

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

3

2. Number of part-time faculty in the program.

12

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

Growth in section count this year has lead to hiring more part-timers.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

This past year we have completed many of our action items:

- reactivated and are offering NCEL 410, a very beginning level ESL course in collaboration with local adult schools and International Student Programs
- created new curriculum for ESL for Customer Service to begin Summer 2025
- created a pathway for ESL for Medical Professionals
- Increase online and face-to-face course offerings
- Collaborated with outreach for ESL Orientations
- Collaborate with the new Ethnic Studies departmen

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

We have completed all of our action items except improving our website. We are also one year behind in our goal to launch a mirrored ESLL 248 or NCEL 448. It will be available Summer 2025. The ESLL department has also been collaborating with Ethnic Studies and with the Language Arts Division's new Linguistic Justice space on campus.

7. Explain your implementation timeline and if there have been any changes or updates.

There have been no changes to our timeline.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

ESLL has strategically grown sections, offering hyflex classes to accommodate students' diverse needs: those who prefer F2F and those who can't attend F2F. We have also monitored enrollment trends and listened directly to student feedback: i.e. a FT instructor compressed a course to 9 weeks in spring quarter to retain parents and childcare providers who otherwise stop attending in June. This type of modification helps support the local, non-traditional population's success.

ESLL held VESL retreats to develop CTE-related curriculum and pathways like ESL for Customer Service. ESLL also continued partnering with a local hotel to offer VESL starting again in December 2024 as contract education. EnGen's effectiveness among hotel students has proven limited due to constraints of their time and technical skills. A pilot with new Rosetta Stone software is being considered.

The department will make substantive changes to its website after the college changes web platforms in 2025.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

The disproportionate impact is similar between credit and non credit courses in that the groups experience this impact are Latinx and Low Income. In credit courses, Latinx students, Low Income and Male students are disproportionately impacted. Latinx students show -12 ppg and need 10 successes to eliminate the gap. Low Income students show -11 ppg and need and 20 successes. Males show -11 and need 19 successes to erase this gap.

Non-Credit ESLL: Low Income students had a -16 ppg and need 33 successes to erase the gap. Latinx students had-13 ppg and need 17 successes.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

The ESLL department could benefit from a new hire, particularly a full-timer. Current faculty and staff could also create a plan to more strategically connect our students of color to resources on campus such as the new Linguistic Justice space and the BIPOC Center in addition to academic support services such as the LRC. Further development of extracurricular activities such a Book Club could also support students in their sense of belonging on campus.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CifFMU

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
 Needs Improvement

Feedback

The program review highlights the work it has done to meet the needs of a diverse population of students, particularly in terms of course modalities and ESL for workforce/CTE - as part of its regular program and for contract education. The program faculty will be engaged in even more leadership around ESL for CTE/workforce, including contextualized ESL for DMS - a programmatic focus supported by its newly approved full-time hire with a focus on vocational ESL.

The DI data for Latinx and Low income in both credit and noncredit is notable and worth engaging in more conversations about. I support the department's participation in division's 13-55 work on linguistic justice, as well as its continued work to connect the program's students with campus resources - an endeavor that requires collaboration with the college's Sunnyvale team.

This form is completed and ready for acceptance.