

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name:

World Languages – Intercultural and International Studies (IIS) Division

2. Name of individual(s) completing the form:

Debbie Lee

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

RAPP feedback included the following suggestions and comments for improvement:

- Continue to offer advanced courses in sign language and this may then lead to a certificate in sign language.

To address this concern, the department scheduled and offered SIGN 3 in the spring quarter. The department will continue to offer SIGN 3 during the spring quarters. This year, we will investigate the possibility of creating a certificate in sign language.

- Wondering about why they haven't been able to hire a full time faculty; did they put in a request and it hasn't moved to high priority on RAPP's list?

Prior to the current dean, the department submitted a request for a FT World Language coordinator. However, there was some uncertainty as to how that would work. Based on the offerings, only Korean and Japanese offer enough assignments for a dedicated FT faculty member. Japanese offers nine courses a year (just enough for one FT faculty member) and Korean offers twelve courses a year. AB 928, the law that required just one GE pattern and removed the "Language Other Than English" (LOTE) transfer requirement for UC's, went into effect this fall. The one GE pattern, CalGETC, removed the level 1 and 2 languages from meeting the Humanities GE criteria (CSUGE used to allow these courses for the Humanities GE). We are monitoring enrollments closely to see if this law will negatively or positively impact our language courses.

- Can the department actively recruit part time instructors willing to teach online to help meet the demands of the student population?

More instructors are showing an interest in teaching the language courses asynchronously online. This year, we will be offering Korean asynchronously online. Next year, we plan to offer German and Vietnamese asynchronously online.

Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since the last program review, the department has:

- Awarded 3 certificates of achievement (COA's) in French, 3 COA's in German, 6 COA's in Italian, 4 COA's in Korean, 4 COA's in Russian and 2 advanced certificates of achievement in the World Languages.
- Hired one new Japanese PT faculty to replace a retirement.
- Diana Ferrara, PT Italian instructor, is working on an OER textbook for Italian.
- Certificates of Achievement were approved in Hindi, Japanese and Vietnamese effective fall of 2025.
- Hosted an annual World Language event at the MCC.
- Offered asynchronous online Korean courses for the first time to provide students with more flexible options to take the course.
- Will offer asynchronous online Vietnamese courses later this year to provide students with more flexible options to take the course.

4. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

For the comprehensive program review completed in 2023, one of the goals was to improve the success rates for targeted students. Here is a table of the overall success rates for the 9 languages:

	22/23	23/24	24/25
French	68%	81%	74%
German	90%	90%	80%
Hindi	96%	97%	98%
Italian	76%	75%	79%
Japanese	78%	82%	80%
Korean	88%	83%	87%
Russian	86%	87%	92%
Sign	74%	74%	76%
Vietnamese	95%	91%	94%

In general, overall success rates have remained steady. One of the goals the department had was to increase the success rates for targeted groups. A deeper analysis shows disproportionate gaps still occur for certain demographics:

	Overall Success	Disproportionate	% point gap
French	74%	males	14%
		Low income	16%
German	80%	Latinx	30%
		Low income	28%
Hindi	98%		
Italian	79%	Low income	20%
Japanese	80%	Latinx	29%
		Low income	14%
Korean	87%	Latinx	21%
		Low income	8%
Russian	92%	Low income	23%
Sign	76%		
Vietnamese	94%		

Generally, low income and Latinx students have lower success rates than the overall classes. For Hindi, Sign and Vietnamese, no statistically significant equity gaps exist.

5. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

The goal for this year is slightly amended to focus on decreasing equity gaps for the Latinx and low-income populations. One possible way to increase success rates for low-income students is to use low-cost textbooks. The faculty have not had success with finding quality, low-cost materials in the world languages. The Hindi and Vietnamese instructors use their own materials so there is no cost to the students. The Italian instructor is starting to work on augmenting an Italian OER textbook.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to	How will you assess achievement of the goal?

				monitor progress?	
Decrease the disproportionate gaps to less than 8% for Latinx and low-income students.	Use low cost materials. Currently, the Hindi and Vietnamese instructors use their own materials. Their success rates are very high. The Italian instructor is working on augmenting an OER textbook out there in the hopes of being able to use the book next year.	Faculty	Office of PD, Office of Equity, other faculty	Look at success rates.	Check to see if the equity gaps have decreased.

6. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The only previously requested resource was a FT instructor. However, due to limitations in load, it is not possible to hire a FT instructor. No other resources were requested for the World Language department. The impact will be addressed in the next question.

7. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The faculty who teach these our world language courses included in this program review are generally the lone PT instructors for that language. They are hard-working, passionate and dedicated, and they often show up to Opening Days and Open House. However, some of them also work at other institutions which can prevent them from attending department/division meetings and professional development events. The reality of being PT faculty can make it challenging to serve our disproportionately impacted students. They are

not required to hold as many office hours as FT faculty thereby limiting opportunities to provide more high touch services to students. Even though PT faculty are paid to attend PD events, they may not have the chance to attend professional development events and activities due to their time limitations. Despite these challenges, the success rates are on par with the college.

- Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

French 1, CRN 01076

Learning Outcome (SLO, AUO, SSLO)	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
Method of Assessment of Learning Outcome (please elaborate)	The students were asked to introduce themselves to the rest of the class and talk about their general likes and dislikes in terms of cultural activities, sports, music, ... They will have to create and share their story based on the instructor's introduction (on Adobe express) including in the prompt and the document on how to express likes and dislikes.
Summary of Assessment Results	27 students exceeded expectations, 3 met expectations, 3 are approaching expectations and 2 students did not meet expectations.
Reflection on Results	The majority of the students successfully met or exceeded the learning outcome for this presentation task: They composed comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. Some students made minor errors that were allowed as long as the meaning was clear.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	- Advise the students to do peer editing before submitting the presentations. - In a mini lesson following the presentations, discuss common mistakes and explain how to fix them.

GERM 1, CRN 26324

Learning Outcome (SLO, AUO, SSLO)	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
Method of Assessment of Learning Outcome (please elaborate)	Individual interviews with students. In the interview, students had to provide personal information about themselves, focusing on familiar contexts like family, origin, hobbies, and studies.
Summary of Assessment Results	19 students exceeded the expectations and only 1 did not met expectations
Reflection on Results	While almost all students demonstrated a working command of essential vocabulary and language structures in familiar contexts, some of them expressed that they felt nervous in situation where only German was spoken. More steps to alleviate these feelings should be taken.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	-Throughout the quarter, more interviews among students in breakout rooms should be conducted so that answering personal questions in German becomes more familiar to the students and students gain self-confidence. -Students learn more phrases in German to express that they would like to continue with another topic about which they feel more confident.

HIND 2, CRN 31206

Learning Outcome (SLO, AUO, SSLO)	<p>SLO 1</p> <p>Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.</p> <p>SLO 2</p> <p>Derive meaning from short, simple texts on familiar topics, relying on</p>
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	<p>contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO 3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO 4 Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>
Method of Assessment of Learning Outcome (please elaborate)	The course will include quizzes, midterm, and final test. It was also including class participation.
Summary of Assessment Results	8 students exceeded expectations, 24 students are meeting expectations, 10 students are approaching expectations, and 1 student did not meet expectations
Reflection on Results	It was another good semester of Hindi class. The students engaged well. They were hard working and enjoyed the class.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I can look to explore integrating more cultural activities to further draw the students in which will help them develop more confidence to practice what they learn.

JAPN 1, CRN 01312

Learning Outcome (SLO, AUO, SSLO)	<p>Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana and Katakana characters respectively) as well as 29 kanji (Chinese characters), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations.</p> <p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p>
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	Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
Method of Assessment of Learning Outcome (please elaborate)	Oral and written tests.
Summary of Assessment Results	27 students exceeded expectations, 3 students met expectations, 3 students are approaching expectations, and 3 students did not meet expectations
Reflection on Results	The majority of the students successfully met or exceeded the learning outcome for this course. Students demonstrated a strong ability to derive and present meaning from contextual clues while practicing pronunciation and sentence formation.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Students will be encouraged to share positive comments and offer constructive critiques during class activities.

KORE 2, CRN 35181

Learning Outcome (SLO, AUO, SSLO)	<p>1. Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.</p> <p>2. Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p>
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	<p>3. Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>4. Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>
Method of Assessment of Learning Outcome (please elaborate)	<p>For the midterm and final exam, the test is taken during the class to test knowledge of simple phrases and sentences using grammar points, vocabulary, conversations, narrations, listening and reading comprehensions from the textbook. As part of the midterm and the final exam, each student works in pairs with a classmate to use the textbook content for target chapters to develop a conversation based on their real-life situation. Students are required to create simple phrases and sentences for the oral presentation. Here is the procedure: First, students will create the script collaborating with their partner using Google Doc. The script should be turned in for the assessment. The instructor reviews the script and gives feedback and suggestions for improvement. Second, each team meets up to practice. Third, each team presents the outcome in front of an instructor for assessment. In class performance and assessment: During breakout room sessions, students are supposed to practice target expressions and vocabulary by completing a few example tasks. The topic includes as follows: self-introduction, Korean class, school life, and family & home. After the practice, the students are required to record their practice and turn in their outcome to the instructor. The instructor assesses the students' performance. Homework assignments: The homework is completed outside of the class. The homework assignments that the students complete reinforce the grammar and vocabulary covered in class for the targeted topics.</p>
Summary of Assessment Results	<p>15 students exceeded expectations, 3 students met the expectations and 1 student is approaching expectations.</p>
Reflection on Results	<p>Exceeding the Learning Outcome: 18 out of 29 students demonstrated proficiency, exceeding the expected outcome by successfully presenting accurate pronunciation and sentence structures.</p>
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<p>Create discussion group through an outside tool (e.g., Discord APP): Students will be encouraged to join and create an online community outside of the class. They will share positive comments, highlight new vocabulary they've learned, and offer constructive critiques.</p> <p>Office hour session focusing on reviewing homework assignments: Special session for discussing and reviewing most common mistakes found on homework. Identify frequent mistakes and clarify rules further. Provide</p>

	<p>more tasks and examples for further practice.</p> <p>Checklist for Presentations: Provide students with a checklist to ensure all required elements (self-introduction, family details, visual aids) are included in their presentations.</p> <p>Connect with the Korean community outside of class: Students are encouraged to join the Korean community and participate in community activities. The opportunity is given to communicate with Korean people using simple phrases or sentences about familiar topics covered in the class.</p>
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VIET 1, CRN 24273

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<ul style="list-style-type: none"> • Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. • Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail. • Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. • Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Throughout the 2024 fall quarter, VIET 1 students participated in various activities to demonstrate their command of essential vocabulary and language structures. These included pronunciation practice, role-plays, and dialogue exercises in every class session. In addition, students delivered a total of six oral presentations, including the midterm and final, on topics such as basic personal information, family, daily routines, weather, schooling, and career choices. To assess their understanding and retention of vocabulary and grammar, students also took four quizzes on these areas. These activities collectively ensured that students were able to request and provide basic information orally and in writing, in line with the course's learning outcomes.</p>
<p>Summary of Assessment Results</p>	<p>14 students exceeded expectations, 11 students are meeting the expectations, and 5 students are approaching the expectations.</p>

Reflection on Results	I believe the five students approaching expectations simply need more time and additional exposure to the language to strengthen their understanding and mastery of the two most challenging aspects of Vietnamese: pronunciation and grammar.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I plan to develop additional exercises focused specifically on grammar and pronunciation to support students who struggle with these two areas.

Please email this form to your dean/manager.

9. Dean Manager Comments: The dean completed this form. As such, it would be inappropriate for the dean to make comments on this program review.

10. Vice President/Associate Vice President Comments:

The World Languages Department continues to demonstrate strong commitment to access, student success, and pathway development across a diverse portfolio of language programs. The awarding of multiple Certificates of Achievement, including new certificates in Hindi, Japanese, and Vietnamese, reflects growing student interest and program vitality. The expansion of asynchronous offerings in Korean and the planned rollout of German and Vietnamese online courses respond directly to student demand for flexible learning options. Faculty efforts to develop OER and low-cost materials, particularly in Italian, support affordability and equity goals. Continued focus on reducing equity gaps for Latinx and low-income students will further strengthen student outcomes and program sustainability.