I.   Program Description

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

X	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:	Distribution by Ethnicity data for 2009-2010 show increased enrollment (by 1%) for Black students and no change in enrollment figures for Filipino, Native American, or Pacific Islander students. Decreased enrollments are noted in the following populations: Asian (down by 4%) and Hispanic (down by 3%).

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:	Although enrollment figures show no change for Filipino, Pacific Islander or Native American students, data show increased retention for these populations: by 14%, 13% and 7%, respectively. These groups also show increased success rates: by 14%, 16% and 16%, respectively. The 4% increase in Black student enrollment (noted in previous box) matches exactly the retention increase for this population, although the success rate dropped by 5%. Despite the 3% decrease in Hispanic enrollment (noted in previous box) , data show an increase in retention (by 2%) and success (by 3%) for this group. Finally, a decrease in retention (by 1%) and success (by 2%) is observed for Asian students, who also show a decrease by 4% in enrollment.

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:	Budget constraints have prevented the hiring of in-class instructional assistants for Spanish 1-2, and we still await the opening of the Mediated Learning Center, both of which were mentioned in our 2008 Comprehensive Program Review, section III.B. Nevertheless, the Spanish program has seen increased retention and success rates since last year in all but the Asian student population. This reflects how our faculty continues to acknowledge and honor the cultural roots of various underrepresented groups as poweful elements that have shaped the Spanish language or Hispanic cultures. Parenthetically, it should be noted that as of winter 2011, the remodeling of the MCC (Multicultural Center) has been completed, and this has resulted in the creation of a nurturing and ample meeting space for LEAD Program students and their advisor, Marc Coronado, who also acquired an office in the building.

4   Overall enrollment growth or decline of all student populations

Explanation:	Overall enrollment growth is observed for the last three years, by 6.2% from 2007-2008 to 2008-2009 and by 8.4% from 2008-2009 to 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:	Reduction of Span 1-2 sections and continued suspension of Conversation Spanish series (Span 60ABC, Span 61ABC), all due to budget cuts.
Explanation:	We now have very large sections of Span 1-2 with long wait lists that keep instructors from adding all interested students. As for the lack of conversation courses, the Spanish department continues to fail to cater to the needs of working evening students who need to acquire Spanish language skills for use on the job.

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:	Budget constraints mentioned elsewhere have hindered our progress in an area of need that was mentioned in our 2008-2009 Comprehensive Program Review, Section I.C, namely, the hiring of in-class instructional assistants for our crowded Spanish 1-2 sections and for the intermediate courses that have been offered as combined levels (Span 4-5-6) since Winter 2010. Progress in our other area of need is still pending until completion of the Mediated Learning Center, whose construction is nearly at its mid-point. In the meantime we're having to do without a language lab and classroom space with access to the technology that is necessary to access and display language learning resources. We currently have very infrequent access to smart classrooms throughout the campus.

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   X   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   6.60% complete   26.60% in progress   66.60% 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?

The Spanish department faculty currently consists of 2 FT faculty and 6 PT faculty. Only one FT faculty has been involved in outcomes assessment since last year. One PT faculty has contributed with assessment data for one SLO for Span 1. This lack of involvement has resulted in Span 2 not being assessed at all, since the FT faculty who has been conducting the data collection and assessment hasnt' taught that class in several years. A similar situation arises for Span 110A-B, Spanish for the Medical Professions, since those courses have always been taught by a part-time instructor that only recently (on Convocation Day, 04-15-2011) produced valuable input that was crafted into SLOs for those classes. Fortunately, during Convocation Day, the remaining FT faculty who hadn't been previously involved in SLO assessment made a commitment to embed assessment tools in the final exam for Span 2.

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:	None. Program-level assessment has yet to be conducted.	Plan/Enhancement:	A recently implemented enhancement, made possible by digital voice recording and the convenience of Course Studio, is the regular delivery of customized MP3 recordings prepared by one FT instructor to foster the oral production and listening skills of students. MP3 recordings are delivered at milestone points throughout the quarter (e.g., after completion of a textbook chapter) and each focuses on eliciting the oral and listening performance expected at that point.
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	X	replacement		growth
Position:	Full time Instructor				
Department :	Spanish			Contact Person, ext.	Carmen Lizardi-Folley x8679

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:

In Fall 2010, one of the three FT Spanish faculty retired whose main contribution was keeping a strong cohort of twice-a-week, afternoon and evening students of Span 1-2. At the end of AY 2011-2012, one of the remaining two FT Spanish faculty will retire who keeps consistently strong morning and evening cohorts of Span 1-2-3. In the absence of these two colleagues, the Spanish department does/will face a critical need for maintaining stability, continuity, and cohesiveness. Additionally, a new FT position in Spanish will significantly facilitate the assessment work that needs to be conducted at the SLO and PLO levels. (Our PT faculty are not contractually obligated to assist in SLOACs and PLOACs, and so far, only one of them has offered to help.) Furthermore, the presence of a new FT colleague will be critical in the implementation of pedagogical/structural changes necessary to ensure more uniform progression toward the attainment of PLOs (e.g., instituting departmental exams/oral assessments at all course levels, conducting regular classroom evaluations of PT faculty and regularly arranging for/scheduling opportunities for dialogue between PT and FT faculty and joint professional growth).   Before concluding this section, it should be parenthetically added that the department is currently in the very early stages of the search for replacing the colleague that has already retired. In order to maximize resources for the IIS Division, this is a dual assignment position, primarily in Spanish language and secondarily in Latino/a Studies. However, due to the impending budget cuts for AY 2011-2012, the department fears that this new position might not become a reality. Regardless of the final outcome for this position, however, the department strongly argues for a replacement of the second FT instructor retiring in June 2012.

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

The full-time FTEF ratio of 3.0 for 2009-2010 is to be adjusted for the current AY, since one FT instructor retired in fall 2010. Our PT/Overload FTEF of 2.38 for 2009-2010 includes overload assignments for two FT faculty. Other supporting data for our request is that our enrollment increased by 6.2% from 2007-2008 to 2008-2009 and by 8.4% from 2008-2009 to 2009-2010. Finally, our productivity as a department also increased from 460 in 2007-2008 to 503 in 2009-2009 to 524 in 2009-2010.

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:

(1) Maintenance or improvement in enrollment and retention rates. (2) Collection and analysis of SLO data that allow for comparison of various sections of the same course. (3) Progress toward the goal of updating and regularly scheduling classroom evaluations of PT faculty. (4) Progress toward the goal of arranging and regularly scheduling opportunities for dialogue between PT and FT Spanish faculty and for joint professional growth.

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-$3,000	Contact Person, ext.	Carmen Lizardi-Folley x8679

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 PT faculty to participate in the ongoing SLOAC/PLOAC process, thus enhancing the quality of instruction that is delivered to the students in our department (e.g., innovation, emphasis on "doing" things with the language as opposed to learning things about the language.)

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

Full-Time FTEF in 2009-2010 = 3.00 (56%).   Part-time/Overload FTEF = 2.38

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 and commitment to the SLOAC/PLOAC processes. PT instructor involvement will also allow for cross-section SLO data, which would crucially reveal a more realistic picture of the progression of the department toward the attainment of PLOs.

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:		
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:		
Cost Estimate :	Contact Person, ext.	

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

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