

Dean's Summary
Annual Program Review Update – 2021/22

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IIS Division Description

The Intercultural and International Studies division consists of the following departments: African American Studies, Asian American Studies, Chican/Latinx Studies, Comparative Ethnic Studies, Intercultural Studies, International/Global Studies, Native American/Indigenous Studies, and Women's Studies in addition to twelve World Languages including French, German, Hindi, Italian, Japanese, Korean, Mandarin, Persian, Russian, American Sign Language, Spanish, and Vietnamese. The African American Studies, Chican/Latinx Studies, Comparative Ethnic Studies and Native American/Indigenous Studies departments are new this year.

The IIS Division works closely with several of the learning communities at De Anza, including First Year Experience, Impact AAPI, Lead, Puente, and Umoja. Students in those learning communities take some of the Ethnic Studies courses such as Introduction to Chican/Latinx Studies (CHLX 10), Chicanx and Latinx and the Arts (CHLX 13), Asian Pacific Americans Make Culture (ASAM 21), Race, Ethnicity and Inequality (CETH 10), and Introduction to Pacific Islander History and Culture (NAIS 31). These classes help students gain a sense of empowerment, affirm their identities, and create community, qualities that can help contribute to success at De Anza.

Enrollment Trends

In the last three years, from 2018/19 to 2020/21, the enrollment in the division decreased 2.2% from 9,656 to 9,445. However, from 2019/20 to 2020/21, the enrollment increased 3.3% from 9,147 to 9,445. This could be attributed to the fact that all courses were offered online in 2020/21 due to the pandemic.

Enrollment data for IIS Division from 2018/19 – 2020/21:

2018-19	2019-20	2020-21	% change
9656	9147	9445	-2.1851698

During the pandemic year, 2020/21, the enrollment in the several of the world languages increased by huge amounts. Persian classes were not offered the last two years since the instructor did not feel comfortable teaching online. Here is the enrollment data for the world languages only:

Language	18-19	19-20	20-21	% change

French	164	189	225	37.195122
German	150	92	151	0.66666667
Hindi	93	91	137	47.311828
Italian	104	109	198	90.3846154
Japanese	651	566	556	-14.592934
Korean	411	262	427	3.89294404
Mandarin	705	663	746	5.81560284
Persian	89	38		-100
Russian	120	181	237	97.5
Sign	286	288	220	-23.076923
Spanish	775	566	606	-21.806452
Vietnamese	202	203	237	17.3267327

Total	3750	3248	3740	-0.2666667
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Faculty report that some of the students in their classes did not live in the Bay Area and were high school students who took advantage of the online offerings which allowed them more flexibility in taking a language course. These students may not have otherwise been able to take the class in-person. In particular, languages such as German, Hindi, Italian, Russian, and Vietnamese are available only at a few community colleges and high schools in California. Given the online teaching modality, students are able to take these language classes at De Anza.

The enrollment in the ICS, INTL and WMST courses are provided in the data table below:

	2018-19	2019-20	2020-21	% change
ICS	4507	4310	4487*	-0.44375416
INTL	673	681	214	-68.20208024
WMST	726	908	1004	38.29201102

*includes courses using the ASAM prefix. ASAM (Asian American Studies) became a new department in 2020/21 academic year. However, it is difficult to compare the enrollment since some of the ASAM courses previously used the ICS or INTL prefixes. Please see the APRU for Asian American Studies for more details.

The ICS enrollment had a slight decrease of less than half a percent in the last 3 years. INTL enrollment dropped due primarily to the fact that most of the INTL classes were taught by an instructor who was on leave in 2020/21. The WMST enrollment has increased by 38% in the past 3 years. This might be attributed to all the courses being offered as asynchronous online.

The enrollment data, broken down by ethnicity, shows that the proportion of students from different ethnicities, remained relatively the same the past three years in the IIS division.

	2018-19	2019-20	2020-21
African American	4%	5%	4%
Asian	42%	41%	39%
Decline to State/Unknown	1%	2%	3%
Filipinx	6%	7%	8%
Latinx	29%	29%	28%
Native American	0%	0%	0%
Pacific Islander	1%	1%	1%
White	16%	15%	16%

This data is similar to the college’s overall enrollment data, broken down by ethnicities, except for these differences: there is a higher percentage of Asians in classes overall at De Anza (46%, 45%, and 43%) compared to in IIS classes (42%, 41% and 39%) whereas there are more Latinx students in IIS classes (29%, 29%, and 28%) compared to the college overall (24%, 25%, and 25%).

Another statistic of note is productivity in the division. In the past 3 years, productivity has increased from 562 to 573, a 2% increase. The productivity in the IIS division, is well above the college’s productivity. The reason is that the courses in this division have high seat counts compared to courses in other divisions. The courses in the various Ethnic Studies departments, ICS, INTL and WMST have max seat counts of 50, while the max seat counts in World Languages are at 35 (except for American Sign Language, which is at 40).

	2018-19	2019-20	2020-21	% change
IIS	561.576015	567.207481	572.939134	2.02343381
De Anza	516	516	518	0.3875969

With Ethnic Studies now being a CSU GE requirement, there is anticipation that demand for the Ethnic Studies courses will increase. So far, only two courses, AFAM 10, Introduction to African American Studies, and CHLX 10, Introduction to Chican/Latinx Studies, have been approved for the CSU GE Ethnic Studies requirement. The division anticipates that more of the Ethnic Studies courses will be approved; however, we are still waiting to hear back from the CSU’s regarding their status.

Furthermore, with the passage of AB 928, the UC’s, CSU’s and CA Community Colleges will be working together to create a single GE pathway for students intending to transfer to either a UC or a CSU. So far, the proposal is to include Ethnic Studies as one of the required courses in the GE pattern. This will further increase student demand for Ethnic Studies courses since students transferring to UC’s will also need to take an Ethnic Studies course.

Although AB 928 will most likely benefit the enrollment in Ethnic Studies courses, there could be an adverse affect on the world languages. Currently, the UC’s have a language other than English requirement for students who plan to transfer. In order to get full IGETC certification,

students must demonstrate proficiency equivalent of two years of high school study in the same language. The proposal for the new GE pathway has the language requirement as a graduation requirement for those who attend a UC, rather than a transfer requirement. The CSU's never required a language other than English for admittance. There is concern that there will be less demand for world language courses once AB 928 is in place, but we will not know what that impact will be.

The World Language department has created these new certificates this year:

- certificate of achievement in French
- certificate of achievement in German
- certificate of achievement in Korean
- certificate of achievement in Italian
- certificate of achievement in Russian
- certificate of achievement in Spanish, and
- advanced certificate of achievement in the World Languages.

Hopefully, these certificates will increase student demand for the world languages.

Additionally, to prepare for the enactment of AB 928 in 2024, the Women's Studies department, now known as the Women's, Gender and Sexuality Studies department will be creating a new transfer degree, Social Justice: Women's, Gender and Sexuality Studies. Currently, the only option is for students to get a Social Justice: General Studies degree, which does not cater to students who are planning to major in Gender Studies since there are few classes listed from the WMST department in that degree. Once C-ID has approved transfer degrees for the various Ethnic Studies degrees, their respective departments will also be creating those transfer degrees specific to De Anza.

Equity and Success

Over the past three years, the success rates for both targeted and non-targeted groups have increased in the IIS Division, just as they have for the college overall. The success rates have gone from 64% to 68% to 67% for targeted groups in the IIS division and from 80% to 83% to 84% for the non-targeted groups.

	DA Targeted	IIS targeted	DA Non-targeted	IIS non-targeted
2018-19	69.40%	64%	82.60%	80%
2019-20	71.30%	68%	84.10%	83%
2020-21	71.70%	67%	84.20%	84%

However, there is still work to be done since the success rates for targeted groups in the IIS division is lower than the success rates at the college for these groups. The success rates for the targeted groups in the IIS division is approximately 4 – 5% lower than the success rates for targeted groups overall at the college. The success rates for non-targeted groups in the IIS

division is slightly lower compared to the college as a whole, but they are less significant. In fact, the success rates in 20/21 compared to the college is just about the same.

The Ethnic Studies faculty are working closely with Puente, LEAD, FYE, Umoja and Impact AAPI counselors and faculty to help create community and provide wrap-around services for students in those learning cohorts. Ethnic Studies faculty are very intentional and deliberate in their curricular content to reflect historically underrepresented population. The curriculum is designed to be relevant to these populations and empower students who identify with particular ethnic groups by allowing them to see how people of color have a part in U.S. history and their contributions to culture and society.

The World Language faculty are working with the Tutoring Center to have students serve as peer tutors in their classes. They have only been teaching online since the pandemic. In order to help each other with online teaching strategies and tips, they have a Canvas shell where they can share ideas with each other.

The data tables below show that the success rates are not as strong using the online modality compared to in-person modality.

Here are how success rates compare using in-person teaching modality between IIS division and the college as a whole:

	DA targeted in-person	IIS targeted - in-person	DA non-targeted in-person	IIS Non-targeted -in person
2018-19	71%	71%	83%	84%
2019-20	72%	71%	85%	86%
2020-21	71%	84%	84%	90%

The success rates of in-person classes in the IIS division matches or exceeds the success rates at the college.

Here are how success rates compare using online teaching modality between IIS division and the college as a whole:

	DA targeted online	IIS targeted - online	DA non-targeted online	IIS Non-targeted - Online
2018-19	63%	54.00%	80%	72.00%
2019-20	69%	65.00%	82%	77.00%
2020-21	72%	66.00%	84%	84.00%

The success rates of online classes in the IIS division is generally lower for both the targeted and non-targeted populations when compared to the college overall.

The online success gaps are also more than 10% between the targeted and non-targeted groups. The success gaps in online are larger than they are in the in-person courses.

Based on this data, the division might consider professional development opportunities on teaching strategies and tips for teaching online courses. Other ideas in closing the equity gap and improving overall success rates include having dedicated counseling services to students in this division. Also, we need to learn about what type of support students who are coming back need in order to succeed such as food security, childcare, technology support, etc...

CTE Labor Trends

The Mandarin translation program is a new CTE program for De Anza. The first Mandarin translation/interpretation course was offered in fall 2021. The second course was offered in winter 2022, and the third course was offered in spring 2022. Students starting this year will earn the certificate of achievement in Mandarin translation/interpretation after fall 2022, when the fourth course will be offered. The cohort started with 33 students and currently has 29 students in the third quarter. Overall, this is an 88% retention rate.

Commendations

The IIS division has the equivalent of approximately 9 FT faculty in this division (one FT faculty member is on Article 18 at reduced load and another FT faculty member splits time between IIS and LA.) Two of the FT faculty are new hires this year, while two other FT faculty have taken leave for part or all of this academic year. While FT faculty have put in a lot of time and energy into tasks other than teaching, there have been many PT faculty members who have stepped up to help with these tasks that are not required of them.

Here are some commendations in no order of importance:

- So Kam Lee, PT faculty, is serving as the Academic Senate Secretary and the IIS representative on Guided Pathways Village.
- Sherwin Mendoza, PT faculty, is serving as the IIS representative on the Curriculum Committee in addition to serving as club advisor.
- Diana Ferrara, PT faculty, is serving as the IIS representative on Academic Senate and the World Language coordinator as well as the World Language representative in the Guided Pathways Village.
- Maïke Ahrends, Viviana Alacazar, Larissa Chiriaeva, Loubna Hafid, Bac Tran, all PT faculty, showed up with Hua-fu Liu and Carmen Lizardi-Folley to represent the World Languages at the College Enrollment Day held on a Saturday.
- Maïke Ahrends, Viviana Alacazar, Larissa Chiriaeva, Soojeong Choi, Diana Ferrara, Loubna Hafid, and Carmen Lizardi-Folley all helped create the new World Language certificates.

Division Staffing Needs and Budget Requests

- Dedicated counseling services for the IIS division – faculty can work directly with a counselor who has been partially dedicated to the IIS division. When faculty have a relationship with specific counselors, it's easier to help out students.
- PT coordinator for Mandarin translation and interpretation program to help with tasks such as preparing exams, creating certificates, recruiting students, attending events, and coordinating exam days. This will be a resource request under Perkins funding.
- PT faculty to provide test prep workshops for Mandarin translation/interpretation program. This will be a resource request under Perkins funding.
- Professional development specific to online pedagogy and working with populations in our targeted groups. This would be open to both FT and PT faculty in the IIS division. Based on the datasets in this document, targeted populations do not do well in the online classes compared to the non-targeted populations.
- World Language coordinator and instructor (FT faculty position) – there are 10 World Language departments without a FT faculty member. The World Language department would like a FT faculty member to teach 67% and coordinate the languages as the other 33% of their load. There is a strong need for a FT faculty member to coordinate the languages that do not have a FT faculty member and to advocate on behalf of the world languages.
- Funds to pay PT faculty in departments with no FT faculty, a stipend to attend division/department meetings and participate in program review and other department tasks normally given to dept chairs.

Looking Ahead

With AB 928 looming, the division is looking for ways to ensure that the world language departments keep a healthy enrollment and is creating AAT pathways for programs that have an approved pathway in the C-ID system. The division will be doing a deeper dive into the data to see where it can improve on success and retention rates along with achieving equity goals set by the college. Also, the division will be looking into ways to ensure healthy enrollments given the declining enrollments in the division and in the college overall.