

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

	Program Description	
	Department Name:	INTERCULTURAL STUDIES (ICS)
	Program Mission Statement:	<p>The Intercultural Studies Department offers an interdisciplinary major leading to certificates, an A.A. degree, or transfer in Intercultural (Ethnic) Studies. This major represents the joint commitment of the African American, Asian American and Asian, Chicax/Latinx, Native American, and core Intercultural Studies areas, and provides a diverse curriculum whose educational objectives include the following:</p> <ul style="list-style-type: none"> □ Develop a methodology emphasizing comparative analyses of the history, politics, social dynamics, and contemporary issues and positions of historically marginalized communities of color; □ Develop research capabilities that will allow students to critically analyze information from the perspective of historically marginalized communities of color; □ Examine ethnicity theory, race relations theory, feminist theory, cross-cultural communications theory, peace/conflict/reconciliation theory, healing and social transformation theory and skills, and explore the intersectional and multidimensional issues of racism, institutions, power. <p>The major also examines the need for and role of multiracial alliances, economic class analysis, and provides expertise in areas that will allow students to develop the critical</p>

		analysis and interpersonal capacities, and leadership skills so that they are better able to be responsive to the needs of historically marginalized communities of color in the short term, and to contribute to long-term systemic transformation for equity and social justice. All of these intended outcomes align with our College's Institutional Core Competencies and Values.
I.A.1	What is the Primary Focus of Your Program?	Transfer.
I.A.2	Choose a Secondary Focus of Your Program.	Personal enrichment.
I.B.1	# Certificates of Achievement Awarded	0 for 2017-2018
I.B.2	# Certificates of Achievement-Advanced Awarded:	0 for 2017-2018
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	0 for 2017-2018
I.B.4	# AA and/or AS Degrees Awarded:	0 for 2017-2018
I.B.5.	Strategies to Increase Awards	<ol style="list-style-type: none"> 1. With the leadership of our new Asian American Studies Department Chair, Mae Lee, and in collaboration with many of our Asian Am instructors, a number of new courses have been submitted this current academic year as part of a revamped Certificate in Asian American and Asian Studies. Several other ICS areas are primed to revamp and streamline Certificates in their respective areas. 2. Rebranding of Intercultural Studies" (ICS) to "Ethnic Studies" (ETNC) to be in alignment with the popular resurgence of Ethnic Studies in Statewide High School and College curricula. 3. Complete the updating and rebranding of our College websites. 4. Development of an updated brochure for posting on our websites and for distribution at promotional events and opportunities. 5. Continued participation in Welcome Day and Open House activities, as well as Division-wide events, including The Global Issues Conference, IIS Roadshow, and other Campus and off-campus events.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	N/A

I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	N/A
I.E.1	Full Time Faculty (FTEF)	Full-Time Faculty Load = 4.7 in 2017-18. Total ICS FTEF = 10.5 for 2017-18.
I.E.2	# Student Employees	1 (We had one student employee supported through soft DASB funding.)
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	In 2016-17 we had a ratio of Full Time % = 34.3 to Part Time % = 56.6 (34.3/56.6) In 2017-18 we had a ratio of Full Time % = 45 to Part Time % = 49.3 (45/49.3) This shift in the ratio was due to the return of a full-time instructor in 2017-18 who had been on leave the previous three years.
I.E.4	# Staff Employees	1 We continue to have one Division Administrative Assistant who serves the entire IIS Division.
I.E.5	Changes in Employees/Resources	
	Enrollment	
II.A	Enrollment Trends	In 2015-16 the Unduplicated Head Count for ICS was 4,167 (with 181 sections offered). In 2016-17 the Unduplicated Head Count for ICS was 4,371 (with 193 sections offered). In 2017-18 the Unduplicated Head Count for ICS was 4,052 (with 167 sections offered). For 2017-18 this was a -9.7% decrease in enrollment, compared to the College-wide decrease of -13.4%.
II.B	Overall Success Rate	In 2015-16 the ICS Success Rate was 75%. In 2016-17 the ICS Success Rate was 73%. In 2017-18 the ICS Success Rate was 74%.

		There have been no significant changes in student success rates in the last three years.																														
II.C	Changes Imposed by Internal/External Regulations	The number of students enrolled in ICS has decreased due to the reduction in sections that each area was required cut in an effort to achieve our campus-wide budget reductions.																														
	Equity																															
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	<table border="1"> <thead> <tr> <th></th> <th>African American</th> <th>Latinx</th> <th>Filipinx</th> <th>Pacific Islander</th> </tr> </thead> <tbody> <tr> <td>ICS</td> <td>4%</td> <td>28%</td> <td>7%</td> <td>1%</td> </tr> <tr> <td>College</td> <td>4%</td> <td>25%</td> <td>7%</td> <td>1%</td> </tr> </tbody> </table> <p>The percent enrollment of our “Targeted” student population was almost identical to that of the College overall, except that ICS had a slightly larger percent of Latinx students.</p>		African American	Latinx	Filipinx	Pacific Islander	ICS	4%	28%	7%	1%	College	4%	25%	7%	1%															
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III.A.2	Targeted Student Populations: Growth and Decline	<table border="1"> <thead> <tr> <th>Enrollments</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>African American:</td> <td>8%</td> <td>8%</td> <td>5%</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>Latinx:</td> <td>31%</td> <td>32%</td> <td>32%</td> <td>35%</td> <td>37%</td> </tr> <tr> <td>Filipinx:</td> <td>7%</td> <td>8%</td> <td>8%</td> <td>9%</td> <td>8%</td> </tr> <tr> <td>Pacific Islander:</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> </tbody> </table> <p>ICS has seen a steady increase in Latinx enrollments from 31% to 37%, and Filipinx and Pacific Islander population varied only slightly. While ICS has seen a five-year decline in the percentage of African American enrollment from 8% to 5%, it remains higher than the consistent College rate of 4%, and the smaller “N” for ICS more dramatically impacts our enrollment percentages.</p>	Enrollments	2013	2014	2015	2016	2017	African American:	8%	8%	5%	6%	5%	Latinx:	31%	32%	32%	35%	37%	Filipinx:	7%	8%	8%	9%	8%	Pacific Islander:	1%	1%	1%	1%	1%
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Pacific Islander:	1%	1%	1%	1%	1%																											
III.B.1.	Closing the Student Equity Gap: Success Rates	<p>What are the success rates reported on your 2017-18 Program Review Data sheets for each of the following populations?</p> <ul style="list-style-type: none"> • African American: 66% • Latinx: 66% • Filipinx: 72% • Pacific Islanders: 71% • Asian: 79% 																														

<p>III.B.2</p>	<p>Closing the Student Equity Gap: Withdrawal Rates</p>	<ul style="list-style-type: none"> • White: 81% <p>What are the withdraw rates (list withdraw rates from 2017-18 Program Review Data sheets) for each of the following populations?</p> <ul style="list-style-type: none"> • African American: 16% • Latinx: 15% • Filipinx: 16% • Pacific Islander: 10% • Asian: 10% • White: 12% 																																																						
<p>III.B.3</p>	<p>Closing the Student Equity Gap: 2017-18 Gap</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Equity Gaps</th> <th style="text-align: center;">2013-14</th> <th style="text-align: center;">2014-15</th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> <th style="text-align: center;">2017-18</th> </tr> </thead> <tbody> <tr> <td>African Am/Asian</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>African Am/White</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Latinx/Asian</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Latinx/White</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Filipinx/Asian</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>Filipinx/White</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">-2%</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>P. Islander/Asian</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>P. Islander/White</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">8%</td> </tr> </tbody> </table> <p>List the success gap reported on the Program Review Tool or Program Review data sheet between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for each of the last five years: 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order.</p>	Equity Gaps	2013-14	2014-15	2015-16	2016-17	2017-18	African Am/Asian	26%	28%	19%	13%	15%	African Am/White	15%	25%	11%	5%	13%	Latinx/Asian	26%	16%	20%	14%	15%	Latinx/White	10%	13%	12%	6%	13%	Filipinx/Asian	12%	6%	6%	10%	9%	Filipinx/White	1%	3%	-2%	2%	7%	P. Islander/Asian	11%	6%	13%	13%	10%	P. Islander/White	0%	5%	5%	5%	8%
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<p>III.C</p>	<p>Action Plan for Targeted Group(s)</p>	<p>For each of the strategies below, the full-time instructors/de facto chairs in each of ICS department areas will take the lead for development and implementation with students in their courses.</p> <p>1. In-Class Strategy: Provide in-class student support through <u>instructor-organized and peer mentor-led small-group structured learning and support</u>. This strategy is to strengthen in-class relationships among students, creating small communities of support, and increase opportunities for more individualized learning.</p> <p>2. Departmental Programmatic Strategy: Provide <u>outside-of-class</u> Intercultural Studies</p>																																																						

		<p>departmental program activities to give students a sense of connection with instructors, staff, administrators, and other students taking Intercultural Studies classes. These activities can include meetings such as quarterly Asian American Studies resource meetings and orientations to the field of Asian American Studies; quarterly on-Campus community-building meetings of students taking African American Studies and ICS online courses; and introductions to counselors and administrators; guest speakers who are Asian Americanists and Latinx scholars publicly recognized figures in their professional fields and communities. This strategy aims to strengthen students' connections to the College through interpersonal relationships with other students, instructors, staff, and administrators, working in the various Ethnic Studies-related fields and beyond.</p> <p>3. Community-Based Strategy: Incorporate more classroom-based opportunities for students in Intercultural Studies areas to <u>participate in community events/activities</u>, both on-campus and off-campus, through the use of "S"-designated courses or through less formal course assignment. These can include participation in on-campus Intercultural Studies- and/or equity-focused events, local service opportunities with community-based organizations, and related academic and professional conferences. The aim of this strategy is to make all of our Intercultural Studies areas "come alive" through experiences that extend beyond the classroom, to have students feel more connected to and invested in the course topic through direct relationships with community members and projects.</p>
<p>III.D</p>	<p>Departmental Equity Planning and Progress</p>	<p>To support student success and close the Equity gap, Intercultural Studies areas would benefit from the following resources:</p> <p>In-Class Strategy:</p> <ul style="list-style-type: none"> • <u>Enhanced support for students:</u> funding for stipends to compensate in-class peer mentors for ICS classes. <p>Departmental Programmatic Strategy:</p> <ul style="list-style-type: none"> • <u>Enhanced support for students:</u> monies for students to register for and attend Intercultural Studies-oriented conferences to help students participate in and learn more about the professional world of the field (in our various Intercultural Studies areas). • <u>Enhanced support for students:</u> monies for stipends for guest speakers sponsored by the Intercultural Studies for departmental program activities.

		<ul style="list-style-type: none"> • <u>Departmental Collaborations/Best Practices</u>: funding for compensation to adjunct instructors to participate in Division and Department in-house meetings and workgroups focused on best practices for supporting the success of our “targeted” students. <p>Community-Based Strategy:</p> <ul style="list-style-type: none"> • <u>Enhanced support for students</u>: monies for honoraria to community organizations who provide orientations or presentations to Intercultural Studies classes.
III.E. Yes/No Box	Assistance Needed to close Equity Gap	Yes. Always.
III.F. Drop down box with goals	Integrated Plan goals: current student equity data and action plan	<ul style="list-style-type: none"> • Improve transfer and graduation rates for disproportionately impacted students. • Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates. • Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. • Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap • Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students
	Assessment Cycle	
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled

		“XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.
IV.B	SLOAC Summary	41 Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.
	Resource Requests	
V.A	Budget Trends	See below.
V.B	Funding Impact on Enrollment Trends	College budget reductions and corresponding reductions in sections offered have had a corresponding decrease in student enrollments. Three full-time faculty positions not filled due to budget crisis has the impact of fewer full-time instructors to share in the workload of multiple required and enhancement efforts and therefore diminishes our capacity to focus on student success and closing the equity gap.
V.C1	Faculty Position(s) Needed	Replacement of vacancies in Native American Studies, World Languages, Asian American Studies, A drop-down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy
V.C.2	Justification for Faculty Position(s):	See Dean’s Summary
V.D.1	Staff Position(s) Needed	None.
V.D.2	Justification for Staff Position(s):	N/A
V.E.1	Equipment Requests	Over \$1,000
V.E.2	Equipment Title, Description, and Quantity	• See Dean’s Summary
V.E.3	Equipment Justification	• See Dean’s Summary
V.F.1	Facility Request	See Dean’s Summary
V.F.2	Facility Justification	• See Dean’s Summary
V.G.	Equity Planning and Support	Has this work generated any need for resources? See Dean’s Summary for Funding Requests.
V.H.1	Other Needed Resources	None.
V.H.2	Other Needed Resources Justification	N/A
V.J.	“B” Budget Augmentation	See Dean’s Summary
V.K..1	Staff Development Needs	Funding for PT-Faculty stipends to support participation.
V.K.2	Staff Development Needs Justification	Our Equity Gap is the justification for seeking this staff development.

VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? By monitoring our student enrollments and success using the Inquiry Tool.
	Submitted by:	Compiled by Edmundo Norte, ext 8443, with contributions by Mae Lee, Marc Coronado, and Veronica Keifer-Lewis.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).