S11_APRU_World Languages_IIS_EdmundoNorte

I. Program Description

A. What is the primary mission of your program? (check all that apply)

☐	Basic Skills	X	Cultural and Personal Enrichment
X	Transfer	☐	Academic Support/Learning Resources
X	Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.
   Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

   CTE programs refer to CTE Program Review Addenda Reports: *www.deanza.edu/gov/IPBT/resources.html*

☐	# Certificates of Achievement
☐	# Certificate of Achievement-Advanced
☐	# AS, AA Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

☐	# Students	☐	# Staff
☐	# Faculty		

b. Number of employees associated with the program?

☐	# Students	☐	# Faculty
☐	# Staff	☐	# Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): *www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/De AnzaProgramReviewDiv/htm*

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The numbers following each language area listed represent enrollment for Targeted Groups for the 07-08, 08-09, and 09-10 Academic Years: Arabic: 10, 7, 16; German: 21, 42, 42; Hindi: 1, 1, 0; Italian: 46, 37, 48; Japanese: 117, 116, 97; Korean: 9, 7, 13; Persian: 5, 8, 9; Vietnamese: 3, 4, 7; Urdu: 1, 0, 0; (Hebrew and Urdu were suspended in AY 09-10 due to budget reductions.) While there is obviously some variation by year and by language area, as an aggregate, the underrepresented enrollment in the World Languages seem to have "plateaued" and on average remain steady in their enrollment. There is no "growth" or decline" trend. All of the courses are taught by part-time faculty and there have been no major changes in course offerings since the suspension of Conversational classes in AY 09-10, which may have had an impact here.

2   Trends related to closing the student equity gap relative to the college's stated goals, refer to
http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16

Explanation:	As above, here are the numbers reflecting the equity gap between Targeted group success and non-targeted group success rates by language area: Arabic: 10, 16, 7; German: 7, 4, 19; Italian: 4, 0, 16; Japanese: 12, 16, 19; Korean 42, 12, 11; Persian: 10, 21, 52; Vietnamese: 21, 15, 5; (no data available for Urdu or Hindi). No generalizable trends are detectable in these data as an aggregate, and with the clear exception of Japanese, most areas have too small a number of targeted students to be statistically significant.

3   What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: *www.deanza.edu/gov/IPBT/program_review_files.html, "*Program Review Reports, 2009*"*

Explanation:	As described in the 08-09 Program Review, and continues to be the case today, all of the language areas described herein are comprised ONLY of part-time faculty. Neither do we have a Program Coordinator for these World Languages to support these faculty and coordinate formal and informal professional development activities. Some faculty members have participated in professional development activities sponsored by the Office of Diversity and the Office of Professional and Organizational Development, but this has not been part of a systematic effort within these small departments. A fundamental step toward systemically closing the equity gap must include the institutional support in the form of a Program Coordinator (at minimum) who has equity/diversity-focused professional development as a central part of their mission and can follow-up. A person in this role could work closely with the dean to follow up on the "equity and excellence in diversity" vision of the division and campus and "track", through various on-going assessment and professional development strategies, what progress we are making in this area.

4   Overall enrollment growth or decline of all student populations

Explanation:	The agregate number of students enrolled in the indicated World Language courses has grown from 2,357 (2007-08), to 2,660 (2008-09), to 2,731 (2009-2010).

B.   Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	The suspension of Conversational courses in the 2009-10 academic year. Hebrew and Urdu were completely suspended (not offered).
Explanation:	This change reduced our capacity to meet the needs of the professional community as well as full-time students.

C.   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.

see: *www.deanza.edu/gov/IPBT/program_review_files.html, "*Program Review Reports, 2009*"*

Explanation:	The "main areas for improvement" noted in the 2008-09 Comprehensive Program Review was the need for a budget to fund full-time faculty as the first step in developing a major

> World Language Center here in the heart of the Silicon Valley. With the emerging and dramatic consequences of the statewide budget crisis, this vision morphs to fantasy, at least for the time being. A more pragmatic vision now focuses on securing much more modest resources to compensate a Program Coordinator for the World Languages. Additionally, 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 classroom configuration flexibility to address our critical need for direct classroom access to language learning resources that are not currently available. The improved instructional facility and resources in the Mediated Learning Center will enhance our capacity to achieve higher retention and success rates.

D. 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.

	No significant changes
Impact:	
Explanation:	

E. *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 from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	No significant changes
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: *https://www.deanza.edu/slo*

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

X	course-embedded		surveys
	Other, describe here:		

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA		100%	complete	√	in progress		to be assessed

3. Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Faculty from several, but not all, of the language areas included here have been involved in the SLOAC process and have made tremendous headway in this process. However, the accompanying SLO Summary Report accompanying this report (generated on 4/22/11) is inaccurate and incomplete. There is a glitch in ECMS and the staff were not able to generate an accurate report at this time. If this gets resolved in time we will present the updated SLO Summary at the meeting with the IPBT division meeting.

4. What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	Many instructional themes and issues are generalizable across languages. Students need more language modeling in meaningful contexts, as well as many opportunities for guided practice.	Plan/Enhancement:	Based on a model that has recently been implemented in the Spanish department, World Language students' level of speaking and listening skills will be greatly enhanced through work with mp3 voice recordings prepared by the instructor and sent to students for regular practice at home, throughout each quarter.
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1. Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded		surveys
Other, describe here:			

2. Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA		complete		in progress		to be assessed

3. Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

Department Summary

IV.   Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: *www.deanza.edu/gov/IPBT/program_review_files.html., "*Program Review Reports 2008-09"

V.   Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A.   Please submit up to three <u>faculty and/or staff requests</u> below in ranked order: (copy this section as needed)

Rank	replacement	growth	
Position:	NONE.		
Department :		Contact Person, ext.	

1   Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2   Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

B.   As applicable, list your requests for:

<u>Materials, "B" Budget, facility refresh, Measure C equipment</u> Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf
Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

	Rank		replacement		growth
Item Description:		Stipends for part-time faculty who prepare SLOACs and PLOACs			
Cost Estimate :		$2,000.00		Contact Person, ext.	Hua-Fu Liu, ext. 5324

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> This will compensate and encourage the numerous part-timers in World Languages to participate in the ongoing SLOAC/PLOAC process, thus enhancing the quality of instruction that is delivered to the students in our program.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

100% Part-Time faculty.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

Analysis of SLO assessments and reflections should reveal enhanced student learning as a result of part-time instructors' participation in the SLOAC process.

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		replacement		growth
Position:		None at this time.			
Department :				Contact Person, ext.	

1 In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4   It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

B.   As applicable, list your requests for:
Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf
Please submit **materials, "B" Budget, facility refresh, Measure C equipment,** requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

Rank		replacement		growth
Item Description:		"B" Budget for Additional Pay for Program Coordinator for World Languages/Global Studies		
Cost Estimate :	$5,000 to $15,000		Contact Person, ext.	Edmundo Norte, x-8443

From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1	Additional factors:	Beyond Spanish, Chinese, and French, the ten additional World Language departments in our division, as well as the all the faculty/courses that comprise the Global Studies (INTL) and Women's Studies departments, there are no full-time faculty assigned to any of these areas to adequately coordinate the multiple tasks involved in the effective functioning of departments. This additional work either comes on the back of faculty who are stretched to the point of "burn out", or is simply goes undone with a variety of resulting consequences. The energetic and emotional toll of the current situation is unsustainable, untenable, and contributes to a division and campus culture of stress and cynicism that impacts the quality of life of the entire De Anza community. Even a modicum of financial remuneration goes a long way to demonstrate the valuing of people's work efforts and contributes to a sense of mutuality and collective good will.

2   Highlight FTE, PT/FTE ratios and WSCH that support the request below:
100% of the faculty in these World Languages areas are part-time instructors!

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

N/A

4   It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

In addition to maintaining this department's enrollment and success indicators, I will look for an increased number of department collaboration/professional development meetings convened and coordinated per quarter, resulting in improved teaching capacity as reflected in a corresponding increase in the success, retention of targeted students and non-targeted students and closing of the equity gap.