De Anza College
Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name: IIS		• Italian / German / French / Spanish/Korean/ Hindi
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html).	
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer.
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Career/Technical. Personal enrichment.
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	None offered yet
I.B.2	# Certificates of Achievement -Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to	None offered

		https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	None offered
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered".	None offered
I.B.5 .	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	N/A
I.B.6 .	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	https://www.calpassplus.org/LaunchBoard/Home.aspx
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	

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 per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. **Deans will make a report regarding staff serving multiple programs.**	
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies	

			does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)-	
		Enrollment		
II. A	Enrollme nt Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir /program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	**Italian** : Looking at the data, we can notice that we had an initial increase in enrollment during the pandemic. High School students and out-of-area students increased in number showing that the online modality helped in the increase the enrollment. To keep the enrollment, we plan to keep offering flexibility and diversify instructional modalities (Hybrid, Full Online synchronous, In-person meetings. **Sign Language: https://deanza.edu/ir/program-review.20-21/documents/SIGN.pdf** Prior to the Covid-19 pandemic, enrollment for ASL classes were full. The goals for taking the class varied between students (foreign language requirement, teachers communicating with Deaf students, ASL Interpreter). When the pandemic hit, the enrollment decreased however, once classes were established via zoom this increased the enrollment slightly. Now going into the 3rd year of the pandemic, enrollment has continued to increase. Most students now are seeking to take the class in order to fulfill University requirements. **German:** Increased enrollment during the two years of the pandemic. Online classes have enabled us to reach students from all over California, the US in general, and abroad. There are only a few German programs at community colleges and high schools available in California and students have enrolled at De Anza College just to take German. Regarding the group of high school students: We have had an increasing enrollment of high school students in German classes during the pandemic. While some of them (not all) live in the vicinity of De Anza College, many of them have a busy schedule (e.g. sports) after school	

and are only able to take our German class because it has been online.

To maintain high enrollment numbers, we plan to continue with online synchronous classes and possibly hybrid classes in the future.

High gas prices and traffic in our area make it usually difficult for many students to come to campus in person. The online classes during the pandemic enabled them to take German. Additionally, our evening schedule enabled working students to take German classes.

French :
● The enrollment in my classes increased significantly when De Anza gave students the option to attend remotely.
● New enrollment of students from distant geographical locations was also notable.
● Working students that had schedule conflicts before, now have the ability to attend class from their place of work.

Spanish:
Sharp decrease of 30% in enrollment from 2018-19 to 2019-20. Minor increase of 3% into 2020-21. (% based on unduplicated headcount)

Enrollment during the pandemic peaked in Fall 2020, Winter 2021 and Spring 2021. Our synchronous online classes attracted many students from four-year schools (within CA and out of state), working professionals, and existing students who were working remotely and/or on site (e.g., taking class during lunch break). Our late afternoon and evening classes became popular among dual enrollment high school students.

In Fall 2021, the Spanish Department lost full-time instructor Kimberly Vinall to resignation.   Two adjunct faculty were hired to teach SPAN 1 via 50% synchronous / 50% TBA delivery, and those two sections were very highly enrolled. Evening classes taught in fully synchronous mode have also experienced strong enrollment, resulting in a SPAN 1 / SPAN 2 cohort that will hopefully continue to SPAN 3 in Fall 2022. In comparison,

classes taught M-F in morning and M/W or T/Th in early to mid-afternoon have experienced much lesser enrollment: this trend has continued into Winter/Spring 2022.

Strategies to increase/maintain enrollment:
1. Resume summer offerings of SPAN 1 (2022).
1. Diversify delivery modes of instruction from Fall 2022 onwards, adding 2x per week hybrid options that meet 50% on campus & 50% synchronously online. Continue to offer 50% synchronous ~ 50% TBA sections in early to mid-afternoon, as well as more evening sections in fully synchronous mode.
1. Recruit current and incoming students to pursue the new Certificate of Achievement in Spanish, effective Fall 2022.
2. Develop recruiting efforts to reach out to high school students from San José for dual enrollment in our courses.

Korean
Although it is difficult to determine the trend due to the fluctuation of the number of courses offered over the past three years, the data suggests that there is an increase in the enrollment. More specifically, there is a sharp increase of 39% of enrollment from 2019-2020 to 2020-2021 thanks to the increased number of courses (8 to 12 courses) and the new course delivery method (e.g. synchronous online course). During the pandemic period, the students with diverse backgrounds ranging from a high school, out of California and overseas,

			to the general public interested in learning new languages and cultures while staying at home during the lock-down were able to enroll in the course. In particular, there is a significant increase of 10% enrollment of high school students during the pandemic period. The synchronous online classes in the evening and the global phenomena of K-pop appealed to many young students who are 19 or less in age group. Strategies to increase/maintain enrollment 1. Resume summer course 2. Continue to offer evening sections fully online for those who have time conflicts with other classes (e.g. high school students and the college students from other schools where they don't offer Korean classes) 3. Recruit more high school students by reaching out to the counselors of high schools directly to raise the awareness of the availability of the Korean classes in De Anza. 4. Offer an intermediate Korean course for those students who pursue a high level of classes **Russian:** The enrollment trends for the past 2 years were very optimistic as learning in live-stream mode allowed students to sign up for classes from different parts of California and even from different states. More high-school students took De Anza language courses as the college luckily enough permitted 9th and 10th graders to take college-level classes. All categories of students including those, who work full-time, got an opportunity to watch recordings for the missing classes and therefore, increased the chances of non-

| | | | dropping a course because of poor or non-attendance.

Strategies to increase and maintain enrollment:
· Keep livestream and hybrid course offerings
· Recruit more high school students from grades 9 through 12th who need language GE requirements.
Hindi: Continue to offer evening sections fully online for those who have time conflicts with other classes (e.g. high school students and the college students from other schools where they don't offer Hindi classes). |

| II. B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.   Link to equity plan and strategic plans
1. What could be contributing to the differences?
2. What strategies does your department have in place to increase or maintain enrollment of these student groups?
Are there other trends that you see when drilling into the data that may be important to explore? | **Italian**:
In our classes, we have a large representation of Latinx. The similarity in the language and the cultural connection could be the major reason that drives that particular interest. Unfortunately, they are also the most vulnerable students when we consider the retention rate. We plan to collaborate more and more with Student Success Center having tutors in class that can help with this group. We also are going to collaborate with Early Alert to be more proactive in supporting students' needs.

Sign Language:

German: The number of enrolled African American, Latinx, Filipinx, and Pacific Islander students fluctuates from year to year in German classes but particularly Pacific Islanders and African American students are underrepresented. However, the success rate of these student groups has noticeably increased during the last 2 years. The German program aims at keeping this trend in the future, hoping to encourage more students of these groups to enroll. |

-German perceived as a difficult language to learn./ German culture perceived as not relatable to the cultures of African American, Latinx, Filipinx, and Pacific Islander students. Strategy: Include teaching modules about minorities in Germany (e.g. Afro-Germans) in German classes/ increased work with student success center/ tutoring/ visibility of German program at campus wide events (e.g. Recruitment or Enrollment Days)

French:
Observations:
● Comparatively low enrollment of African Americans, Filipinx, and Pacific Islander students.
● Significant enrollment of Latinx but low success rate and high withdrawals.
Possible causes :
● High absenteeism (very often students have to juggle between school and their jobs – they are left with little time to study if they have to work)
Suggested solutions/ strategy:
● Help them manage their time better by referring them to our Tutoring Center before they start the class.
● Build a network of support from peers.
● Encourage use of recorded lessons in Canvas in case of absence.

Spanish:
Disproportionately impacted student groups (as a whole): Throughout the three years in question, these groups have made up 50% of our entire program. Compare to College 34% (2018-19), 35% (2019-20), 36% (2020-21).

Breakdown by individual group (see details below). Our enrollment trends are nearly identical or identical to those of the College for all groups except for **Latinx, which is 16% higher than the College for all three years.** This is explained by the fact that many Latinx students feel a connection to their heritage language and enroll in our courses to gain confidence in academic skills such as reading and writing.

African American: 1% higher than College in 2018-19/2020-21. Equal to College in 2020-21. **Filipinx:** Equal to College in 2018-19 and 2% lower than College in 2019-20/2020-21. **Pacific Islander**: Equal to College in 2020-21. 0% from 2018-2020 (c.f., College 1%).

Strategies to increase and maintain enrollment:
1. Use the *Early Alert Program*
1. Encourage students to pursue *Certificate of Achievement in Spanish* (effective Fall 2022)
1. Recruit current and former SPAN 1 students to continue into SPAN 2. Do the same with current and former SPAN 2 students, so that they continue into SPAN 3 (e.g., visiting classes taught by other instructors, sending emails via course rosters from previous quarters)
1. Find concrete ways to encourage students to use Spanish in meaningful ways outside the classroom, both within and beyond their various communities.

Korean
In general, there is an upward trend in the enrollment for Korean courses for disproportionately impacted student groups, including African American, Latinx, Filipinx, and Pacific Islander.
The data suggests there is an increase of 14% in the enrollment of these groups (from 16% to 30% of the entire groups) for the past three years, 2018-2019, 2019-2020, 2020-2021. In detail, the enrollment of Filipinx increased 5% and Latinx 7%.
However, the enrollment of Asian groups has declined to 13% for the past three years. But the course success rate of Asian groups has improved 6%.

				Strategies to increase and maintain enrollment: 1. Encourage students to visit the Tutoring Center for extra-help and resources. 2. Encourage students to pursue ***Certificate of Achievements in Korean.*** 3. Use ***Early Alert Program***. 4. Hold cultural events to promote K-pop and connect the students with K-pop clubs in the campus. **Russian:** · In general, African American, Filipinx, Native American, and Pacific Islander categories showed low enrollment. (Possibly due to cultural relevance) · A surprising number of Latinx enrollment (Possibly due to similar grammar and some cultural interest). Difficult to determine the individual success rate of the Latinx category because of combination of African American, Latinx, and Filipinx in one course success statistic
II. C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or		**Italian**: We noticed that the success rate is in decline, especially for the target students. Latinx and low-income have been strongly impacted by the pandemic and our data clearly shows this struggle. **Sign Language:** **German**: While there is still a number of students who withdraw from German classes, the success rate has improved. -Reasons: During the pandemic, students attended class online which enabled them to attend class regularly (whereas before the

		maintain current success rates?	pandemic, external circumstances like traffic, broken cars, long commutes in general prevented them frequently from getting to our in-person classes). More regular attendance has improved language skills of students. / Apps like Flipgrid allowed students to meaningfully engage with the instructor and each other at the students' own time schedule/ Students were more open to engage with the instructor before and after the online class because it was 'easy' to access the instructor on the screen. Strategies: Teach online class with: Offer increased availability of instructor online / use apps and technology that engage students meaningfully/ identify German tutor/ collaborate with Early Alert to be more proactive in supporting students' needs.

French:
Observations:
Increase in student success rates from 2018-2019 to 2020-2021.
Possible causes :
Remote learning saves a lot of time that can be used to study.
Suggested solutions/ strategy:
Offering this kind of flexibility to students could help sustain a higher success rate.

Spanish:
Success rate remained the same from 2018-19 to 2019-20 (77%) and decreased slightly to 75% in 2020-21. These numbers are lower than the College's (78%, 80%, 80%) but comparable to those of the IIS Division (74%, 77%, 77%).

Factors that influence success rates:
1. As mentioned earlier, 50% of our enrollment comes from disproportionately impacted groups.
1. Commute/transportation issues hinder access to campus, where helpful resources are available (e.g., computer labs, Zoom rooms, WiFi, quiet spaces to study).
1. Many students have heavy course loads, jobs, physical/mental health

| | | | issues, and family responsibilities, yet have the sometimes unrealistic expectation that they will somehow manage to pass their classes one way or another. Many students are hesitant to drop a class to make their schedule more manageable. |
| | | | 1. Pandemic-related, physical and mental fatigue from challenges faced by family; work hours that interfere with sleep and eventually cause physical illness, anxiety, and/or depression. |

Strategies to increase of maintain current success rates: See II.B.

Korean
It is observed that the success rate has been improved for the target group from 2019-2020, to 2020-2021, 82% and 88% respectively and the Non-success rate decreased from 6% to 2% for the same periods.

Reason- By taking online classes the students save time for commuting, and the students have easy access to the class (some of them managed to attend the class while driving a car, during business trips, traveling for vacation, at their workplace and offices, or at a coffee shop).

Strategy to maintain high success rate
1.Use Early Alert program
2. Effective use of online office hours-let the students reach out to the instructor with any issues. Increase the accessibility of the instructor to the students
3. Use tutors of the Student Center more effectively and connect them with students who are struggling early.

			Russian: · Absolute number of grades increased from AY 19-20 to AY 20-21 from 181 to 237. The success rate decreased by 2%, however the absolute number of successes increased from 160 to 205. · To maintain high success numbers, recommend hiring more tutors and referring students to the Tutoring Center. **Hindi** : Good news, number of grades increased.The successes rate is also increased.
II. D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	French : Observations: ● Significant gap is observed between group 1 [African American and Latinx] and group 2 [Asian and White] up to 22 points. ● For declared low-income students the gap is 10 points. Possible causes : ● Low income students may be discouraged by the high cost of course materials. Namely CONNECT access. Suggested solutions/ strategy: ● The school could offer free access to CONNECT and digital version of the textbook to students in need. It could also subsidize devices like laptops or tablets, essential to learning. ● The school could let the students know of the help they could get maybe through notifications on CANVAS (many of them are not aware they can be offered assistance) **Spanish:** 2018-19: no disproportionate impact on any group. The IIS Division had four disproportionately impacted groups, and the College had eight.

2019-20:
1. -8% impact on low-income group. The impact at the College level was smaller (-5%) and the success rate higher (69% vs. 75%).
1. On the other hand, the College had negative impacts on three additional groups.

2020-21:
1. -8% impact on Latinx students, which is slightly better than at the College level (-9%), but our success rate (67%) was lower than the College's (70%).
1. -23% impact on our small sample of African American students (N=25 enrolled at census), who had a 52% success rate. At the IIS Division, the sample was much larger (N=405) and the impact was -13% (64% success rate). At the College level, it was -11% impact and a higher (69%) success rate.
1. The College had negative impacts on three additional groups: Pacific Islander (-10%), Latinx (-9%), and low-income students (-6%).

Most striking and worrisome is the constant decrease in success rate experienced by African American students from 2018 to 2021: 70% ~ 66% ~ 52%. While it is true that there was no disproportionate impact on 2018-19 or 2019-20, the impact on 2020-21 is of concern, although perhaps due to the very small sample (N=25 enrolled at census).

Strategies to closing gaps in successful course completion:
1. Use the *Early Alert Program.*
1. Create closer rapport with counselors in the *Men of Color Community* and other programs (e.g., EOPS, Athletics).
1. Get to personally know our African American students and encourage opportunities for camaraderie and collaboration with classmates.

Korean

The success rate for African American, Latinx, and Filipinx students has been greatly improved from 2019-2020 to 2020-2021 (75% to 84%).

The success rate for Asian, Native American, Pacific Islander, and White also shows improvement from 2019 to 2020-2021 (84% to 90%).

But the enrollment for Asian groups decreased from 2018-2019 to 2020-2021 (73% to 60%), while the enrollment increased for Latinx and Filipinx groups for the same periods.(7% and 5% increase respectively).

The strategy that influence success rate :

1. Diversify the method of delivery (e.g. synchronous online course, hybrid course, in-person class)
2. Continue to work with student success center
3. Encourage students to purse Certificate of Achievement in Korean (effective Fall 2022)
4. Enhance tutoring service
5. Hold events to promote K-pop to maintain the students' interests
6. Encourage the students of KOR1 to continue into KOR2 and KOR3

Russian:

- · Withdrawal rates increased for African American, Latinx, and Filipinx from AY 19-20 to 20-21, however, the total number of students enrolled increased. Withdrawal rates may be related to pandemic issues and difficulty adapting to studying online.
- · On AY19-20, an additional Russian course was offered. This increased the absolute number of low-income enrollments from AY 18-19 to 19-20.

			Since then, the changes in low-income enrollments have been little
II. E.	Changes Imposed by Internal/ External Regulatio ns	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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)-	All World Languages Departments (except Mandarin) continue to face the restrictions (imposed several years ago by the Viability Committee) of not being able to offer our second-year courses (levels 4-5-6). This discourages many students and causes some to pursue their coursework instead at Foothill College. We anticipate a very detrimental effect of AB928 on our enrollment once the GE Articulation Patterns come into effect and World Language transfer requirements get eliminated.
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals.	Unlocking the Equity Sections of the Program Review.pdf
III. A.	Equity Plans for groups other than the acknowle dged dispropor tionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	**Italian**: High School Students Adult Continuing learning (students with no tech-savvy) English as Second Language Learner (International Students) **Sign Language:** **German:** High School Students Adult Continuing learning (students with no tech-savvy) English as Second Language Learner (International Students) **French:** ● High School Students ● English as Second Language Learners (International Students) ●Continuing learning adults **Korean** High school students

| | | | Adult Continuing Learning
English as Second Language Learner

Russian:
    · High school students
    · ESL / International students

Spanish:
The SPAN Department works very mindfully, one-on-one with all **DSS students** who choose to use the accommodations (e.g., testing, visual) they qualify for. We assign student mentors (when available) to work one-on-one with these students as well. Frequently we have students who qualify for accommodations and choose not to use them. In these cases, if the student is having trouble with the material, we make sure to follow up by encouraging them to reconsider. Sadly, more often than not, students respond that they don't need the accommodation for Spanish, and they end up failing the course. |
| III.
B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | **Italian**:
New Certificates of Achievements
Italian 1.2.3 Course Review Completed
Approval of Online and Hybrid Course for all the levels offered
Grant (Italian Program coordinator devotes time to coordinate work with other divisions, and departments and to support students)
Tutors in class
Partnering with De Anza Library (Free textbook)
Recording Classes and making them available through Canvas

Sign Language:
German:
New Certificates of Achievements

Approval of Online and Hybrid Course for all the levels offered
Tutors in class
Adoption of new textbook that offers more inclusive materials (that can be used as springboard for critical reflections on issues like immigration and gender inequality in Germany) |

			Recording Classes and making them available through Canvas
			Designed INTL 16 course (Multicultural Voices in Germany) which is now in DAC's catalogue
			
			French :
			
			● New Certificates of Achievements
			● Succeeded in lowering the price of the French textbook and Connect access through active negotiation with the editor's representative.
			● Summary of each lesson recorded and accessible to students through Canvas
			● Help the students deal with issues beyond the classroom
			      by giving them feedback and encouragement and by being available online every day outside of class.
			      by letting them resubmit their work and perfect it.
			      by authorizing extensions on submitting the homework.
			
			Korean
			New Certificates of Achievements
			Approval of Online and Hybrid Course for all the levels offered
			
			Russian:
			      · Certificate of Achievements in Russian
			      · Recorded lectures for easier accessibility
			      · Helping high school students throughout the enrollment process and academic year.
			      · Native speaker-students helping their classmates during and outside of class
			
			Spanish:

			• Online office hours, held immediately after class, have become an engaging space for students to 'check in' and hang out with one another and with the instructor. • Zoom breakout rooms have become valuable spaces of collaboration and personal connection among peers, as well as venues for receiving immediate, on demand feedback from instructor. • We submitted and received approval to offer a Certificate of Achievement in Spanish (effective in Fall 2022)
III. C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	Faculty/ World Languages Instructor (67% teaching load) and Coordinator Responses for World Languages Faculty Coordinator Position https://www.deanza.edu/gov/ipbt/documents/f21_2022_2023_Faculty_Justifications_Faculty_current.pdf **French:** ● More tutors ● Free access to the textbook for low-income students **Russian:** • More tutors • Counselors for high school students seeking enrollment
III. D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? Professional Development – what areas? Enhanced support for students Departmental Collaborations Best Practices Coaching/Consultation	Professional development for online teaching Design SLO Instructional Design One on one consultation (Monetary support for meeting attendance for departmental collaboration Monetary reward to participate to Villages activities)
III. E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	Tutor, counselor, villages, early alert, Student success center, Partnering with De Anza Library, Web Site Development
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/	IIS_Summary_03312020.pdf

		and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	**https://www.deanza.edu/slo/assessments/IIS_%20Course_Service%20Four%20Column.pdf**
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	**Italian** : **Sign Language:**
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) 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.	
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, 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:	**Italian**: Grant. Free text Book
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	World Languages Coordinator
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	https://www.deanza.edu/gov/ipbt/documents/f21_2022_2023_Faculty_Justifications_Faculty_current.pdf

		enhancement that support this need. If not, provide other data to support this need.	Responses for World Languages Faculty Coordinator Position
V. D. 1	Staff Position(s) Needed	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.	
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 Board input to support this need. If not, provide other data to support this need.	
V. E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V. F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Face to face : When possible Preference for Room in Multimedia Center
V. G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Monetary support for meeting attendance for departmental collaboration Monetary reward to participate in Villages activities)
V. H. 1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	
V. H. 2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need.	

		If not, provide other data to support this need.	
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	
	Submitted by:	APRU writer's name	
	Last Updated:	Give date of latest update	