

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Intercultural Studies	
Program Mission Statement:	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	You may create a new one or copy from your 2008-09 comprehensive program review.

What is the primary mission of your program?	Transfer.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Personal enrichment.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	0	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	0	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	1	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	N/A	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served	N/A	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At

		<p>this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Part-time Faculty Employees	2	<p>For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Staff Employees	0	<p>For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
II.A-Growth and Decline of targeted student populations	<p>ICS had a decline of 257 "Targeted" students compared to last year, but the proportion (29%) remained about the same given the overall decline in enrollment within the department (-801). The ICS decline in "Targeted" student enrollment was commensurate with the college-wide decline in this population (-2,162). AY 2010-2011 showed a 3% decline in the overall success rate of the ICS "Targeted" population, similar to the 2% decline campus-wide. From AY 2009-2010 to AY 2010-2011, the "Hispanic" /Latino success rate remained about the same (74% & 73%, respectively), while there were declines in the Pacific Islander population from 64% to 61%, in the Filipino population from 76% to 73%, and significantly, in the African Ancestry population from 62% to 53%; a 9% decrease. While not as great, there was also a 6% drop in the success rate for African ancestry students campus wide.</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)</p>
Trends in equity gap:	<p>The following may be contributing factors to the persistence of an equity gap for students taking ICS courses:</p> <ul style="list-style-type: none"> • ICS courses have no prerequisites, and only list "Advisory" courses, yet require significant writing assignments as transfer level courses. • Some ICS faculty report the following feedback from students on in-class surveys administered at the beginning of each quarter: 	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>

	<ul style="list-style-type: none"> ➤ 20-25% of students in courses do <i>not</i> meet the “Advisory” level of preparation. ➤ Students report not being able to get into LART, EWRT 1A, or ESL5 courses prior to or concurrently with ICS courses. ➤ Many students report taking ICS courses because they were recommended (even by advisors) as “easy courses” or “personally interesting”, which they may assume to be less academically rigorous. <ul style="list-style-type: none"> • We may be seeing a disproportional increase in basic-skill level students enrolling in ICS courses. For instance, 32% of ICS students in 2010-2011 were 19 years or younger, compared with 28% of the overall campus population. Further research is needed to determine if these younger students taking ICS courses are disproportionately basic-skills level students. • While ICS faculty may generally have culturally relevant course content and engaging pedagogy, they may not have the capacity to compensate for students’ lack of prior preparation in basic skills for college level work. • Budget cuts/reductions in student services support to our most vulnerable populations. 	
<p>Closing the student equity gap:</p>	<ul style="list-style-type: none"> • If the above factors have merit, ICS faculty may benefit from focused professional development on incorporating basic skills instruction into their course curriculum. • ICS faculty may benefit from continued interaction and collaboration with the range of student support services on campus, including Learning Resources and the Counseling and Advising services, to be better positioned to connect students with these services as necessary. • ICS faculty would benefit from continued and more focused departmental collaboration on developing a “cycle of inquiry” practice that involves examination of evidence of successful or not successful teaching practices, developing alternative strategies for success, applying these practices, and then examining and reflecting on the outcomes of these strategies to guide further practice. Regular meeting times to engage in this work should be structured into the department’s academic-year 	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.</p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	<p>calendar, at minimum in conjunction with division meetings.</p> <p>While there may indeed be a number of external factors that contribute to the persistence of the student equity gap—such as a decline in the quality of secondary education received by students who are entering our program, the economic depression placing more stress on students’ personal/ family life and/or requiring students to take on additional employment while enrolled full-time, etc.—the ICS department is committed to focusing on those factors that are potentially within our realm of control to develop our capacity to better support our most disadvantaged students.</p>	
Overall growth/decline in # students:	<p>The decline in the ICS department enrollment is commensurate with the overall drop in enrollment across the campus. However, in recent years there has been a steady decline in student enrollment in the Native American Studies area and efforts to understand and reverse this trend have thus far been unsuccessful.</p>	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	<p>This academic year our preparation for the Accreditation site visit, and the corresponding work on SLOACS and PLOACS, gave rise to a number of meetings and discussions on assessment teaching strategies that were engaging (but at times also stressful with the pressure of the site visit). However, many faculty members express an interest in continuing to work collaboratively to share and develop “best practices”.</p>	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, program reorganization, staffing etc.)
Progress in “Main Areas of Improvement”	<p>While the ICS department did not show a narrowing of the equity gap as intended in the “Main Area of Improvement” in the Comprehensive Program Review, even with the significant physical and organizational transitions of the past two years due to a year-long moving out and back in (mid-year!) to the Multicultural Center, the absence of a dean for two quarters, and the transitioning in of new dean, the equity gap trend for this department is comparable to that of the overall campus. While we did not meet our (implied) goal of <i>increasing</i> the ranks of our Full-Time faculty who can be more integrally engaged in strategic planning, in the midst of campus-wide budget cuts we were successful in at least replacing a retirement in our African American Studies program, hiring a full-time faculty member who will teach in ICS as well as replace a retirement in the Spanish department, and, this year one of our ICS full-time faculty returned to full-time teaching (back from a three-year</p>	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	<p>release to direct a major grant program).</p> <p>A significant initiative was launched this year to address the declining success rate and growing equity gap for African-ancestry students was the creation of the Africana Action Committee. This committee is a collaboration between our African American Studies department and the De Anza College Sankofa Scholars program. This committee, hosted in the IIS Division Multicultural Center, not only coordinates scheduling of programmatically relevant African American Studies courses with the Sankofa Scholars student cohort, it is also working with departments across campus to develop a broader systemic support network for our African ancestry students.</p> <p>Department wide, many ICS faculty members, both part-timers and new full-timers, have been active in campus workshops and conferences such as the Partners in Learning Conference, SLO convocation day, Impact AAPI, ICCE, Office of Diversity, and Office of Organizational and Staff Development events and workshops. However, success and retention for African American and Latino students continues to be a critical need for improvement. The faculty have begun discussions based on professional development training modules focused on Asian American and Pacific Islander students (produced by our IMPACT/ AAPI program) and are applying the pedagogical principles to other "Targeted" groups. It is our intention to continue this professional development through a structured cycle-of-inquiry process focused on the retention and success of our "target" student populations.</p>	
<p>CTE Programs: Impact of External Trends:</p>	<p>N/A</p>	<p>Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.</p>
<p>CTE Programs: Advisory Board Input:</p>	<p>N/A</p>	<p>Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations</p>

		from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	The IMPACT/ AAPI grant-funded program aimed at increasing the persistence and success rates for targeted AAPI students (Filipino, Pacific Islander, and Southeast Asians) ended with the 2010-2011 academic year. While this program met or exceeded program goals, serving 225 unduplicated students, and developed professional development modules for instructors aimed at supporting AAPI students, there are no additional funds to extend this work to other targeted student populations (i.e., African Ancestry and Latino). However, a new five-year grant was awarded to the IMPACT/ AAPI program to provide targeted AAPI students support in the areas of CREM, MPS/STEM, and English. However, while primarily operating out of our IIS division and ICS department, this program is organizationally under Academic Services and should provide benefit to the indicated departments outside our division. We nonetheless anticipate gleaning effective models and practices that, with additional resources, can be applied within our ICS department.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends	There are no direct funding changes that we anticipate will impact enrollment trends in our department.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	NONE	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	None.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	N/A	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

Equipment Request	NONE	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	N/A	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .)
Equipment Justification	N/A	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	N/A	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	N/A	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	None requested.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs	Please see responses outlined in the "Closing the Equity Gap" section. No additional funds required. Our department can work with the Office of Organizational and Staff Development to sponsor trainings on how to	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?

	incorporate basic skill development in ICS content area courses. The implementation of collaborative cycle-of-inquiry structure and process would likely require only a minimal amount of additional resources and this training may be available through the Staff Development office.	
SLOAC and PLOAC summary	In addition to learning a variety of teaching and assessment strategies and tools, overall we became more grounded in having our SLOs guide our instruction, and we reconnected with the value of working collaboratively to share best practices.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	N/A	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Edmundo Norte, norteedmundo@deanza.edu , ext. 8443	APRU writer's name, email address, phone ext.