

	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 America, Asian American and Asian, Chicanx/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 current challenges and opportunities of historically marginalized communities of color; • Develop the skills and capabilities to critically analyze information prevalent in the dominant culture 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 practices, and explore the intersectional and multidimensional issues of racism, institutions, power as they relate to advocating for equity and social justice. <p>The major also examines the need for and role of multiracial alliances, economic class analysis, the role of healing in social change work, and provides expertise in areas that will allow students to develop the critical analysis, interpersonal capacities, and leadership and organizing skills to be responsive to the multidimensional needs of historically marginalized communities of color in the short term, and to also contribute to long-term systemic transformation for equity and social justice.</p> <p>These goals and objectives map completely on to our College's Institutional Core Competencies, and particularly with Critical Thinking, Civic Capacity for Global, Cultural, Social and Environmental Justice, Physical/Mental Wellness and Personal Responsibility, and especially with Civic Engagement for Social Justice.</p>

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	none
I.B.2	# Certificates of Achievement-Advanced Awarded:	2
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	None offered.
I.B.4	# AA and/or AS Degrees Awarded:	2
I.B.5.	Trends in # Degrees Awarded	Certificate of Achievement-Advanced increased from zero to two, while AA degrees have remained constant at about 2 per year, on average. As no new certificates had been developed by faculty, or existing ones revised, the only variable affecting degrees pursued and awarded is that of student interest, which varies from year to year.
I.B.6.	Strategies to Increase Awards	<p>Starting in 2020-21, the Asian American Studies department will be renamed the Asian American and Asian Studies department and offer a Certificate of Achievement in Asian American Studies.</p> <p>Several steps are being taken and will be taken to publicize the new certificate and to encourage and support students in obtaining it, such as:</p> <ul style="list-style-type: none"> • Creation of a website for Asian American and Asian Studies, with requirements for the certificate • Establishment of a new departmental code: ASAM, which will correspond to a separate section in the course catalog outlining course offerings and the requirements of the certificate • Integration of more than one ASAM course in the IMPACT AAPI curricular pathway, which leads students toward achievement of the requirements for the Certificate

		<ul style="list-style-type: none"> • Publishing of ASAM's planned course offerings for the year on the ASAM website, which will allow students to plan better their route to obtaining the certificate • Presentations to counselors of the new ASAM certificate as well as new ASAM courses • Publicizing the new ASAM certificate and new ASAM courses to the Office of Equity, Outreach, the Asian Pacific American Staff Association, IMPACT AAPI, and the Filipinx, Southeast Asian, and Pacific Islander High School Student Conference. <p>The energy and the program development process brought by Mae Lee to ASAM as the department Chair serves as model for other ICS areas to similarly pursue revitalizing their course offerings and develop certificates. Unfortunately, we lost our Chicax/Latinx Studies Department Chair this past summer and a replacement position was not granted this year, so we do not have a FT faculty member in this area to continue this process within the this department that had only just begun last year. A replacement position for Chicax/Latinx Studies is essential to following up on the process of establishing a pathway from a certificate or degree in Chicax/Latinx Studies to San José State University's BA and MA in Mexican American Studies.</p>
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)	For 2018-19, ICS had an overall total of 9.5 FTEF, a 17.1% decline over the last five years. The Asian American Studies department had 0.9 FTEF. This is a drop of more than 40% in FTEF over the last five years.

		<p>African American Studies also had 0.9 FTEF, a decline of 25.7% over five years. Chicano/Latinx Studies had 1.5 FTEF, a 11.7% decline over the five year period.</p> <p>(For some reason there is a glitch and data for Native American Studies is incomplete, not all courses being included, and does not reflect accurate numbers and percentages.)</p>
I.E.2	# Student Employees	One student employee supported by DASB soft funding.
I.E.3	Full Time Load as a %	<p>For AY 2018-19: For ICS, full-time load as a percent was at 66.5%.</p> <p>The percentage of Asian American Studies courses taught by full-time faculty was 44.5% . The percentage of African American studies courses taught by full-time faculty was 65%. This increase in percentage was due to a 25% reduction in sections offered.</p> <p>For Chicano/Latinx Studies, full time load was 73.6%. This will be dramatically reduced next year due to the vacancy and non-replacement of this lost FT position.</p>
I.E.4	# Staff Employees	N/A
I.E.5	Changes in Employees/Resources	<p>At the end of 2018-19, the full-time faculty member who was the primary instructor of Asian American Studies courses retired. It was also during 2018-19, that that faculty member stopped teaching Asian American Studies classes. Hence, another faculty member stepped in to teach some of them, and assumed the role of department chair.</p> <p>Several steps are being taken to bolster student success in these classes, such as:</p> <ul style="list-style-type: none"> • Partnering with IMPACT AAPI's cohort-based learning communities and utilizing an embedded counselor • Hiring an adjunct faculty with expertise in Pacific Island Studies to teach the Introduction to Pacific Islander History and Culture course • Offering classes that are online to support students who may otherwise have difficulty accessing Asian American Studies classes <p>In 2018-2019, the Chicano/Latinx Studies department had a Full-time instructor who</p>

		<p>was leading collaborative efforts partnering the Puente, First Year Experience, and Mend of Color programs, as well as taking initial steps to develop a pathway for students from De Anza College to San José State’s Mexican American Studies BA and MA programs. This instructor was the Chicax/Latinx Studies department chair was also the lead in revamping seldom taught courses and developing new courses. Furthermore, this instructor was also one of only three FT faculty in the four basic ethnic studies areas (African American, Asian American and Asian, Chicax/Latinx, and Native American studies). With the loss of this position we have a gaping hole in our ability to serve our Latinx student population as described above, as well as our lack of capacity to apply for Federal funding as an Hispanic Serving Institution (HSI) as we hit the 25% milestone in our Latinx student population. Replacing this position is essential to our Latinx student population, to Intercultural Studies, to the IIS Division, and we would argue to the vision and mission of De Anza College.</p>
	Enrollment	
II.A	Enrollment Trends	<p>Enrollments in ICS over the last five years have been relatively stable, ranging from a high of nearly 5,000 students in 2016-17, to a low of 4,500 in 2018-19. The five-year enrollment decrease for ICS is -6.2%, compared to the College decrease of -19.8%.</p> <p>Over the last three years, enrollment for Asian American Studies have decreased: 2016-17 = 407; 2017-18 = 351; 2018-19 = 320 The drop in enrollment in the last two years (2017-18 to 2018-19) was smaller (56 students) than the drop in the preceding two years (2016-17 to 2017-18) with 31 students.</p> <p>Please see further reflection and strategies to increase enrollment in III.B. below.</p>
II.B	Overall Success Rate	<p>As noted in section III.B. below, ICS attracts a disproportionate number of students from the “targeted groups”. Within ICS, across different department areas and across different courses, and across different sections of the same courses, there wide variances in success rates, and in the success rates of our “targeted” student populations.</p>

	<p>Differences in instructor’s teaching styles, pedagogy, and course-content emphasis, work load, types of work assignments, degree of scaffolding of work assignments, and grading policies, all contribute to disparate student success rates.</p> <p>Our core strategy for addressing this reality is to create more opportunities for in-house collaboration and sharing of best practices that can reduce the equity gap and increase student overall success. To do this, instructors need significant, ongoing, collaborative work time to exchange demonstrations and model best practices, with reflection and discussion time to refine, adapt, and develop concrete strategies for implementation. Given that over 31.5% of our instructors are adjunct, we need to secure funding to compensate these instructors for their meeting participation. We make our request for funding below and in our resource request document.</p> <p>Asian American Studies courses, over the last three years the course success rate has decreased:</p> <p>2016-17: 90%</p> <p>2017-18: 86%</p> <p>2018-19: 66%</p> <p>The likeliest factor was that the core Asian American Studies courses in 2018-19 were taught almost nearly all online for the first time. The success rates for those classes likely pulled down the overall success rate of Asian American Studies courses, in addition to increasing the attrition rate.</p> <p>The key step being taken to bolster student success in the online classes is to have the faculty take Online-U at De Anza to improve the online delivery of those classes.</p> <p>From the African American Studies department: I am interested in better understanding the student success numbers. Specifically, I would like to know how Incomplete grades are counted within this context. Upon noticing an unsettling trend of students failing the course for what can best be described as “life circumstances” (accidents, death in family, illness, medical procedures, multiple jobs etc.), the department decided to offer more Incompletes for grades, versus failing students. Having not seen “Incompletes” as a separated category of success, I am</p>
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		interested in better understanding, what impact, if any, this has had on success rates.
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)
	Equity	In order to meet the goals within our State Equity Plan , Institutional Metrics , and Educational Master Plan , the following section asks you to reflect on questions focused on student equity to help inform our goals._
III.A.	Program Success	<p>Instructors of our ICS core courses collaborated with the Office of Equity to organized an event called <i>Healing Racial Trauma & Holistic Wellness: In Celebration of the 50th Anniversary of Ethnic Studies</i>, and WMST and ICS instructors held the Annual IIS Road Show in Conjunction with the 50th Anniversary of Ethnic Studies. These events were well attended by students from our “target populations” and increased student awareness about history and purpose of Ethnic Studies and the course offerings on our Campus.</p> <p>The Asian American Studies department has:</p> <ul style="list-style-type: none"> • Developed a working relationship with the Office of Equity through the IMPACT AAPI cohort-based learning community program, both targeting and supporting Filipinx American, Southeast Asian American, and Pacific Islander students. • Participated in Outreach efforts to publicize Asian American Studies course offerings and the new ASAM certificate at the Filipinx American, Southeast Asian American, and Pacific Islander American High School Student Conference • Facilitated monthly departmental meetings that involve faculty, counselors, and staff to think through approaches to better support students • Mentored students to participate in professional conferences and meetings where they are presenting their work as student advocates and scholars-in-the making <p>Students in African American studies have shared their excitement for what they are learning. In 2019, courses were revamped to include the work #1619Project and thus far the feedback has been extremely positive. In Winter 2020, a Hybrid version of ICS 11 was introduced and the opportunities to blend digital learning with personal interactive engagement is something that is deeply critical for the future of African American</p>

		<p>Studies. Also, with the hiring of a new Umoja program coordinator, there is additional hope for enrollment increases, event planning, and increased student support.</p> <p>Chicanx/Latinx Studies: Three instructors in this department have worked to integrate their courses with the Puente and First Year Experience program cohorts, and have collaborated closely with the Office of Equity, Social Justice, and Multicultural Education, coordinate course curricula with Campus-wide presentations by renown academic and community-based guest speakers on relevant topics. Some instructors in this department continue to use the “S” designated course structure to both engage students in civic engagement opportunities, and also for creating “familia”-style small student support groups that attend to the social/emotional needs of students. [Please see in the IIS dean’s summary “A Historical Note on the Intercultural Studies Program” for more context on the significance of these .]</p> <p>Native American Studies: To both adjust to the needs of our lone adjunct instructor in this area, and to access a broader constituency of students that had been shrinking in our face-to-face courses, all of our Native American Studies Courses are currently being offered fully online with consistently strong enrollments.</p>
<p>III.B.</p>	<p>Enrollment Trends</p>	<p>For ICS as a whole, the 2018-2019 AY shows a distribution of enrollments that has been remarkably consistent over the past five years, with 0-3 percentage points of variation: African American = 5%, Latinx = 36%, Filipinx = 7%, and Pacific Islander = 1%. The combined total of these student populations is 49% (compare with the College at 35%). Not surprisingly, our ethnically-focused courses are disproportionately enrolled by students of the corresponding ethnicity. It is for this reason that our faculty work closely with support programs in the student services area that also serve these student populations. And, it means that our faculty have a disproportionate number of “targeted students” who need more intensive, high-touch support. Even with knowledgeable and committed faculty, it is not surprising that ICS has an equity gap of 15% for our African American students, a 7% gap for our Filipinx students, and an overall 10% gap for our combined “target” group population.</p> <p>Within the Asian American Studies department in 2018-19, the enrollment of African</p>

		<p>American, Latinx, Filipinx, and Pacific Islander students is 26% all together, as compared to their population at the college as a total, which is 35%.</p> <p>The Asian American Studies department, based on the discipline’s subject matter, attracts Asian American and Pacific Islander students, including targeted student populations in disproportionately higher percentages. For instance, the enrollment of Filipinx American students in Asian American Studies classes is 13%; for the college it is 6%. The enrollment of Pacific Islander students in Asian American Studies classes is 2%; for the college it is 1%. The enrollment of Asian American students overall in ASAM classes is 68%; for the college it is 46%.</p> <p>In 2018-19, the Asian American Studies department took key steps in providing culturally relevant curriculum to attract targeted Asian American and Pacific Islander student populations, such as:</p> <ul style="list-style-type: none"> • Offered the Introduction to Pacific Islander History and Culture course, which had not been offered in several years • Hired an adjunct to teach the Introduction to Pacific Islander History and Culture course who had both personal connections and specific academic training in the subject-matter/discipline • Wrote and successfully obtained curriculum approval for a new ASAM course: Introduction to Filipinx American History and Culture
<p>III.C.</p>	<p>Success, Non-Success and Withdraw Rates</p>	<p>Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? 3. What strategies might be helpful in closing gaps in successful course completion? <p>For ICS, the three populations with disproportionate impacts: African American students</p>

		<p>with a 15% gap, Filipinx students with a 7% gap, and Low-Income students with a 4% gap. Please refer to III.B above for thoughts on these differences and to III.D. below for proposed strategies to attend to reduce these disproportionate impacts.</p> <p>Note: There is no aggregated data on the Disproportionate Impact Tool for Asian American Studies classes. There is data per class.</p> <p>For Asian American Studies classes, [as well as other ICS areas] the equity gap ranges widely from class to class. For instance, for one class, the equity gap along ethnicity is very high but the equity gaps for low-income students, veterans, foster youth, and students with disabilities do not exist. In another class, the equity gap along ethnicity exists for Latinx students only, and equity gaps exist also for low-income students and veterans appears, but not students with disabilities.</p> <p>The disparities between classes, and even between different sections of the same course taught by different instructors, suggests that there is a need for “inter-instructor reliability” in the delivery of best practices for student success, particularly those that attend to the needs of our “targeted group” populations. A simple and direct strategy to address this issue is to provide <i>supported opportunities</i>, with compensation for our adjunct faculty, to gather instructors of the same or similar courses for “horizontal” professional development in the sharing of best practices, with opportunities for shadowing/colleague observations, guest lectures to model specific practices, and simply collaboration time.</p> <p>Additionally, given that the bulk of the Asian American Studies department’s classes in 2018-19 were offered online, and that the success rate was generally lower than that of face-to face classes, improving online delivery, with faculty taking Online-U, will likely help address some of the disproportionate impacts.</p> <p>Perhaps in 2020-21, the Disproportionate Impact Tool will also be able to provide aggregated data for the newly named and newly organized ASAM department.</p>
III.D.	Equity Planning and Support	Has equity work generated any need for resources? If, so what is your request?

		<p>From our Asian American Studies Department Chair: Yes, equity work in the department has generated the need for:</p> <ul style="list-style-type: none"> • Counselors who can work on a more dedicated basis with students in Asian American Studies classes • Student mentors in Asian American Studies classes who can be monetarily compensated • Funds to cover costs of students to attend and present at professional/academic conferences • Funds to cover classroom speakers/campus events sponsored by the Asian American Studies department <p>From our African American Studies department Chair: Yes. As researched and documented (Matthew, 2016), faculty of multiple, marginalized identities experience “invisible labor” on college campuses. That “invisible labor” has caused an emotional burnout for the full-time faculty member in African American Studies.</p> <p>The request is that the College begin to explore the idea of creating a funding source for those faculty who experience “invisible labor.” The funding would be used on programs, events, classes, etc. that support healing, self-care, and resources to combat the negative impact of said “invisible labor.”</p> <p>Ultimately, the request is that the College provide funding to faculty and staff of marginalized identities to do the healing work necessary to sustain within the institution.</p> <p>For our Chicana/Latina Studies Department: Yes, equity work in the department has generated the need for:</p> <ul style="list-style-type: none"> • Funding to compensate adjunct faculty to participate in • An onsite counselor in the MCC who can work on a more dedicated basis with Chicana/Latina and other ICS students • Funding to compensate Student mentors in Chicana/Latina and other ICS classes to provide direct and immediate support of our “target student” populations • Funds to cover costs of students to attend and present at professional/academic conferences • Funds to compensate classroom speakers/campus events sponsored by the Chicana/Latina Studies department and other ICS areas
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III.E.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation <p>All of the above could be achieved by having additional funding to support adjunct-faculty participation in departmental and interdepartmental collaborations that would include professional development, sharing of best practices, and consultations and coaching through collaborative cross-classroom observations and post-observation reflection and enhancement sessions.</p>
III.F. Yes/No Box	Assistance Needed to close Equity Gap	YES
	Assessment Cycle	48.8% completed.
IV.A	SLOAC Summary	<p>Discussion among ICS faculty regarding common student learning outcomes has resulted in the realization and recognition among some instructors that it would be useful to have at least one broad SLO consistent among all ICS courses reflecting the Program Level Outcomes that we believe should distinguish all of our ICS course offerings.</p> <p>African American Studies:</p> <p>In the Fall of 2018, (as a result of the SLOAC process) the African American Studies department changed its Final assignment. Instead of an exam, the final is now a self-reflective essay. This was spurred by the move toward incorporating more self-reflective assignments for students. The hope is that students are learning to be more self-reflective and see the impact of what they are learning, on them and their world. Thus far, the results have been very promising. Grades have increased, more students are completing their work, and the feedback from students has been positive.</p> <p>Here is an example of student feedback from Fall 2019 ICS 18A: African American History</p>

		to 1865: "I find it difficult to sum up what I have learned in the last semester (sic). There are historical facts that are part and parcel of most history courses, but what makes this semester's materials difficult for me to neatly summarize is the emotional impact... What I can comfortably say I have learned in this class is that I have a lot left to learn."
IV.B	Assessment	List of courses to be assessed in 2019-20 year: <ul style="list-style-type: none"> • ICS 10 • ICS 30 • ICS 55 • ICS 11 • ICS 33 • ICS 2B • ICS 20 • ICS 35 ICS 22 • ICS 44 or 46
	Resource Requests	•
V.A	Budget Trends	Over the past five years, a consequence of the ongoing budget crisis during this period and the reduction of full-time faculty through non-replacement of vacancies, and the establishment of the 80% fill rate standard, has necessarily reduced our FTEF and the number of sections we offer students.
V.B	Funding Impact on Enrollment Trends	For ICS this has meant a 24.5% reduction in sections offered for students, resulting in 6.2% decrease in student enrollment. Our ICS productivity level of 628, and the wait lists we have for certain courses, means that we could add additional sections to meet existing student demand.
V.C.1	Faculty Position(s) Needed	Replacement due to vacancy. <ul style="list-style-type: none"> • Chicanx/Latinx Studies position replacement is essential to meet the department's, the Division's, and College's Mission.
V.C.2	Justification for Faculty Position(s):	Please refer to multiple responses addressing this question in sections above, as well as the justification included in the dean's summary.
V.D.1	Staff Position(s) Needed	None needed.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. N/A
V.E	Equipment Requests	None

V.F	Facility Request	None.
V.G	Other Needed Resources	<ul style="list-style-type: none"> • Funding to compensate adjunct faculty to participate in in-house PD • An onsite counselor in the MCC who can work on a more dedicated basis with ICS students who are disproportionately “targeted group” students • Funding to compensate Student mentors in ICS classes to provide direct and immediate support of our “targeted group” student populations • Funds to cover costs of students to attend and present at professional/academic conferences • Funds to compensate classroom speakers/campus events on ICS-related topics
V.H.1	Staff Development Needs	<p>Based on what you have written above, what professional development support/resources do you need to achieve your goals?</p> <p>As a basic first step, ICS is confident that we can provide much “horizontal” professional development among our own colleagues if we can have funding support for adjunct faculty to participate in consistent, ongoing, collaborative opportunities for sharing of best practices to increase inter-instructor reliability in the application and refinement of these practices.</p> <p>From our African American Studies FT instructor: Attendance at a Women of Color Healing Retreat (\$4,500) Attendance at a Women of Color Self-Care Retreat (\$3,500)</p> <p>In response to the section below as a justification for the above request, this instructor cites ten publications on or related to the topics of challenging racial battle fatigue, marginalization in the Academy, resisting from the margins, and living with multiple marginality, indicating a body of literature describing the harmful, unhealthy impacts of faculty of color and multiple marginal identities working within the Academy.</p>
V.H.2	Staff Development Needs Justification	Please refer to multiple explanations/justifications above and in the dean’s summary.
VI.	Closing the Loop	The impact of utilizing the additional resources we receive will be a key agenda topic at our quarterly faculty half-day retreats and at specific department meetings focused on conducting formative assessments of program/resource effectiveness related to increased student success, reduction of the equity gap, and student enrollment and retention.

		Meeting together to look at our SLO assessments as a starting point for reflecting on specific practices will be the focus of quarterly faculty meetings.
	Submitted by:	Edmundo Norte (norteedmundo@fhda.edu ; ext. 8443) with input from Mae Lee and Julie Lewis.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).