

Rubric Comprehensive Program Review 2024

Instructional Discipline Template

A. Program Information

Narrative Criteria

The Program Mission Statement

- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

- Meets Expectations
- Needs Improvement

Feedback

The program mission statement clearly articulates the purpose of the program, which is to develop language skills, promote global perspectives, and develop an appreciation for cultural diversity. It indicates the Spanish Program's activities to attain its goals and defines the target students and their future career potentials – all in clear, student-friendly language. It could be refined a bit to articulate the relationship between language and culture.

B. Enrollment Trends

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

- Meets Expectations
- Needs Improvement

Narrative

- Meets Expectations
- Needs Improvement

Feedback

Readers acknowledge the efforts the Spanish Program has taken, including Certificates of Achievement and Proficiency and new curriculum in "Spanish for Healthcare Workers, and we encourage the continued tracking of the number of certificates earned to measure the impact of these efforts along with the streamlining of the degree. The program could explore whether Spanish for Healthcare Workers would qualify for CTE and, if so, explore mirrored noncredit curriculum. Understanding that the program has previously attempted to offer Spanish for industry, it may consider trying again with the focus on adult learners and workforce at the institutional and state levels. The program might also engage with campus discussion on Noncredit for Older

Adults for curriculum such as Conversational Spanish or Spanish for Travel. Readers also suggested writing Honors curriculum, potentially stacking asynchronous honors sections with face-to-face hybrid sections to help rebuild on-campus enrollment.

Streamlining the application process for certificates would remove a barrier for students. An action that is more in the control of the program faculty would be to proactively message students leading up to registration windows to inform/remind them of the available certificates and encourage them to enroll in the next level of Spanish the subsequent quarter. Readers also suggested participating in outreach events such as Day on the Hill and collaboration with Global Experiential Learning.

C. Enrollment by Student Demographics

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
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Data

- Meets Expectations
 Needs Improvement

Narrative

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 Needs Improvement

Feedback

The program has made commendable progress in addressing gender disparities in enrollment, as reflected in the improvements over the past five years. One reader noted that while Spanish tends to attract more female students, Japanese has historically had higher male enrollment, and thus the national trend of more females enrolling in language courses may need clarification to acknowledge these differences.

Note that the program narrative could more specific in terms of the concrete actions the program will take to be "vigilant" about closing the gender disparities. The goal of increasing the enrollment of Black, Latinx, Native American, and Pacific Islanders is a valid one. Note that the narrative mentions an increase in Black and Latinx students over the past five years. However, the data indicates a decline in Black student enrollment from 46 (5%) in 2019-20 to 29 (4%) in 2023-24. Consider revising for accuracy.

It's effective to share the collaboration with the WLC for their Peer Conversation Leaders program; you might articulate the ways in which this program provides leadership opportunities for native Spanish Speakers, honoring their linguistic capital. Consider explaining a bit further the value of the intermediate courses, certificates, and degrees for these native Spanish speakers. What outcomes would they achieve and how would this contribute to their academic and professional opportunities? Explaining this would help advocate more effectively for the broader institutional support for continued funding to support Spanish tutors.

The program's emphasis on an equity-focused approach to Spanish courses, particularly in highlighting the diversity of the Spanish-speaking world, is a valuable initiative. Consider providing more specific action items toward these ends. For example, the program narrative in Section C mentions the new textbook; what additional curriculum and/or pedagogical approaches would also serve this effort? Are there co-curricular activities, such as participation in heritage months (Latinx and Black History Month) could further engage students and promote inclusivity?

D. Overall Student Course Success

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSmI5L

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Narrative

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 Needs Improvement

Feedback

The program narrative could comment further on the declines in student success for both data groups: Black, Latinx, and Filipinx and Asian, Native American, Pacific Islander, and White. Though the disproportionate impact when comparing the two broad demographic groups is not statistically significant, it will be, as the program states, important to ensure it does not become a trend. The program narrative identifies a need for more training in equity-minded practices to learn what measures have been taken by other programs. Consider sharing the extent to which the program faculty have participated in division retreats and activities focused on equity in the COR, linguistic justice, and 13-55 initiatives – and to what extent it would like to do so in the future.

The narrative highlights the significant success rate gap, as well as enrollment disparities, between synchronous and asynchronous online courses. In 2023-24, synchronous courses had 62 students with a 55% success rate, while fully asynchronous courses had 542 students with a 75% success rate. The program narrative could explain a bit further how reducing the lab workload for students in the synchronous courses and adjusting grading policies could help close that gap. For example, is there a misalignment between the expectations in the synchronous courses versus the asynchronous online courses? What other aspects of curriculum and pedagogy (such as scaffolding and substantive interaction) could the program faculty discuss to align approaches across the different modalities?

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSmI5L

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Narrative

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Feedback

Though the disproportionate impact when comparing the two broad demographic groups is not statistically significant, it will be, as the program states, important to ensure it does not become a trend. The narrative does highlight the disproportionate impact for low-income students, and could articulate more clearly the program's goal in that regard. (The narrative states the goal is to "increase," though that may be intended to say to "decrease" the DI gap.

The program narrative reflects thoughtfully on what might be contributing to the DI gap for low-income students, its explanation for why OER texts have not been adopted, and a potential solution to use the same book for the second year of the program. One reader suggested reaching out to the FH library for books on reserve; understanding that this has not been possible in the past due to the access codes required for the digital material, this restriction may be changing and the program can stay tuned as to whether this will open up opportunities for low/no-cost texts for students.

The program narrative could reflect further on what actions could be taken to address the hypothesis that low-income students may not have the time to attend online classes with consistency (also clarifying whether that refers to synchronous and/or asynchronous modalities). Increased participation with Foothill Connect is a good approach. Readers also were interested in any additional student services the program engages with for additional interventions, for example EOPS, RSLs opportunities. The program review mentions the peer conversation leaders through the WLC; to what extent does the program incorporate that in their courses, for example as required activities across all sections?

One reader asked if incorporating Universal Design Principles, such as incorporating flexible windows for submitting assignments, untimed exams, could support students who have competing family and work obligations without compromising the rigor of the course.

F. Regular and Substantive Interaction

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Narrative

- Meets Expectations
- Needs Improvement

Feedback

The narrative includes the specific ways in which RSI is incorporated into online classes. Readers would like to know more details, for their own edification on what other programs are doing, such as communication response times, the types of prompts for discussion boards/chat rooms, and proactive communication to students who have not attended nor completed assignments. The program could also consider ways additional

RSI practices are/could be incorporated into course content, for example video viewing instructions and the extent to which online courses are humanized through short instructor videos.

G. Summative Evaluation

Overall, the Comprehensive Program Review

- Meets Expectations
- Needs Improvement

Feedback

The narrative indicates that the Spanish Program is aware of its strengths and challenges, highlighting where the program has made changes to its curriculum and degree requirements and with what activities it has engaged and will engage to address continued challenges. Additional reflection in some of the narratives of the program review will give a greater lens into the program's successes, its goals, and the activities to achieve those goals.

This form is completed and ready for acceptance.