

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Spanish	
Program Mission Statement:	To offer introductory and intermediate level curriculum on the language and cultures/contributions of Spanish-speaking world areas, with focus on developing accuracy and fluency in (oral/written/culturally appropriate) communication skills, as established by ACTFL (American Council on the Teaching of Foreign Languages). The program strives to serve transfer students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within Spanish-speaking communities.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career/Technical, Personal Enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certificates of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program

Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Students Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	(1)	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	2	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be

		<p>accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p>II.A-Growth and Decline of targeted student populations</p>	<p>Enrollment figures have remained virtually unchanged (within 1% since 2009-2010) for each of the targeted student populations. Student success rates have remained almost the same for African ancestry students (decreased by 1%) and have decreased by 5% for Latinos. An identical, much sharper decline of 15% in success is observed for Pacific Islander and Filipino students. The retention figures for these two groups have also decreased: slightly for Filipinos (by 3%), but much more noticeably for Pacific Islanders (by 24%).</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p>
<p>Trends in equity gap:</p>	<p>Targeted student populations can be ranked as follows by success rate: Latino (75%), Filipino (70%), Pacific Islander (64%) and African ancestry (59%). For comparison purposes, the corresponding ranking for 2009-2010 was: Filipino (85%), Latino (80%), Pacific Islander (79%), and African ancestry (60%). The achievement gap among Latino and Filipino students remains stable at 5%, although it has reversed, with Latinos now ranking higher on the success rate scale. Pacific Islander and African ancestry students still hold the same ranking: 3rd and 4th lowest. African ancestry students, despite ranking the lowest among the targeted groups, show a lesser gap with the others, compared to 2009-2010: (1) the gap with Filipinos decreased from 25% to 11%), (2) the gap vis-à-vis Latinos went down from 20% to 16%, and (3) compared to Pacific Islanders the gap came down from 19% to 5%. However, this apparent closing of the gap corresponds to a decline in success rate for all targeted groups except for African ancestry students, whose success rate hasn't declined.</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>
<p>Closing the student equity gap:</p>	<p>For comparison purposes, please note the ranking of student success for the IIS Division: Filipino (71%), Latino (64%), Pacific Islander (55%) and African ancestry (52%). The division overall figures reveal that the following targeted groups are more successful in their Spanish classes than in the overall conglomerate of division classes: Latinos (by 11%), Pacific Islanders (by 9%), African ancestry students (by 7%). In other words, the student equity gap is smaller in the Spanish Department than within the IIS division, with the exception of the Filipino students, for</p>	<p>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	<p>whom virtually no difference is observed (70% vs. 71%).</p> <p>As for the progress made since 2008-2009 in the plans for closing the equity gap: (1) our ties and collaboration with the LEAD Program seem to have brought more Latino students to our classes (e.g., Spring 2012 enrollment in daytime section of Span 4-5-6 is at an unprecedented 50% Latino); (2) the hiring search has been completed for the split Spanish Language / Latino Studies position: experienced part-time instructor Rubén Abrica-Carrasco will certainly reinforce the ties to LEAD and to Latino / Chicano Studies. We expect that he will be an instrumental mentor to Latino students and recruiter of students of other ethnic backgrounds for Spanish classes; (3) the rest of the Spanish faculty, who represent a variety of age, country of origin and cultural backgrounds, continue to mentor Latino students one-on-one and to provide in-classroom validation of other student targeted groups as contributors in shaping Hispanic culture (African ancestry, native American) and as active participants in culture and language change due to contact with Spanish (Filipino language, English in the U.S.).</p> <p>The following are other follow up examples of our 2008-2009 plans to close the equity gap: (4) the department continues to have multiple copies of our textbooks on Library Reserve, and instructors continue to loan their personal copies of the textbooks to students and/or to provide photocopies for weeks 1-3 of the quarter; (5) Instructors are increasingly posting materials on free of charge and accessible sites such as Course Studio and/or creating Course Readers as cost effective alternatives to textbooks (e.g., Span 4-5-6).</p> <p>Finally, here are some of the plans for progress in closing the equity gap that haven't yet materialized: (6) due to lack of funds, the department has been unable to place instructional assistants in the classroom, to help students one-on-one, especially in highly enrolled SPAN 1-2 classes and in jointly taught, multi-level courses SPAN 4-5-6; (7) since the Mediated Learning Center is still under construction, we haven't yet been able to benefit from more pedagogically sound learning spaces (e.g., language lab).</p>	
<p>Overall growth/decline in # students:</p>	<p>The 9 % decrease in overall enrollment in the Spanish Department exactly matches the figure observed within the IIS Division. Virtually the same can be said about the overall student success rates (76% for Spanish Department and 77% for the division).</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>

<p>Changes imposed by internal/external regulations</p>	<p>The Spanish Department has been or will be affected by the following internal/external regulations:</p> <ol style="list-style-type: none"> (1) Course offerings in summer 2011 were significantly reduced as a response to the drastic budget cuts that were anticipated in spring 2011 for AY 2011-2012 (2) A series of budget driven course reductions will become effective on AY 2012-2013 (e.g., elimination of <i>Spanish for the Medical Professions</i> series; less frequent offerings of second year courses SPAN 4-5-6). The two-year conversation course series (SPAN 60ABC & SPAN 61ABC) continues to be suspended. (3) Cancellation of low enrolled courses may have increased due to the imposition of earlier cut-off dates during the registration period. Traditionally, enrollment trends in language classes have been strongest during the first week of classes. (4) The Banner system enforcement of pre-requisites (effective summer/fall 2012) will block the registration of students who may have completed pre-requisites in high school or in out-of-state institutions or experiential programs (e.g., missionary work, internships), or in the case of native speakers of the language. This may potentially slow down the early enrollment of students, and given the earlier cut-off dates set for cancelling low enrolled classes (see above), more frequent cancellations may happen. (5) On a positive note, the Spanish department now has virtually 100% access to smart classrooms, as a result of the campus wide move towards equipping all classrooms with modern technological equipment. 	<p>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, program reorganization, staffing etc.)</p>
<p>Progress in "Main Areas of Improvement"</p>	<p>Our main areas for improvement on 2008-2009 focused on closing the student equity gap, and a detailed discussion is provided above in the section <i>Closing the Student Equity Gap</i>.</p>	<p>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.</p>
<p>CTE Programs: Impact of External Trends:</p>		<p>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.</p>

<p>CTE Programs: Advisory Board Input:</p>		<p>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.</p>
<p>IV. A Budget Trends</p>	<p>Please refer to Dean's summary for the IIS division.</p>	<p>Assess the impact of external or internal funding trends 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.</p>
<p>Enrollment Trends</p>	<p>Please refer to Dean's summary for the IIS division.</p>	<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
<p>V. A -Faculty Position Needed</p>	<p>Replace due to vacancy.</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
<p>Staff Position Needed</p>	<p>Growth (In-class instructional Assistant for SPAN 1-2 and possibly, SPAN 4-5-6).</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
<p>Justification for Faculty/Staff Positions:</p>	<p>The FT faculty who has just been hired by the IIS division (Rubén Abrica-Carrasco) will hold a split assignment, and will thus only partially fill the position left vacant by the 2010 retirement of FT Spanish instructor Cristina Moreno. The new hire will teach 60% in the Spanish Department and 40% in Chicano/Latino Studies. Given the upcoming retirement of FT Spanish instructor Jorge Gracia at the end of spring 2012, the department is more at a loss for FT faculty whose instrumental roles are typically: (1) generating enrollment, (2) maintaining cohorts of students across the different curriculum levels, and (3) achieving overall retention of students, particularly those of targeted populations. From a more administrative perspective, the department is still short on permanent faculty that will lead the department toward the pedagogically sound attainment of PLOs (1) by helping existing FT faculty to institute departmental exams and oral assessment for all courses, (2) by conducting regular evaluations of PT faculty, and (2) by fostering opportunities for dialogue and joint professional growth with PT</p>	<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>

	<p>faculty. As for the staff position requested for the Spanish department, it has been explained elsewhere in this report that for several years now we have been unable to obtain in-classroom instructional assistants to help students one-on-one, especially in highly enrolled SPAN 1-2 classes and in jointly taught, multi-level courses SPAN 4-5-6. Our requests to the Student Success Center for tutors that will assist students during class hours have repeatedly been unsuccessful, due to budget constraints. Unfortunately, many students in need of assistance can't fit tutorial sessions outside of class hours, given their own work and/or class schedule or family obligations. Other students (mostly from targeted populations) are rather oblivious to the fact that they need help or at times, even highly hesitant to seek tutorial help, even if their schedule allows them to attend sessions at the Student Success Center. The Spanish department believes that the availability of in-class, one-on-one help would be instrumental in closing the student equity gap. Our SPAN 1-2 classes are over enrolled (30-40 students per section), according to the ideal discipline standards for a pedagogically sound ratio of students per instructor (15-20: 1). We thus request an in-classroom instructional assistant who may serve different SPAN 1-2 sections and provide the much needed help that students deserve. The retention and success rate of SPAN 1-2 enrollees is critical for building a strong cohort that will move on to SPAN 3, a course that consistently reflects drastic enrollment shrinkage. A weak SPAN 3 cohort, in turn, has a domino effect on enrollment of the second year language series SPAN 4-5-6. Due to enrollment of <20 students per 2nd year level, the three [levels] have been taught simultaneously since winter 2010.</p>	
<p>Equipment Request</p>	<p>No equipment requested</p>	<p>A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</p>
<p>Equipment Title and Description, Quantity</p>		<p>Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</p>

Equipment Justification		Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	Please refer to the Dean's summary.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	During conversations with colleagues from other language departments (French and Chinese), the following issues have emerged: (1) at the SLO level => difficulty developing effective assessment tools for one of our jointly drafted SLOs, namely: how can we measure hands-on (as opposed to factual, conceptual) grasp by students of social protocols, cultural contributions, and subtleties in the cultural idiosyncracies of the world areas under study? Initially we thought of asking students to analyze aspects of the target language cultures to then compare them to their own culture(s), but this has proven to be quite an elusive task when it comes to formulating the assessment questions/tasks. We've	What did you learn from your SLOAC and PLOAC activities this year?

	<p>decided to reformulate the SLO.</p> <p>(2) Also at the SLO level => not having access to a Language Lab has resulted in remarkable time investment hardship when collecting individual, semi-spontaneous samples of oral data. Each quarter, 4-5 full days are spent conducting individual interviews with students, in order to get authentic samples of their ability to complete language tasks related to course content. Having a Language Lab would allow us to record multiple students simultaneously by assigning a recording terminal to each student and by playing a series of recorded questions for them to answer individually.</p> <p>(3) At the PLO level => We wonder if instead of measuring PLOs at the SPAN 6 level we should use data from SPAN 4. While SPAN 6 enrollment is minimal (2-6 students per quarter), SPAN 4 has 15-20 students per quarter. We wonder how statistically representative of our program level outcomes would be a report based on such minimal numbers.</p>	
Future plans	If granted the request of a staff position for an in-classroom instructional assistant, our plan is to monitor closely the success rate and retention of those students that receive one-on-one help.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Carmen M. Lizardi-Folley, lizardifolleycarmen@fhda.edu , x8679, PE-667	APRU writer's name, email address, phone ext.