow Wow was discontinued and we lost this vehicle for student recruitment.*

*So the response to this question is an enthusiastic “YES!”, we absolutely want and need to replace this position to preserve the integrity of our ICS department. This is important not only to educate the general population about the indigenous peoples but also to directly serve the local Native community that still exists today, including the Ohlone people, although they remain largely invisible. We firmly believe that with a new full-time faculty member we can reestablish the prominent role that our campus once had for the statewide American Indian community.*

*De Anza College, as a two-year academic institution, has the unique distinction of having a full-fledged Ethnic Studies program in the form of our Intercultural Studies (ICS) Department. Our ICS program is part and parcel to the nature and character of our college, and particularly among certain segments of our diverse regional community, our ICS program contributes as much to our College’s positive reputation as that of being a highly successful transfer school.*

**Women’s Studies:** What strategies is your program taking to address the very low levels of student success for both the general student population (36%) and target groups (32%)?

*The faculty of WMST, who come from a variety of departments in addition toWMST/ICS, are very aware of low retention and success rates and have met a number of times this year organize the department and develop a plan for revamping the curricula. This Summer quarter, our new “official” department chair will convene a meeting between ICS/WS/SS/LA faculty to revamp and write new curricula that will be more engaging for the students. We are developing three new lower division transferrable courses specifically geared to women of color -- La Chicana and Black Women's Studies, and one more LGBTQ course that we hope to offer in 2015.*

*We are also working with faculty who teach WMST cross listed class to see how we might help them build retention and success strategies by having quarterly WMST Department meetings, with email follow up to discuss challenges and successes.  This is something that has not been done in at least 10 years.*

*Success and retention in our online classes for the target groups is even lower than for other groups, so we are temporarily suspending the majority of online WMST offerings until we can more closely examine why this is so. The IIS division, our LEAD student mentors, and working with the Office of Professional and Organizational Development, recently conducted a “Fly By” workshop on taking the practice of “Family” (small group student support cohorts) into an online environment. This is cutting edge examination and analysis of how to make the online education a truly meaningful, engaging, and more academically supportive environment for students.*

*In the fall, in conjunction with Women's History Events we will host another 10 Minute Mentor event to introduce WMST students to successful women of color in a variety of careers.  We did this just last week to great success.*

*The WMST Department is also working closely with WE - Women Empowered, the student club and Women's History Events to focus more specifically on issues that impact people of color - for instance the Fair Trade Fashion Show and 1 Billion Rising event.*

**World Languages (general):** How do the different World Language programs collaborate around common issues; e.g. establishing SLOs and determining a standardized placement assessment tool? Would there be a benefit to establishing a World Languages Coordinator who could help facilitate these activities and outreach efforts, particularly considering that the majority of World Language courses are taught by part-time faculty.

*“The collaboration among World Languages programs is very solid and dates back to the common drafting of SLO's for all language departments.  We had several World Lang faculty meetings a few years ago and decided to take a unified approach to SLO's.  Together we drafted a "generic" series of SLO's that were then fine tuned by each department to reflect language-specific idiosyncrasies. For example, languages with different characters/alphabets/writing systems had to agree on how they were going to handle that in their Sloes.  This was facilitated by Hua-Fu Liu.*  
*In Spring 2012, all World Lang faculty met again, this time to take a unified approach as* *we created a protocol to conduct pre-requisite clearances.   We drafted and adopted a "generic" intake form in survey/questionnaire format that would elicit information for the evaluator to guide his/her assessment of the prerequisites (e.g., whether applicant was a native speaker of the language, whether high school courses had been taken, whether study abroad programs had been completed, whether the applicant used the language at work, etc....)  In Winter 2013, we met to revise and improve the cover sheet/instructions that students receive when they first start the pre-requisite clearance process.  
  
In Winter 2013, we met to talk about the adoption of a standardized placement exam that would simplify pre-requisite clearances.  One of the adjunct faculty (Larissa Chiriaeva) who also teaches at SJSU supplied contact information for the company, which SJSU has used for years.  Carmen Lizardi-Folley contacted the company, which offers a "packet" of online exams for Russian, German, Spanish, French, and Mandarin.  We were lucky to get a private donation to purchase the product and to implement it for at least 2-3 years.  We're about to meet as a World Lang team once again, in order to test the product in pilot mode with our students of Spring 2013.  
  
It is evident that the various World Languages departments work well as a team and have a strong desire to create uniform, yet customizable, policies.  Both full-time and adjunct faculty collaborate together, although it is clear that some adjunct faculty are less involved than others, perhaps due to schedule conflicts that don't allow some of them to make it to our meetings or perhaps because SLO duties and pre-req clearance duties aren't normally perceived as part of the load of non-full time teaching staff.  
  
 The Spanish department Chair is not in favor of establishing a World Languages Coordinator UNLESS this individual receives release time.  Each World Lang full-time faculty (French, Spanish, Chinese) is already stretched to the max with the above-mentioned duties of SLO's and pre-req clearances, and what we normally do is take turns in leading the World Lang faculty in meetings and tasks, as we tackle the various policy requirements by the State, the District, and the College.”*

*Alternatively, with additional B Budget we could enlist a coordinator who would be compensated through Additional Pay.*

**Vietnamese**: How can you attribute the 17% drop in productivity over the previous year? The number of sections was unchanged in 2011-12 versus 2010-11.

*For each of the above questions, if I understand their intent, the second question essentially answers the first. Perhaps the more explicative response is to name why we added sections for Persian and Hindi. At the time we had hopes of having more enrollment as a result of special outreach efforts by our respective faculty, and most importantly, the dean was making an explicit effort to capture as much enrollment as possible as we were chasing our State “enrollment cap” targets to preserve our funding, even if this temporarily came at the cost of productivity. At the time it seemed much more urgent to hit our enrollment targets and prevent further budget reductions than to boost our productivity.*