

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of the World Languages Department is to empower students with the knowledge and skills to communicate effectively in a language other than English, to cultivate an understanding and appreciation of cultures that speak these languages, and to prepare students for global citizenship and intercultural competence.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The mission of intercultural competence aligns directly with the college's mission of providing an "academically rich, multicultural learning environment" and "critical thinking". By preparing students for global citizenship, it addresses the institutional core competencies of "communication and expression", and "civic capacity for global, cultural, social and environmental justice". Additionally, the mission statement addresses the key success factors of feeling engaged and connected with extracurricular and class activities and feeling as part of a community.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increase number of FT faculty	Hire FT faculty for departments that can sustain a FT instructor	Dean, College Governance committees	World Language faculty		Enrollment and demand for classes	Acquisition of FT faculty in World Languages
Improve student success	Improve student success especially for targeted populations	faculty	Office of PD and Office of Online Ed		Success rates	See if the gap in success rates closes

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

AB 928 requires that community colleges have only one GE pathway. The new GE pathway developed is called the CalGETC. It will go into effect soon. The IGETC once had a "LOTE" (Language Other Than English) requirement for students transferring to a UC. Due to the limited number of units for the CalGETC, the "LOTE" requirement will no longer be a transfer requirement, but rather a graduation requirement for the UC's. The LOTE requirement was never a CSU requirement. It remains to be seen if enrollments will be impacted by the new CalGETC.

B. Enrollment Trends

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrollment spiked during 2020/21, when the pandemic hit. At that time, people wanted to do something at home while they were in lockdown, so we saw a lot of interest from people wanting to learn a new language. Since the

pandemic is over and people are able to go back to their usual routines, the enrollment in language classes have taken a dip in enrollment. When we offered in-person classes in 22/23, the enrollment took a dip. Students overwhelmingly preferred to take online classes at that time. This year, we doing a little better in the in-person classes. Slowly, students are coming back.

In addition to the upcoming change due to AB 928, there may be other factors such as the war between Russia and Ukraine, which may cause fewer students to take Russian. Although the department has offered both in-person and synchronous zoom options, students are still overwhelmingly enrolling in synchronous zoom courses. More and more of our students are from the high school. Sometimes the process of enrolling for dual enrollment high school students can be challenging since they need approval from their counselor. The timeline to get this done can be tight and students may miss the add deadline.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItIQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. 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.

N/A

D. Course Success

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

Factors include the kind of students we get in our classes. We are seeing an increase in the number of high school students taking world language classes. High school students may be able to do better in these classes since they are generally not working and living with their parents/guardians. Also, we see a good number of working professionals in our evening classes. It may be that they are taking just the language class and they can focus their attention on just one class.

The department meets regularly to discuss teaching strategies to use in synchronous online classes. They regularly use De Anza Connect and reach out to DSP & S when students need assistance. The division has had professional development on using online tools in Canvas and other resources available at De Anza.

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

There are succes gaps for both Black and Latinx students, and the gap is quite significant for Latinx students.

The success gaps for these students is similar to what we are seeing collegewide. We need to think collectively on how we can decrease these gaps. We are using many of the resources available to faculty on campus and we are letting our students know about these resources. Could it be possible they aren't using resources or are afraid to ask for help or don't know when they need to ask for help?

We looked at low income students and saw that there was a negative success gap of 5%, which seemed lower than the rest of the division. We can do a deeper dive to see why this is the case.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

The world language faculty are a tight group. They meet regularly and share teaching resources with each other. They are very conscientious of doing things that will help break down barriers for students. They look for low cost textbook options or provide their own materials free to students. They work closely with the tutoring services available at De Anza and they provide students second chances.

The strategies are in alignment with the program's mission of learning a language and another culture. The end goal is to have students deepen their cultural understanding and become global citizens. The instructors recognize that learning a language doesn't just happen in 12 weeks and that there needs to be a lot of practice to learn. Repeatability rules do not allow students to retake a class they have passed, so there are many students who audit world language classes because they recognize they need more practice to become proficient in a language.

Trends in Awards

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

The first year certificates were available in the world languages other than Mandarin was in 22/23. There has been good interest in the certificates.

The trends are in alignment with the program's mission in providing students the opportunities to learn another language and culture. In particular, learning another language and culture contributes to global citizenship.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

We are offering all the core world language courses for the certificates.

The department plans to write certificates in Japanese, Hindi and Vietnamese. There is healthy enrollment in the 1, 2, and 3 levels for these courses and students have asked about getting certificates in these areas.

Staffing Trends

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

Other than Spanish and Mandarin, which are not included in this program review, all faculty in the world languages are part-time instructors. The department would like to hire FT instructors so that person can provide vision and guidance for the program. The two languages that have enough load to support a FT instructor are Japanese and Korean. Contractually, PT instructors do not have to attend department and division meetings and are not required to write curriculum. Some PT instructors attend meetings and participate in curriculum revisions, but others do not. The ones that do attend are tight knit, but most of them teach in departments that can not support a FT instructor. Some PT instructors prefer to teach in-person and have not been trained on teaching online (RSI and accessibility) which prevents the department from offering online assignments and hence, those departments are unable to grow. Also, if a department has PT instructors who do not participate in updating curriculum, the department is unable to maintain its health and vitality to keep up with evolving demands from students. It is also challenging finding PT faculty to teach classes during the day since many have FT jobs elsewhere.

Strategies used are the ones mentioned in the teaching and learning sections.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

SLO assessments have shown that students learn better when they feel a connection to the curriculum and relevant to their daily lives. Students should reach out and get more one on one practice with tutors. Some instructors feel the need to include more cultural activities in their classes.

Based on SLO assessments, some instructors have changed up their assessment techniques.

Dean/Manager Comments

The dean wrote this program review based on compiled responses from 8 PT world language instructors.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.