

IIS Dean's Summary of the Annual Program Review Update Spring 2011

Intercultural and International Studies (IIS) Division underwent the following structural changes due to FHDA District and De Anza College budget reductions: Conversation courses no longer offered in spite of continuing community interest, particularly from the local business community; Hebrew no longer offered in World Languages; progress in building the World Languages offerings halted; development and strengthening Global Studies program has remained static; lack of funding for department chairs/program coordinators for the World Languages that have no FT faculty, for Global Studies, and for Women's Studies, has been a major limitation to the growth, stability and effectiveness of these programs; the end of funding for the College's Strategic Planning may have contributed to a decrease in Target Student enrollment and success in 09-10. Conversely, focused efforts on the engagement and teaching of targeted population by IMPACT/AAPI (supported by grant funding), APALI (also partially supported through outside funding), and LEAD! (supported primarily by a volunteer faculty member and some community partners), appear to have been successful in attracting, engaging (as evidenced in increased retention), and supporting targeted students, since our overall division percentages for enrollment, retention and success of targeted students persisted in remaining ahead of the College rates overall. In spite of the loss of two full-time faculty members who used to teach for Women's Studies, enrollment in this program has continued to increase, the equity gap in retention has been closed, and the equity gap in student success continues to shrink, most recently from 18% to 11%. The leveling off or slight drop in many World Languages' success rates for targeted students in 2009-10 may be due in part to our division being moved out to the "Mod-Quad" portables in the parking lot (while the Multicultural Center underwent renovation), which--in addition to making access to faculty more difficult for students--contributed to a room shortage across campus, resulting in fewer smart classrooms conducive to new language instruction (we are still awaiting the opening of the Mediated Learning Center, which will begin to meet the needs of all World Language programs with a language lab and classroom spaces that will provide the technology resources and direct classroom access to language-learning resources that are not currently available in our classrooms). Moving back in AY 10-11 to the renovated Multicultural Center, with its smart classrooms and meeting spaces conducive to faculty collaboration, we anticipate having greater success with all the students we are able to serve. However, we are also sorely in need of additional B budget to justifiably compensate part-time faculty who take leadership roles for their SLOAC work and involvement in developing, assessing, and applying effective teaching strategies for achieving our desired student learning outcomes for targeted and non-targeted students alike.