**General Questions:**

1. *Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?*

 The strategies that have had the greatest impact on our success rates and in closing the achievement gap have been those employed most clearly and consistently by our APALI and ¡LEAD! programs. The two main structural features of these programs is that they include student Mentors who receive extensive training and ongoing support, and the structure of small group “Familias” for personal and academic support. Our division faculty member have worked through the Office of Professional and Organizational Development to offer workshops for the greater DAC community, and through our Equity Core Team (ECT) we have shared, discussed, and reflected on these best practices and how other division faculty members can adopt or adapt these practices in their own classrooms. Our ECT will be using our Student Success Equity Plan development process, and the “space” we will have in the upcoming year of reflection, to establish a structure that will sustain greater collaboration in implementing our best practices.

    2. *What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?*

 The primary resource we have needed this year is a person, a division SLO Coordinator, to follow up with our numerous program areas that only have adjunct faculty teaching in them who have limited time to attend meetings and devote to receiving training in using ecms. We initially had a faculty member who agreed to serve in this role, but who did not continue after the Fall quarter, and we were not able to find a replacement until midway through this Spring quarter. As such, we do not yet have completed and inputted SLOAC results to review and reflect upon to specifically answer this question about what resources are needed based on SLO/PLO assessments.

3. *As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?*

    4. *What is your budget planning process?  How do you prioritize resource allocation within the division?*

We have a relatively small B budget that has historically been divided up into annual allocations for additional pay to faculty (SLO liaison, evaluation/observations, now adding department chair stipends, etc.), student employees, Division or Multicultural Center event support, etc., and have had no formal planning process. This is something that we are now looking at through our Equity Plan development process as we consider “basics” that will help us work more efficiently and collaboratively and how we can best use our limited resources with this focus.

***Question Set: Intercultural/International Studies***

**I. World Languages**

**Question: Enrollment Trends**

*Division-wide, our enrollment in AY 2012-2013 decreased 14% (to 11,183), but this was with a nearly 10% reduction in course sections in response to district and college budget reductions. Could someone be assigned to keep the websites up to date?*

As featured prominently in the Dean’s Summary as well as in the Resources Needed sections of our CPRs, we would love to have the capacity to keep up the websites, but we have one lone classified professional working with our division office who spends an inordinate amount of time attending to requisites of having a vibrant and heavily used campus and community Multicultural Center. With all the exigent day-to-day demands placed on our division assistant, she must constantly prioritize and reprioritize our division and MCC needs, and there are a number of tasks that fall beyond the bandwidth of any human being. We need a MCC Coordinator to address the operations of the MCC so that our division assistant can attend to other priority needs, including website maintenance and/or training of student interns to attend to these tasks.

**Suggestion/Question:** *Update World Languages website. Instead of listing all of the languages that are no longer taught, Japanese German, Hebrew (not since* *Summer 2012), etc. create a website to highlight all of the classes that are available!*

Done! This task was completed just prior to receiving these questions, and our World Languages “home” page now reflects those courses that we do offer, and the program limitations regarding world language requirements for transfer.

[Please note that Arabic, Cantonese, Hebrew, and Urdu have been eliminated, not Japanese and German.]

**Suggestion/Question:** *Update individual language websites. Currently the French Dept. website highlights Summer 2013. Website information is important for enrollments.*

Agreed! We still need to update all of our specific department websites and intend to have hour student intern or a TEA accomplish this over the summer. Our intention is to finalize our year-long curriculum offerings and have them posted on each department website so that students can plan their academic programs accordingly. We are hopeful that this ability to do advanced planning will help stabilize and increase our enrollments.

**II. ICS**

* *Your primary mission (according to your CPR) is “transfer,” but you do offer certificates and degrees in your ICS program, any idea why there isn’t one student who has obtained a certificate or degree in ICS over the past two academic years?*

Our full-time faculty members have already begun the process of revamping our ICS degree to streamline the degree and make it possible for students to select and area of “Emphasis” in one of our department areas. (See also response below.)

* *Increased enrollment is good, but while enrollment has increased, your success rate has declined slightly. Why do you think this is occurring and what are your plans for simultaneous achievement (increased enrollment and increased success rates of targeted student populations)?*

We are hopeful about addressing these two essential questions in our upcoming year of reflection through our Student Success Equity Plan development process. We have had a number of conversations about this over the past two or three years and a number of possibilities have been raised, including student expectations about ICS courses (that they will be “easy”), the need to “sharpen our tools” and develop more effective instructional practices for our current student population, to more structural strategies like expanding the “Familia/Mentor” model into more courses.

* *I really like your idea of merging Chicano Studies and Native American Studies into one program; it will be nice to see as you state “a highly regarded program” in terms of the Native American studies regain the respect it deserves. What more do you want to tell the committee about this program that is important for all of us to hear as our campus hedges towards a 25%+ Latina/Latino population?*

A primary concern for this/these departments is the replacement of our full-time faculty members in Chican@ Studies and Native American Studies. Full time faculty are essential to carrying out our vision for the development of our reformed Latin@/Native American Studies department. For example, our Chican@ Studies department faculty member, along with our, and the division dean have had a series of meetings with the department of Mexican American Studies at San José State University (to which DAC is a strong feeder school), to align our program to meet the requirements of their degree program in MAS. In addition to revamping our course offerings to align with MAS/SJSU, there are a number of new courses that the department is discussing as electives within an ICS degree with a departmental emphasis. These courses include such titles as *Latin@s in the Media*, *Indigenismo: Native American Roots of Latin@ Culture; Teatro for Creative Social Change,* etc.

We also look forward to coordinating more closely with Latin@-based on campus programs (e.g., Puente and also FYE) to move toward a comprehensive Latin@ student support network. With replacement full-time faculty, we also intend to work with our Native American-focused community-based organizations to fully implement our civic engagement into our courses and programs.

**III. International Studies**

1. *When can the college expect completion of SLOAC and PLOAC work?*

Now that we have a faculty member who has committed to this and is currently working with (primarily) our adjunct faculty who teach these courses, we anticipate completing the work for all those courses that are being taught this Spring quarter and Summer quarter, but will have to wait until the Fall for those courses that will not be offered until then that have not yet completed the cycle.

1. *In section IV.B you talk about a lack of staff impacting instruction but there is no request for additional staff or faculty. Why?*

Thank you for noting and gently calling out the obvious. This could be simply characterized as an oversight and omission of what is truly a need, but to be more fully transparent, it may be that at the root is my own sense that with all the needs and priorities that exist in my division and beyond, I there is in me a hopelessness (and internalized oppression?) that all of our needs can be met, and so don’t even consider asking. So thank you again for

**IV. Women Studies**

1. *What sort of civic engagement component would be added to the Women Studies courses? Explain the positive effects you foresee in these courses by adding the civic engagement component.*

Civic engagement can include both work with relevant community-based organizations addressing significant social issues (not primarily “volunteering” for tasks), and also serving our on-campus community in the form of student presentations to other classes, town-hall meetings, participation and support of existing programs (e.g., Youth Voices United for Change, Women’s History Month Activities, DAC Open House, etc.).

The positive effects in terms of student retention/persistence, success, and closing the racial achievement gap, are again, evident in our ¡LEAD! and APALI programs in which civic-engagement is a core feature. We are moving in the direction of incorporating civic engagement into all of our ICS courses.

1. *What new courses are being submitted to the curriculum committee for the Women’s Studies program?*

We have a number of new courses that have been and will be submitted under the Women’s Studies department. These include:

• La Mujer: Latina Life and Experience

• Women and Gender in Global Perspectives

• Introduction to Black Feminism

• Women and Gendered Violence

• Women In American History - Honors

[All submitted.]

• Masculinities

[In progress.]