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) |
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| I.A Department Name: | French | |
| Program Mission Statement: | The French department offers introductory and intermediate level curriculum covering language and cultures/contributions of the French-speaking world, with focus on developing accuracy and fluency in the oral, written, culturally appropriate communication skills established by the American Council on the Teaching of Foreign Languages (ACTFL). The program strives to serve transferring students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within French-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. | Basic skills | 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 Certif 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 |
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| 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: # Student   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 | 0 | 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 | 1 | 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 |

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| | | <mark>accepted.  ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs.</mark><br><span style="color:red">0 = no change;  (X)= decreased; X = increased; blank= not applicable to your program</span> |
| II.A-Growth and Decline of targeted student populations | AY 2010-11's data shows an increase in retention over 2009-10 for Hispanics and students of African Ancestry, and no data for Pacific Islanders. Retention of Filipino students decreased. | 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  ) |
| Trends in equity gap: | Budget cuts have forced a reduction in section offerings, and therefore larger class sizes, which impede the instructors' ability to provide as much individual attention as in the past. | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. <mark>Briefly address why this has occurred.</mark> |
| Closing the student equity gap: | We anticipate that the opening of the Mediated Learning Center will help to meet the needs of all World Language programs, providing technology resources and space configuration flexibility to address our need for direct classroom access to language learning resources that are not currently available in all of our classrooms.<br>Starting in the Fall of 2012, we will be enforcing prerequisites. More careful monitoring of whether or not a student is prepared for the language level that s/he has selected should help close the equity gap. | 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? <mark>See IPBT website for past program review documentation.</mark><br>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now. |
| Overall growth/decline in # students: | Our overall enrollment has declined since the previous year. We suspended our entire summer program due to budget reductions. Many students may be opting to work instead of staying in school. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| Changes imposed by internal/external regulations | The number of sections we offer has been reduced, due to budget cuts. Part-time faculty have seen a decrease in load as a result. The cut-off dates for meeting the minimum enrollment of 20 in order to keep sections alive pre-date the ends of the school's official enrollment periods. This puts more sections at risk of being cancelled, even though they would meet and exceed that minimum enrollment if students were allowed to continue to enroll after that cut-off date.<br>We anticipate that the implementation of prerequisites will result in decreased enrollments, due to students not meeting deadlines for gaining | 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.) |

| | clearance, or their inability to document what may be genuine proficiency. | |
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| Progress in "Main Areas of Improvement" | We are still awaiting the opening of the Mediated Learning Center, addressed above, and lack of funding continues to prevent us from having the in-class instructional assistants that we advocated for in our 2008-09 Comprehensive Program Review. | 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. |
| CTE Programs: Impact of External Trends: | | 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. |
| CTE Programs: Advisory Board Input: | | 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. |
| IV. A Budget Trends | Please refer to the Dean's summary | 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. |
| Enrollment Trends | Please refer to the Dean's summary | 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. |
| V. A -Faculty Position Needed | | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed |
| Staff Position Needed | | 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. |
| Justification for Faculty/Staff Positions: | | 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 |

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| | | assessment data that supports a need for growth, etc. |
| Equipment Request | | 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.== |
| Equipment Title and Description, Quantity | | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees 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 . . . )== |
| 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 |

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| | | on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| ==SLOAC and PLOAC summary== | ==We need better access to a language lab (i.e. Mediated Learning Center) where we can record multiple interviews in order to assess our SLOs related to oral/aural communication. Interviewing 100s of students one at a time each quarter demands unreasonable amounts of time and is not sustainable.== <br>==Our Program-Level assessments should perhaps be conducted at the French 4 level, rather than at the French 6 level, as very often there is too low of a sampling in French 6 to yield a legitimate assessment.== | ==What did you learn from your SLOAC and PLOAC activities this year?== |
| Future plans | No additional resources were requested. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| ==Submitted by:== | | ==APRU writer's name, email address, phone ext.== |