Foothill Comprehensive Program Review 2024-25
Instructional Discipline Template

Instructional Discipline Template 2024

A. Program Information

Program Mission Statement

Please enter your mission statement here.

> Our mission is to help students value the diversity of the Spanish-speaking world and learn how to communicate effectively in Spanish.
> Transfer and degree students will gain a global perspective. With that aim, our students participate in cultural discussions, give oral presentations, do research, and learn communication skills and cultural knowledge that will enable them to be highly sought-after employees. All students benefit from gaining a second language, particularly those who want to work in education, medicine, construction, and public service.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends Language Arts - Spanish-FD						
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**5-yr %Inc**
Unduplicated Headcount	716	734	688	616	604	-15.6%
Enrollment	888	978	813	736	741	-16.6%
Sections	37	45	45	40	35	-5.4%
WSCH	1,467	1,622	1,336	1,116	1,129	-23.0%
FTES (end of term)	97	107	88	74	75	-22.7%
FTEF (end of term)	3.6	3.5	3.7	3.0	3.2	-10.7%
Productivity (WSCH/FTEF)	404	459	365	378	348	-13.8%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

> Ideally, we would like to increase FTES by increasing retention and encouraging students to get a certificate or a degree.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

> Our biggest drop has been in Spanish 1 and Spanish 2, in the face-to-face modality, and in the continuation from Spanish 1 to Spanish 2. There have also been fewer students in DECCAP/MOU. That has impacted our overall FTES. However, online Spanish 1 has doubled in size, and Spanish 3 has also increased. We eliminated low-enrollment courses from the degree to encourage students to get a degree or a certificate. In a few years, we will see if this pays off.

Action: What actions does your program plan to take in order to achieve your goals?

> We will focus on growing the "Spanish for healthcare workers" sequence. Spanish 51C has been approved to be offered in the Academic Year 2025-26, and we will have a certificate ready by then. We hope that it will increase

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enrollment in this sequence. Also, last year, we offered our Certificates of Achievement and Proficiency for the first time.

ADDITIONAL REFLECTION:

We will explore creating mirrored/non-credit courses and reviving Spanish 110 and 111 (Spanish Conversation I & II) as non-credit offerings for adults. We need to meet with Dean Fong to understand the implications of these corresponding non-credit courses. We have had some talks with Dean Fong about mirroring our courses, but we do not understand its full implications in terms of teaching load, attendance, grading, etc. and also we were told we needed to wait for specific code numbering for such courses. We hope we can start discussing these courses next Fall.

We already inform students toward the end of each quarter that they can apply for a certificate, but it would be helpful if the college streamlined the application process easier.

Needs: What does your program need to execute this action plan?

It would be helpful if the application process for a certificate was a little easier, and we would also appreciate college reminders to those students who are close to having (or have already earned) the units needed for a certificate.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

We want to keep the same number of sections. We may try to open more sections in courses that typically have a waitlist, but this is a delicate balance because if those do not fill, we will have to cancel them. So, for the moment, it is a good idea to keep the same number of sections.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

We have been very consistent in the number of sections offered. Typically, our in-person sections have fewer students, so adding more sections in this modality may decrease our productivity. We align with the college's support for a more substantial in-person presence as long as there is flexibility and understanding that our in-person courses attract lower enrollment.

Action: What actions does your program plan to take in order to achieve your goals?

We will the same number of sections offered while adding a new course to the Spanish for Healthcare Workers sequence and experimenting with more in-person courses.

Needs: What does your program need to execute this action plan?

The same as above.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our goal is to keep our productivity as it has been. It has been stable.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Our productivity has been stable (and increased last year).

Action: What actions does your program plan to take in order to achieve your goals?

We may try to open more sections with the caveat that if they do not fill, we'll have to cancel them. Ideally, we would like to grow our second-year program and our Spanish for HealthCare workers sequence. However, remember that we only have one online full-time faculty and she regularly teaches three different levels every quarter. Increasing productivity online may not be in the best interest of providing a good service to our students.

Needs: What does your program need to execute this action plan?

We would benefit from discussing the feasibility of hiring another adjunct.

C. Enrollment by Student Demographics

Enrollment Distribution
Enrollment Distribution For Program Review

Enr Distribution by Student Demographics
Language Arts - Spanish-FD

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	579	65%	602	62%	483	59%	431	59%	423	57%
Male	296	33%	367	38%	320	39%	291	40%	294	40%
Non-Binary	0	0%	1	0%	0	0%	0	0%	1	0%
Unknown gender	13	1%	8	1%	10	1%	14	2%	23	3%
Total	888	100%	978	100%	813	100%	736	100%	741	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	187	21%	221	23%	173	21%	139	19%	141	19%
Black	46	5%	60	6%	37	5%	41	6%	29	4%
Filipinx	37	4%	18	2%	32	4%	29	4%	21	3%
Latinx	220	25%	317	32%	285	35%	277	38%	258	35%
Native American	9	1%	6	1%	9	1%	3	0%	8	1%
Pacific Islander	6	1%	14	1%	11	1%	6	1%	5	1%
Unknown ethnicity	54	6%	19	2%	9	1%	18	2%	18	2%
White	329	37%	323	33%	257	32%	223	30%	261	35%
Total	888	100%	978	100%	813	100%	736	100%	741	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

To maintain the current trend in male enrollment.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

In the last program review, we noted a disparity in gender enrollment, with females outnumbering males. Fortunately, male enrollment has increased over the previous two years. It has increased significantly in Spanish 51A, but we also reached our goal in Spanish 1, 3, and 4.

Action: What actions does your program plan to take in order to achieve your goals?

We plan to continue to be vigilant about the gender disparity in our program. However, the national trend of more females than males enrolling in language courses still continues.

ADDITIONAL REFLECTION:

1. When we mentioned the national enrollment trend for languages, we did not know that Japanese was an exception to that general trend. The trend is generally the opposite for Spanish, and we are still unsure how to close the gender gap. We welcome all suggestions to increase the male enrollment in our program.
2. The tutoring program allows heritage speakers to connect with the entire campus through their knowledge of Spanish. Sometimes, this heritage population feels "less than" because they are non-native English speakers. The WLC provides them with the opportunity to be teachers for others, share their culture, and establish a sense of belonging within the Foothill community. For example, one of our faculty members meets monthly with the WLC team to discuss their needs and acknowledge their accomplishments. Recently, one of the conversation partners mentioned that her habitual visitors to the tutoring have become friends with her. Finally, when these students transfer or seek employment, this experience becomes invaluable.
3. Every year we put out a call to recruit students. We get many referrals from teachers, like Ulyses Acevedo and Hilda Fernández. We do try to recruit more male conversation partners and tutors, with the idea that our male students will see themselves reflected in their tutors. However, the majority of our tutors are females. Again, we welcome any suggestions to encourage more males to join the tutoring team.

Needs: What does your program need to execute this action plan?

Same as above.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

We would like to increase the enrollment of Black, Latinx, Native American, and Pacific Islanders.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Over the last five years, we have seen an increase in Black and Latinx students.

Action: What actions does your program plan to take in order to achieve your goals?

Currently, we are working with the WLC, which is hiring Latinx students to work as students and conversation partners in our courses. We are encouraging those students to enroll in our intermediate classes and get a certificate or a degree in Spanish, especially after seeing the demand for their services. To increase the enrollment of underrepresented groups, perhaps we should look at our courses through an equity lens so our

students feel more welcomed. The Spanish speaking world is racially diverse and we should communicate that better.

Needs: What does your program need to execute this action plan?

We suggest that the college continue funding the WLC so that more Spanish tutors can be hired or at least to keep the same number that we have now. Short online workshops on equity with practical tips would be helpful too.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: **Course Credit Status** Credit

Course Success
Language Arts - Spanish-FD

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	699	79%	733	75%	595	73%	559	76%	556	75%
Non Success	54	6%	53	5%	80	10%	63	9%	67	9%
Withdrew	135	15%	192	20%	137	17%	114	15%	118	16%
Total	888	100%	978	100%	812	100%	736	100%	741	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	226	75%	254	64%	249	71%	254	73%	199	71%
Non Success	22	7%	27	7%	49	14%	32	9%	33	12%
Withdrew	55	18%	114	29%	55	16%	61	18%	47	17%
Total	303	100%	395	100%	353	100%	347	100%	279	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	473	81%	479	82%	346	75%	305	78%	357	77%
Non Success	32	5%	26	4%	31	7%	31	8%	34	7%
Withdrew	80	14%	78	13%	82	18%	53	14%	71	15%
Total	585	100%	583	100%	459	100%	389	100%	462	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

> To continue to increase the student success of our Black and Latinx, continue to decrease the non-success rate.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

> The withdrawal rate has decreased. The success rate has been stable for the last three years and has increased overall from five years ago. However, our non-success rate hovers around 12%. Our numbers are low, though. We are talking about 32-33 students in the last two years. We see the most significant gap in success between our synchronous and asynchronous modalities.

Action: What actions does your program plan to take in order to achieve your goals?

> We hope that by working closely with the Spanish-speaking tutors and conversation partners at the WLC, we will encourage more Latinx students to take pride in their language skills and feel less intimidated by a formal class. We are using a new textbook edition that showcases the Spanish-speaking world's racial diversity more prominently than before. It is yet to be seen if that will make a difference.
>
> ADDITIONAL REFLECTION:
>
> 1. One of our faculty members participates in the Planning for the Linguistic Justice Space within the Language Arts Division and has also attended an information session on the 13-55 initiative. It is crucial for us all to share the same concerns and align on how to revise our course outlines and other measures needed to examine our courses through an equity lens.

Needs: What does your program need to execute this action plan?

Get more training on equity to learn what measures have been taken by other departments and colleges to tackle this problem. We would like practical online workshops.

ADDITIONAL REFLECTION: Workshops that are thirty to one hour long at the most, and offered o different days of the week, would be helpful for us. Keep in mind that our online classes are full and the faculty who teaches them teaches three different levels, so it is hard to find the time to attend workshops. But her experience with the RSI short workshops was very productive.

D.2 - Course Success by Modality

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/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?e=rSml5L

Goals: What is your program's goal with respect to course success by modality?

We would like to increase our overall success rates from 75%, but we don't know how to do this realistically. We have tried new textbooks, a lighter class load, an easier transition from First to Second year Spanish, and various interventions at key points in the quarter but our success rate hovers at 75% . What has been new is the tutoring support offered by the WLC. Maybe in a few years we can see if it's had a positive impact o success and retention. We need to increase the success rate in our Spanish synchronous courses. That is where we see a significant difference with the other modalities.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

Withdrawal and success rates are steady across face-to-face and asynchronous sections, where the success rates hover around 85% and 75%, respectively. We do see a significant difference in the success rates of our Spanish synchronous classes, where the success has declined from 66% to 55%. Spanish synchronous courses are Spanish 1 and occasionally Spanish 2

Action: What actions does your program plan to take in order to achieve your goals?

We will reduce the workload they must complete for their Laboratory work in our synchronous courses on an experimental basis. The final grade percentage assigned to the laboratory work may be too high and need to be decreased. We are using Foothill Connect, hoping that it will help students succeed.

ADDITIONAL REFLECTION:

Students in synchronous courses have consistently expressed concerns about the workload needed to complete our elementary courses. We believe this may contribute to the high level of attrition. To prevent students from feeling overwhelmed, the synchronous program needs to reduce the volume of material covered each week and lessen the amount of laboratory work. This current quarter, the laboratory work has been reduced and spread out to enable students to finish their homework before their tests.

Needs: What does your program need to execute this action plan?

We need to selectively eliminate some laboratory. The synchronous Spanish 1 instructor will readjust the percentage for the final grade. He will spread out the remaining grammatical sections per chapter.

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/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?e=rSml5L

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

According to the state definition, we don't have a statistically significant disproportionate impact by ethnicity or gender (where it's actually equal). We need to be attentive, however, ensuring that the data variations don't turn into a trend. We have a statistically significant disproportionate impact from low income. The percentage point gap is -17. We need 46 students to erase the percentage point gap.

Goals: What is your program's goal with respect to disproportionate impact?

To decrease the disproportionate impact to low income students.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Most of our courses are online. Many low-income students have multiple part-time jobs and cannot attend online classes with the consistency required to get good grades, but we are speculating.

The books we use are initially expensive, which may be a factor. The same book is used for the entire First Year sequence and two quarters of the Second Year.

Switching to low-cost textbooks is not possible for now. The wealth of integrated rich material (audio, video, gaming, recording, video chat capability, etc) that progresses in a pedagogically sound manner we haven't been able to find in Open Source materials.

Action: What actions does your program plan to take in order to achieve your goals?

Maybe changing the textbook in the Second Year so that it's used for the whole sequence may help.

Recently we were made aware of the Foothill Connect tool. We are going to start referring students and see if that makes a difference in their success.

ADDITIONAL REFLECTION:

Our textbook for Spanish for Healthcare Workers is low cost.

We have contacted Chris Chavez to order online codes for our first-year classes, which may help reduce the high cost of textbooks for some students. In our asynchronous courses, we have already incorporated universal design principles, including reasonable yet flexible due dates and the fact that chapter exams are open-book and untimed. During the oral exams, we are very flexible regarding when to meet with students. Our asynchronous courses provide a significant amount of flexibility, and we plan to implement the same flexibility in our synchronous courses.

Needs: What does your program need to execute this action plan?

Nothing at this time.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

For our online courses Spanish 1-6, we incorporate RSI in the following ways: weekly announcements, more than twice-weekly interaction with students on the discussion boards related to the class material, leaving feedback on the weekly video chats and short compositions, answering emails and questions on the "ask here" boards promptly. For Spanish 2-3, individual Zoom interviews for oral exams twice in the quarter.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Since our last Program Review we have simplified the path to the AA degree, written two certificates (Certificate of Achievement and Certificate of Proficiency), moved the Spanish for HealthCare Workers online, where it has been successful enough to warrant adding two more courses to the sequence and eventually offering a certificate (in the works). Finally, our online faculty in particular, has worked with the WLC as a liaison between their student tutors and our courses.

Our challenges continue to be the success rate for synchronous courses, and for low-income students in both modalities. Perhaps the overstretching of our online faculty as well. Something that we are is flexible and responsive in the face of challenges. We welcome suggestions for improvement with gratitude, and we appreciate the flexibility of the college when not every experiment goes well.

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUIaCXwgPngOB_gc8HQemw?e=2EgwaV

End of Instructional Discipline Template

This form is completed and ready for acceptance.