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.](mailto: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

In TracDat. Limit narrative to 100 words; bullet points encouraged

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|  | Information Requested | | | Explanation of Information Requested.  ? Trac Dat Help button will reveal the same cues ( sorry no hyperlinks) | Input your answers in columns provided. Note: reference  documents can also be attached. Make sure to note the name of any reference documents in your explanations. |
|  |  | Program Description |  |  |  |
|  | Department Name: | | |  | Intercultural Studies ( ICS) |
|  | Program Mission Statement: | | | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html)> | 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, Chicana/o, Native American and Intercultural Studies programs, and provides a core curriculum whose educational objectives include the following:   * 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.   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 historically marginalized communities of color and effect positive social change. |

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| I.A.1 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning  Resources/Academic Services, personal enrichment or N/A | Transfer. |
| I.A.2 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning  Resources/Academic Services, personal enrichment or N/A | Personal enrichment and empowerment. |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. | 0 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>.  Leave blank if not applicable to your program. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. |  |
| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program | 2 |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://[www.deanza.edu/workforceed/ged/](http://www.deanza.edu/workforceed/ged/)  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. |  |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of  effective solutions. |  |

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| I.D.1 | Academic Services and Learning Resources: # Faculty Served | | | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased;  leave blank if not applicable to your program |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | | | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased;  leave blank if not applicable to your program |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | | | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased;  leave blank if not applicable to your program |  |
| I.E.1 | Full Time Faculty (FTEF) | | | For ALL programs: Refer to your program review data  sheet. <http://deanza.edu/ir/program-review.15-16.html> | 3.9 |
| I.E.2 | # Student Employees | | | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased;  blank if not applicable to your program | 1 student employee. 0 = no change. |
| I.E.3 | Full-time to Part-time ratio  % of Full -time Faculty Compared to % Part-time Faculty Teaching | | | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.edu/ir/program->  review.15-16.html . | (**2016-2017**) Full Time: **34.3%** Part Time: **56.6%**  (2015-2016) Full Time: 28.4%Part Time: 58.8% |
| I.E.4 | # Staff Employees | | | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program.  Deans will make a report regarding staff serving multiple  programs. | 0 (no change: we have one classified professional) |
| I.E.5 | Changes in Employees/Resources | | | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave  blank if not applicable to your program. |  |
|  |  | Enrollment |  |  |  |
| II.A | Enrollment Trends | | | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.edu/ir/program-review.15-16.html> | In the last three years there have been no tends in enrollment, other than a proportional drop or increase in enrollments commensurate with decreases or increases of sections offered. For example, in 2014-15, we offered 213 sections and had enrollment at Census of 4,815, while in 2015-16, we offered 181 sections and had enrollment of 4,675, and in 2016-17, we offered 193 sections and captured an enrollment of 4,997, just shy of 5,000 students. So, most clearly seen in comparison with 2014-15, in 2016-17 we significantly improved our overall fill rate.  For background context on previous drops in enrollment over the past *five-year* period, please see below:  A major factor in the decline in ICS sections, FTEF, and enrollments from 2014-15 to 2015-16 was that in the latter part of that academic year, ICS “gave birth” to an independent Women’s Studies Department that now claims the sections, FTEF, and enrollment that was previously part of the ICS coalition. We were running out of course numbers with the ICS prefix and needed room for new course development and we are very pleased with this growth and independence, even as we remain interdependent in sharing instructors, PLOs, SLOs, and continue working closely across areas).  Additionally, the enrollment and section decline over this period was also due to two full-time faculty retirements that were not filled and one full-time instructor taking an extended leave during the latter part of this period. |

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| II.B.1 | Overall Success Rate1 | | | What significant changes in student success rates have you seen in the last three years? | Overall student success rates have remained fairly consistent. The overall Success Rate for ICS was at 73% in 2014-15, increased slightly to 75% in 2015-16, and decreased slightly to 73% in 2016-17. However, it is important to keep in mind that our “targeted student” population grew by 327 students in 2016-17. |
| II.B.2 | Plan if Success Rate of Program is Below 60% | | | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://deanza.edu/ir/state-of-> the-college-related- information/pdf/Institutional\_Metrics\_2016.pdf If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to  this level? Leave blank if N/A. |  |
| 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, program  reorganization, staffing etc.) |  |
|  |  | Equity |  |  |  |
| III.A | Growth and Decline of | | | Briefly, address student enrollment data relative to your | The following are the three-year enrollment trends for our Targeted Student |
| Targeted Student | | | program’s growth or decline in targeted populations: | groups: |
| Populations | | | African Americans, Latinos, Filipinos. (Refer to <http://deanza.edu/ir/program-review.15-16.html)> | **African ancestry:** 368(2014-15); 235(2015-16); **280** (2016-17) |
| **LatinX**: 1,545 (2014-15); 1,494 (2015-16); **1,733** (2016-17) |
| **FilipinX**: 3393(2014-15); 388(2015-16); **431** (2016-17) |
| These data continue to show an overall decline in our African ancestry students, from 8% in 2014-15, to 5% in 2015-16, to 6% in 2016-17. These percentages are still greater than that of the College which remains at 4% over the same three-year period. |
| Our Latinx population in ICS has increased steadily from 32% of our population for 2014-15 and 2015-16, to 35% in 2016-17, compared to the College at 24%-25% over this period. At least part of this increase in both raw numbers and percentages is attributable to the increased fill rate of courses taught by our new full-time Chicanx/Latinx Studies instructor and a very capable, student-centered adjunct instructor who has begun offering more courses online.  Our ICS Filipinx population has increased slightly from 8% from 2014-15 and 2015-16, to 9% in 2016-17, compared to the College which remains at 7% over this period. At least part of this increase (in raw numbers) is attributable to the offering and growing popularity of our *Introduction to Pacific Islander History and Culture* course. |
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| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | The Success Rates of all our targeted groups are above the institutional standard and similar or higher than our College rates.  African Ancestry: **68%** (up from 65% in 2015-16); compare to College rate of 64%. .  Latinx: **67%** (the same as in 2015-16); compare to the College rate of 68%.  Filipinx: **71%** (drop from 78% in 2015-16); but comparable to the College rate of 72%.  ICS has made progress in relation to our 2014-2015 CPR plan to address the equity gap (aka, Equity Plan). The progress that has been made follows each bullet point:  • Active recruitment and hiring of diverse faculty with the strong academic backgrounds in their respective fields.  Since the last CPR, we have hired one full-time replacement in African American Studies, and more recently in the 2016-17, we hired a full-time replacement in Chicanx/Latinx Studies who is not only an expert in the content of this field, but also has strength and experience scaffolding student reading and writing skills. Both faculty members have been actively engaged beyond the classroom, working with students and other college programs such as Umoja, Puente, and First-Year Experience, to develop a broader support network for our African Ancestry and Latinx students in particular, and we have seen a growth in our fill rates for the courses these instructors teach, both face-to-face and fully online.  We still need to replace our full-time Native American Studies retirement with a combined position with our Chican@/Latin@ Studies (see V.C.2).  • Reexamination of curriculum and student learning outcomes.  ICS faculty have been holding mini-retreats on a quarterly basis to share updates on course enhancements and effective practices for engaging and retaining our "target student" populations. AY 2016-17 was beginning year of this process and we had several logistical, organizational, and marketing/branding issues to attend to, as well as our work on student-centered pedagogy. Based on our experience so far during this 2017-18 academic year, we anticipate being able to report increases in our "target student" success rates and a closing of our equity gap. Our ICS faculty have been fully engaged in revamping the SLOs and completing their SLOACs, have revised course curricula and renamed some to reflect updated content and focus, and are steadily revising long-standing courses to match current student interest and trends in the field. Our two core ICS courses are now available as fully online, as well as most popular courses in our various ethnic studies areas, and our faculty are innovating and developing online structures for student peer-support groups and interactive engagement. A core of our faculty are also receiving training and piloting pedagogical approaches that attend to the social/emotional domain of promoting student retention and success, and innovating the use of "S" designated courses for this purpose.  New Mentoring Courses (ICS 2A&B): Department faculty, with support of the division dean, developed and had approved through our Campus Curriculum Committee a Mentoring Course series to support the development of student Mentors that appear to be a critical part of the success of some of our campus cohort programs, such as ¡LEAD! These courses will help expand the number and effectiveness of student Mentor support of our Targeted populations. This course series was not fully implemented due to an instructor availability issue, but is being piloted this Spring (2018) in creating a link between students in this ICS course focusing on issues of culture, language, and power, for students who will be working primarily with Latinx students in our beginning Spanish language and culture courses in Fall 2018.  • The opening of a Multicultural Center, a supportive and empowering space for people of color to construct their identity as successful college students, particularly the increasing Latinx population, which is among those in the "Targeted" Group.  The Multicultural Center (MCC) continues to serve as both the IIS Division office and as a meeting space for students, program meetings, and campus-wide events. The APALI program uses the MCC as the hub of all it’s planning, organizing, and event activities, including the development of its student mentors. The ¡LEAD! Program (Latino Empowerment At De Anza), housed in and supported by our division, has been quite successful in using the MCC for student Mentors to meet, train, and organize their efforts, and student Mentors have been used in collaboration with many ICS courses. Our African American Studies department continues to use the MCC as the center for the meeting, training and organizing efforts of the new Black Leadership Collective (BLC), composed primarily of African Ancestry students working to develop an academic/social support network. The M.E.Ch.A club, an incubator for Latinx student leadership development, also has a cubicle assigned next to their faculty sponsor and hold regular meetings and events in the MCC. Because of the high student usage of this facility, we have received funding from the DASB for approximately 8 hours per week for student employee support for the Center.  Our ICS departments continue to sponsor and cosponsor workshops, events and retreats for both faculty and student leaders to learn more about how to close the equity gap among our targeted populations, how to make our work sustainable, how to create culturally-welcoming environments for our students, and how to create more culturally responsive teaching and learning experiences for our online courses.  As a community center for diverse array of students and events from across the campus, we need a facilities coordinator position to maximize its effective and optimal functioning. (More on this will be addressed in the Dean’s Summary.) |

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| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://deanza.edu/ir/state-of-> the-college-related- information/pdf/Institutional\_Metrics\_2016.pdf  Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to  African American, Latino/a and Filipino students. | *From prior CPR, not for 2017-18.*  [The following are the Success rates for ICS students by ethnicity that fall below 60%: African American¬: 51%; Latin@: 59%; Native American: 46%; Pacific Islander: 54%.  The Following are Part of the ICS / IIS Division Plan to Understand and Dramatically Improve the Success Rates of the Above Groups:  • To develop a Division Student Success Equity Plan by the Fall of 2014 with clear action steps and benchmarks to assess progress toward closing the racial achievement gap.  • As part of this SSEP, to determine what data are needed to effectively assess what factors, including instructional practices, most impact student retention and success, particularly where there is a racial achievement gap.  • To work collaboratively with the Office of Equity, Social Justice, and Multicultural Education, with the office of Institutional Research, and with college administration, to generate the data determined to be essential for understanding those factors most impacting student success, and to define strategies for the most effective intervention.  • To pursue greater faculty training in evidence-based models for student success, such as the FELI/ACE programs, including ways to adapt such models in line with our most effective on-campus programs, for piloting and implementation within our division.  • To seek a dedicated academic counselor to be assigned to our division, and housed therein, to work closely with our faculty and students to more effectively guide their academic planning and progress, identify trends in student difficulties and respond more quickly, and ensure accurate and timely communication between counselor, faculty, students, and division administration.] |
| III.D | Departmental Equity | What progress or achievement has the program made | ICS *has* made progress in relation to our 2014-2015 Equity Plan: |

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|  | Planning and Progress | relative to the plans stated in your departmental | 2014-15 |  | The following have been implemented or are in progress:   * Last year ICS Full-Time Faculty, along with those in INTL and the World Languages, have piloted once-a-quarter, half-day mini-retreats to discuss departmental and division-wide issues in greater depth, and closing the Equity Gap has been a consistent topic of focus. We have begun looking at data from the Inquiry Tool to engage in a cycle of inquiry toward Targeted Student success, and we realize we need more time to dedicate to this and may consider having two mini-retreats per quarter for the Fall and Winter sessions, and having separate meetings by area to be more focused on area-specific trends and improvements. * We will continue to monitor the results of using “S” designated courses using the requisite out-of-class service learning hours to include social/emotional support for small groups of students, and will expand this to other course sections where the success data shows these were effective. While we have not yet used the Inquiry Tool to disaggregate and look exclusively at ICS “S” designated courses (we plan to do so at our Spring ’18 retreat), we know that the success rates for “S” courses are significantly higher than the College as a whole and of non-S-designated ICS courses in general.   We will continue to develop and refine effective structures, procedures, and materials/guides for our “S” designated offerings, as well as defining under what conditions these courses are most successful.   * We continue to pursue expansion of the student-mentor-led “Familia” model of small group academic and social support in these classes, both formally and informally, in the pedagogical use of small collaborative grouping strategies. * We need to replace our retired Native American Studies position into a combined *Latinx and Indigenous People of the Americas* Department to reflect the growing convergence of these disciplines in the field. We need a full-time faculty position that will address *both* our growing Latinxpopulation and, also, the Indigenous/Native American Studies area, especially given that our Native American student population has been in decline with the loss of our FT Native American Studies instructor. We have been successful in getting online approval for all our Native American studies courses and have seen dramatic enrollment growth, with strong retention and success for these courses, but our adjunct faculty cannot meet the student demand for these courses. |
| Equity Plan? | | |

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|  |  | 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. | 1. In progress Spring 2018. |
| IV.B | SLOAC Summary | | | | 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. | 97.2% |
|  |  | Resource Requests |  | |  |  |
| V.A | Budget Trends | | | | Describe impact, if any, 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. | Earlier district-wide budget cuts significantly reduced the number of course offerings in ICS. |
| V.B | Funding Impact on Enrollment Trends | | | | Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <http://deanza.edu/ir/program->  review.15-16.html | Budget pressures led to reductions in course sections that necessarily had a detrimental impact on our enrollments. But as our enrollment trends demonstrate, when we can offer more sections of our most popular courses, we have strong enrollment and productivity. |
| V.C1 | Faculty Position(s)  Needed | | | | A drop down menu will allow you to choose: Replace due to  Vacancy, Growth, None Needed Unless Vacancy | Replacement and growth. |

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| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Latinx/Native American Studies Instructor. Over the period from 2012-13 to 2015-16, the Chicanx/Latinx Studies enrollment increased 24.4%, while our Native American Studies (NAS) course offerings decreased dramatically with the retirement of our full-timer and a paucity of availability among adjunct instructors to teach NAS. We need to replace our vacancy in Native American Studies in order to reconfigure our Chicanx/Latinx Studies and Native American Studies departments into a comprehensive *Latinx Studies and Indigenous Peoples of the Americas* department. We have been successful in getting online approval for all our Native American studies courses and have seen dramatic enrollment growth, with strong retention and success for these courses, but our adjunct faculty cannot meet the student demand for these courses. This critical position will help serve our ever growing Latinx student population, help grow our student enrollment drawing from the regional Native American/Ohlone population, and give us greater capacity to develop departmental offerings that fully align with respective BA programs at SJSU to make our program more attractive to the large number of our students that transfer to SJSU annually.   * **Asian American/Asian Studies Instructor:**   There is a strategic need for a full-time position for the Asian & Asian American Studies Department.  In 2014, Asian Americans and Pacific Islanders were the largest non-white demographic group in Santa Clara County with 661,224 residents or 35% of the population. At De Anza College, APIs make up by far the largest group of students. In 2015-16, API students (Asian, Filipinx, and Pacific Islander combined) were 51%, Latinx students 24%, white students 18%, and African American students 4%. However, in the IIS Division, classes in the Asian and Asian American Studies Department are taught by only one full-time instructor as part of load and several part-time faculty. A full-time position in Asian American Studies will strategically meet student needs such as:   * Addressing Equity Goals and Targeted Student Needs:   A majority of De Anza’s API students are not from surrounding affluent cities, but from the lower-income communities of east San Jose/east Palo Alto/Milpitas area. For instance, among targeted Filipino American and Pacific Islander students in 2010, those who met UC/CSU requirements upon high school graduation in Santa Clara County were only 35% and 30% respectively. Since the majority of De Anza API students are Southeast Asian and Filipino American, it will be strategic for De Anza College to hire a full-time faculty trained to address the academic needs and challenges of these targeted students.   * The Development of Asian American Studies Department: The Asian American Studies Department has been increasingly infusing the APALI model into courses to increase student success, engagement, and enrollment. For almost two decades, the Asian Pacific American Leadership Institute’s innovative learning model has been successfully developed in summer Asian American Studies classes with key features such as: student engagement, community experience, peer mentoring/counseling, leadership development, political/public policy awareness, alumni involvement, small group/project-based/online learning, and building a caring community. It will be strategic for De Anza to hire a full-time instructor capable of helping to develop the successful APALI approach in the Asian American Studies Department. * The Development of Asian Studies as part of Asian American Studies Department:   With the increasing importance of Asia in the economy of the Silicon Valley/Bay Area region, it will be strategic for De Anza to hire a full-time faculty to teach its History of Asian Civilization series and other Asian Studies courses. This full-time faculty member may be an Asian American Studies specialist who also has background to teach Asian Studies. |

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|  |  |  | Clara County were only 35% and 30% respectively.  Since the majority of De Anza API students are Southeast Asian and Filipino American, it will be strategic for De Anza College to hire a full-time faculty trained to address the academic needs and challenges of these targeted students.  The Development of Asian American Studies Department: The Asian American Studies Department has been increasingly infusing the APALI model into courses to increase student success, engagement, and enrollment. For almost two decades, the Asian Pacific American Leadership Institute’s innovative learning model has been successfully developed in summer Asian American Studies classes with key features such as: student engagement, community experience, peer mentoring/counseling, leadership development, political/public policy awareness, alumni involvement, small group/project-based/online learning, and building a caring community. It will be strategic for De Anza to hire a full-time instructor capable of helping to develop the successful APALI approach in the Asian American Studies Department.  The Development of Asian Studies as part of Asian American Studies Department:  With the increasing importance of Asia in the economy of the Silicon Valley/Bay Area region, it will be strategic for De Anza to hire a full-time faculty to teach its History of Asian Civilization series and other Asian Studies courses. This full-time faculty member may be an Asian American Studies specialist who also has background to teach Asian Studies. |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s  summary. | MCC Facility and Web Coordinator. |
| 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 | Our Division office is also home to the Multicultural Center where a wide range of student, faculty, staff, and community events take place, including ongoing meetings of various kinds. As such, the extraordinary volume of foot traffic that comes through the MCC, as well as coordinating with student groups, faculty requests, other administrative units using the facilities, hosting campus-wide events, managing and updating the online the facilities calendar requires, and assisting with department web pages, requires at minimum a 75% time MCC Facility and Web Coordinator. Having someone dedicated to attending to the tasks outlined above will allow the division’s administrative assistant to focus on the bona fide responsibilities of this role. While this is a “good problem” in that it demonstrates the extent to which the MCC continues to be an important center for collaborative, civically-engaged work for students, faculty, and staff from across the campus and outside community organizations, it is simply not functional or sustainable to have our division administrative assistant take on the necessary, de facto, role of an MCC Facilities Coordinator in addition to the defined position responsibilities. |

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|  |  | Board input to support this need. If not, provide other data  to support this need. |  |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000  or Over $1,000 or no equipment requested | Over $1,000. |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * Did this request emanate from a SLOAC or PLOAC process? * Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or   heat sources . . . ) | * Additional “pod” (cubicle) station for dedicated Counselor and MCC Facilities and Web Coordinator.   See Dean’s Summary. |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * 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? Refer to mission:   <http://deanza.edu/about/missionandvalues.html>and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18->  15.pdf | See Dean’s Summary. |
| V.F.1 | Facility Request | 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. |  |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? 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. * Who will use this facility? * What would the impact be on the program with or |  |

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|  |  | without the facility?   * What is the life expectancy of the current facility? * How does the request promote the college mission or strategic goals? |  |
| V.G. | Equity Planning and  Support | Has this work generated any need for resources? If, so what  is your request? | See Dean’s Summary. |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for  assessment projects. | See Dean’s Summary. |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other  data to support this need. | See Dean’s Summary. |
| V.J. | “B” Budget Augmentation | 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?  Refer to mission:  <http://deanza.edu/about/missionandvalues.html>and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-> 2020\_11-18-15.pdf  State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | • Need additional funding of $1-2K to compensate adjunct faculty for their professional development time.  • Need additional funding $2K for student employee assistant/receptionist for the MCC. |
| V.K..1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission:  <http://deanza.edu/about/missionandvalues.html>and strategic  goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-> 2020\_11-18-15.pdf | * As a result of our Student Success Equity Plan development process thus far, we need training, assistance, and guidance from the Office of Staff and Professional Development to sponsor/support our "in-house" professional development for baseline work in promoting “cultural humility” to shift assumptions, attitudes, and practices regarding teaching and learning for different racial and socioeconomic student populations. Additionally, we need opportunities and/or additional funding for training and practice/implementation time for our adjunct faculty to develop greater capacity in effectively engaging and supporting our most marginalized students. |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? 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 | * 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? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” | We will look at overall retention and success rates of those students that were served by the IIS Division-designated Counselor and/or the MCC Facilities/Web Coordinator. Our IIS Division Coordinator is currently developing a survey tool for gathering data among IIS Division faculty and students regarding their assessment of support they received in the various dimensions of the Division (course content and pedagogy, extra-curricular events/activities, facilities use and "cultural climate", administrative support, etc.). |

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|  | Last Updated: | Give date of latest update (Set next box to YES when done  and ready for Dean review). |  |