

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:		Spanish
	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).	Our mission statement aligns closely with the College’s mission and all the Institutional Core Competencies. Our curriculum is designed to engage learners in self-reflection and critical thinking, to keep learners connected to one another, by exploring and valuing what each person brings to the learning process. Our program directs and keeps learners focused on and engaged with whatever their goal(s) may be: fulfill a transfer requirement, meet a professional objective, or create/deepen a sense of functionality and/or belonging within Spanish-speaking communities (in the United States and/or abroad). Our program directs and nurtures learners as they develop cultural competence and accuracy/fluency in linguistic expression (oral, written, non-verbal) so

			that learners can exercise creativity, sensitivity and global citizenship when communicating with speakers of diverse cultures and language ancestries.
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.
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 https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	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.)	N/A
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	https://www.calpassplus.org/LaunchBoard/Home.aspx N/A

		<p>enhance student and program outcomes.</p> <p>Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx</p>	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	<p>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.</p> <p>California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj</p>	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	<p>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.</p>	N/A

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.	N/A
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.	N/A
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 .	1.9 FTEF
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.	N/A

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.	100%
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.	N/A
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.)	N/A
	Enrollment		
II.A	Enrollment 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	Sharp decrease of -30% in enrollment from 2018-19 to 2019-20. Minor increase of 3% into 2020-21. (% based on unduplicated headcount)

		<p>am-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?</p>	<p>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.</p> <p>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.</p> <p>Strategies to increase/maintain enrollment:</p> <ol style="list-style-type: none"> (1) Resume summer offerings of SPAN 1 (2022). (2) 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. (3) Recruit current and incoming students to pursue the new Certificate of Achievement in Spanish, effective in Fall 2022.
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			(4) Develop recruiting efforts to reach out to high school students from San José for dual enrollment in our courses.
II.B.	Enrollment Trends for disproportionately impacted student groups	<p>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.</p> <p>Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 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? <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>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).</p> <p>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.</p> <p>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%).</p> <p>Strategies to increase and maintain enrollment:</p> <ol style="list-style-type: none"> 1. Use the Early Alert Program 2. Encourage students to pursue Certificate of Achievement in Spanish (effective Fall 2022) 3. 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)

			<p>4. Find concrete ways to encourage students to use Spanish in meaningful ways outside the classroom, both within and beyond their various communities.</p>
	<p>Overall Success Rate</p>	<p>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.</p> <ol style="list-style-type: none"> 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 maintain current success rates? 	<p>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%).</p> <p>Factors that influence success rates:</p> <ol style="list-style-type: none"> 1. As mentioned earlier, 50% of our enrollment comes from disproportionately impacted groups. 2. Commute/transportation issues hinder access to campus, where helpful resources are available (e.g., computer labs, Zoom rooms, WiFi, quiet spaces to study). 3. 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. 4. 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. <p>Strategies to increase of maintain current success rates: See II.B.</p>

II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>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):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>2018-19: no disproportionate impact on any group. The IIS Division had four disproportionately impacted groups, and the College had eight.</p> <p>2019-20:</p> <ol style="list-style-type: none"> 1. -8% impact on low-income group. The impact at the College level was smaller (-5%) and the success rate higher (69% vs. 75%). 2. On the other hand, the College had negative impacts on three additional groups. <p>2020-21:</p> <ol style="list-style-type: none"> 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%). 2. -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. 3. The College had three additional groups that were negatively impacted: Pacific Islander (-10%), Latinx (-9%), and low-income students (-6%). <p>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</p>

			<p>or 2019-20, the impact on 2020-21 is of concern, although perhaps due to the very small sample (N=25 enrolled at census).</p> <p>Strategies to closing gaps in successful course completion:</p> <ol style="list-style-type: none"> 1. Use the <i>Early Alert Program</i>. 2. Create closer rapport with counselors in the <i>Men of Color Community</i> and other programs (e.g., EOPS, Athletics). 3. Get to personally know our African American students and encourage opportunities for camaraderie and collaboration with classmates.
II.E.	Changes Imposed by Internal/External Regulations	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.)	<p>The Spanish Department and all other 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.</p> <p>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.</p>
	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._	
III.A.	Equity Plans for groups other than the acknowledged disproportionately 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.	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?	<ul style="list-style-type: none"> • 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 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.	Our special textbook pricing with Pearson ends on 06-07-22 and we are concerned that with inflation, whatever new price we end up negotiating may not be affordable enough to students. This may have negative consequences on enrollment and success rates, which are already at risk. We are interested in reviewing and eventually adopting OER options, but are concerned about the magnitude of

			the task of replacing our current textbook, given the key role that technology plays in language learning products. We are unsure of the feasibility of the goal within the immediate future. Having teaching release time for department chair for creating/adopting OER would be immensely helpful.
III.D.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation 	Per our response to III.C, we could also use coaching/consultation and best practices on how to retrieve, review, and adopt OER options.
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?	Yes.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ 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	No SLO activity to report since 2018-19.

		Spring 2020 through end of Spring 2022..	
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.	SPAN 1, SPAN 2, SPAN 3
	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.	N/A
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:	N/A
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	None needed unless vacancy.
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for	N/A

		a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
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.	N/A
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.	N/A
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	N/A
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	N/A
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	N/A

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?	N/A
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.	N/A
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	No resources have been received in the last five years, except for a FT position in Spanish (approved by IPBT in 2022). The hiring process has been deferred for a year pending an increase in enrollment. No resources requested at this time.
	Submitted by:	APRU writer's name	Carmen M. Lizardi-Folley
	Last Updated:	Give date of latest update	05-18-2022