

I. Program Description

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

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|-------------------------------------|------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Basic Skills | <input checked="" type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> | Career/Technical | | |

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda reports www.deanza.edu/gov/IPBT/resources.html

- 1 # of Certificates of Achievement
 # of Certificates of Achievement-Advanced
 # of AA, AS 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?

- | | | | |
|----------------------|---------------|----------------------|------------|
| <input type="text"/> | # of Students | <input type="text"/> | # of Staff |
| <input type="text"/> | # of Faculty | | |

b. Number of employees associated with the program?

- | | | | |
|----------------------|---------------|----------------------|------------------------|
| <input type="text"/> | # of Students | <input type="text"/> | # of Faculty |
| <input type="text"/> | # of Staff | <input type="text"/> | # of 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):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

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

Explanation:	Year/Demographic data shows increased enrollments in 2009-10 in the following demographic categories: Black (nearly doubled from previous year), Filipino (more than doubled), Hispanic (+7%), Native American (up from 3 to 14). No data available for Pacific Islanders for 2009-10, however the previous year saw an increase in enrollments (doubled) for that group as well.
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2 Trends related to closing the student equity gap relative to college's stated goals: (refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	As seen in the previous response, the French department has increased its enrollments of underrepresented populations. Further, the Year/Demographic data shows increased success and retention rates in 2009-10 for the following groups: Black, Filipino, and Hispanic. There was a drop in these areas for Native Americans, however in the previous year to which these rates are compared, there were only 3 Native Americans enrolled in the program (not a good sampling for scientific data). In 2009-10 there were 14. No data success or retention data on Pacific Islanders is available for 2009-10.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

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

Explanation:	Budget constraints have prevented the implementation of in-class assistants, 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 French program has seen increased retention and success rates from last year in many underrepresented student population groups (see previous response).
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Overall enrollments in the French department have steadily increased over the past 3 years.
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- 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:	Suspension of beginning and intermediate French conversation classes due to budget constraints.
Explanation:	These were evening courses that served professionals in the area, who took these classes to meet career and occupational goals. The elimination of these offerings has resulted in a failure of the department to cater to the needs of the community that it is supposed to serve.

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

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

Explanation:	Budget constraints have not allowed for the incorporation of the in-class French-speaking assistants that was mentioned in our 2008-09 Comprehensive Program Review, Section I.C. We are still awaiting the opening of the Mediated Learning Center, which will begin to meet the needs of all World Language programs for a language lab and classroom spaces that will provide the technology resources and space configuration flexibility to address our urgent need for direct classroom access to language learning resources that are not currently available in our classrooms. Instructional activity in the Mediated Learning Center will surely result in higher retention and success rates.
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- 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 change
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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 change
Impact:
Explanation:

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at: [https:// www.deanza.edu/slo](https://www.deanza.edu/slo)

A. For programs whose 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 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)

<input checked="" type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> 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:

<input type="checkbox"/> NA	<input type="checkbox"/> 83 complete	<input type="checkbox"/> 17 in progress	<input type="checkbox"/> scheduled to be assessed
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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 French department faculty currently consists of 1 FT faculty and 3 PT faculty. PT faculty are not contractually obligated to participate in the SLOAC process, and many of them do not have any time to participate, as they have teaching obligations at other campuses. Consequently, the one FT faculty member has done the majority of the SLOAC work for the French department thus far.

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 result:	No results yet, as program-level assessment has yet to be done.	plan/enhancement:	Based on a model that has recently been implemented in the Spanish department, French students' level of speaking and listening skills will be greatly enhanced upon completion of our program, through work with mp3 voice recordings prepared by the instructor and sent to students for practice at home, regularly throughout each quarter.
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summarize result:		plan/enhancement:	The one FT faculty member of the French Department is at the beginning stages of a Professional Development Leave project that will enhance not only our students' development of skills in French-language vocabulary, grammar, aural comprehension, reading, and writing, but will also greatly enhance their global perspectives. The project entails the development of new web-based learning resources in the form of an interactive web site and ancillary materials that teach French language and francophone culture and history through French-language world music. The selection of songs will be representative of the vast and diverse francophone world. It is the intent that many of the chosen musical genres will appeal to underserved student populations in our French program. The project will be developed over the next 3 spring quarters, reaching completion at the end of Spring quarter 2013.
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B. For programs whose PLOs primarily align to the Strategic Initiatives: 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 scheduled 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 result:		plan/enhancement:	
summarize result:		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: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

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

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

<input type="checkbox"/>	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Position:					
Department:		Contact person	extension		

1 Briefly state below 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:

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

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

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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:

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B. As applicable, list your requests for:

Materials, "B" Budget, faculty 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, faculty 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.

<input type="checkbox"/>	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Item Description:					
Stipends for part-time faculty who prepare SLOACs					
Cost Estimate:					\$2,000
Contact person:		Laura Karst	extension		8592

1 Briefly state below 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 part-timers to participate in the ongoing SLOAC 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:

Full-time FTEF = 1.00 Part-time FTEF = 1.00

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

[Redacted]

4 Please note: It is an expectation that all resource 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 to your program below:

Criteria: 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)

<input type="checkbox"/>	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Position:					
Department:					
Contact person:					
					extension

1 In addition to the Department's rationale and from a dean's perspective, 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:

[Redacted]

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

[Redacted]

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:

[Redacted]

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, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

Criteria: [Redacted]

B. As applicable, list your requests for:

Materials, "B" Budget, faculty 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, faculty 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		Replace		Growth
Item Description:					
Cost Estimate:					
Contact person:					extension:

1 From a Dean's perspective, 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:

Rational here:	
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2 Highlight FTE, PR/FTE ratios and WSCH that support the request below:

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

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4 Please note: It is an expectation that all resources that are allocated (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, as a Dean, may use to assess the effect of this additional staff/faculty position to your program below:

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