Spanish Program Review

Rubric Evaluation

A. Program Information

	Scott Lankford (Same Division Faculty)	Mary Thomas (At-Large Faculty)	Alejandra Favela (At-Large Classified Staff)	Valerie Fong (Dean)
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	#1 "clearly states the purpose of the program": depending on intended audience -- admins? students? -- current language is often a bit abstract ("contextualize" etc.). #2 "indicates the primary function": perhaps say something even more direct such as "learn to speak, understand, and read Spanish -- the third most widely-spoken language on earth." #3 "indicates the activities of the program": perhaps mention range from basic level intro courses to Spanish lit and advanced conversation. #6 "indicates who the students and/or stakeholders are": perhaps mention classes are designed both for transfer and degree students, but also for employers/employees and community members seeking cultural enrichment?	I like that you highlight the diversity of the Spanish-speaking world, aim for cultural knowledge as well as communication skills, and point to the value of learning Spanish for specific fields, but I'm not exactly sure after reading the statement what the program's primary function is. Is it to give students a global perspective about the diversity of the Spanish-speaking world while helping them contextualize their own culture in it?	Mission statement could use some work by aligning to the college's mission statement.	The mission statement articulates the program's purpose and values clearly and thoughtfully, aligning to the college mission statement to "offer programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens." The program mission statement specifies the activities of the students who participate in the program. Consider the mission statement could provide the activities of the program, for example the degrees it offers and other ways in which it serves its mission.
How many criteria are met for the Program Learning Outcomes?	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard

Reader Feedback	Minor concern (mostly based on my lack of familiarity with the program): I was mildly surprised by the word "research" in the PLOs. Wondering if that is reflected in all the various course outlines.	These are reasonable, clear, concise, and easy for students to understand. Evidence of building towards higher order thinking skills may not be articulated, but it seems built in; it might be worthwhile to make this explicit. For example, "using the appropriate language for any given situation" can range from buying a train ticket to discussing politics; similarly, "knowledge of Hispanic society, culture, and politics" can begin at a simplistic level and progress to increasing levels of depth and sophistication. These PLOs seem to align with the institutional learning outcomes of Communication and Community/Global Consciousness & Responsibility.	PLOs are student-centered, reflect learning outcomes but could be elaborated- How do students assess their learning progress as they work through the courses? How do PLOs reflect progressive levels of learning? How can these PLOs be used for program improvement?	The PLOs could build in the critical thinking skills necessary to determine "appropriate language" based on rhetorical context ("given situation"). In the same vein, the second PLO could reflect higher-level thinking skills. For example, will students be able to "demonstrate" knowledge or will they be able to "apply" knowledge?

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent
How many criteria are met in the data trend narrative explanation for FTES?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

| Reader Feedback | N/A | The enrollment trend did not seem to be explained in the context of the size of the program. Although data is not mentioned in this section, it is discussed in other places and presumably informed this action narrative too. | Demonstrates an understanding of the strengths of the program and what's working to increase FTES. Actions are demonstrable, seem possible to accomplish, but could be elaborated to include data and explain how they are measurable. | Consider reflecting a bit further on the reasons for the trend toward online growth, and situate in the context of program size, such as number of sections (which has remained flat). I.e., consider reflecting on possible reasons for the corresponding trend downward in F2F sections. Consider explaining more explicitly what types of certificates the program is exploring and the value of certificates relative to the data. For example, would these reach different populations of students than those that are served by the AA or transfer degrees? What other activities beyond outreach/advertising might "increase the appeal of content-specific classes"? Reflecting upon this could be "aspirational." |

C. Sections - Enrollment Trends

How many criteria are met in the data trend narrative explanation for sections?		The narrative is not included	The narrative is not included	The narrative is not included
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?		The narrative is not included	The narrative is not included	The narrative is not included
Reader Feedback	As an outside reader, I'd like to congratulate the Department on creating an amazing 18.5% enrollment surge at a time when Spanish course enrollment is down 10% nationwide (MLA 2018 https://www.insidehighered.com/news/2018/03/07/study-finds-sharp-decline-foreign-language-enrollments); similarly, the Chronicle of Higher Education reports that as of 2019 651 Foreign Language departments were closed down nationwide in just the last three years (https://www.insidehighered.com/news/2018/03/07/study-finds-sharp-decline-foreign-language-enrollments).	Although the number of sections was the same in 2014-15 and 2018-19, I was curious about the ups and downs in between.	N/A	N/A

D. Productivity - Enrollment Trends

| 1. What does the data indicate about the productivity trend? | The program productivity is flat - Meets the Standard | The program productivity trend has increased - Excellent | The program productivity trend has increased - Excellent | The program productivity trend has increased - Excellent |

How many criteria are met in the data trend narrative explanation for productivity?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for productivity?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	Although face-to-face enrollments remain low, our newly-enhanced technological and pedagogical capacity to use Zoom course formats may open new avenues for increasing face-to-face/hybrid enrollments. Historically all foreign language departments at Foothill had previously been granted use of designated classrooms to decorate as the Spanish Room, the French Room, etc. -- enhancing "visual equity" and creating a more welcoming face-to-face classroom environment. With classroom availability increasing campus-wide, the college may wish to reconsider this policy.	This narrative was not needed since productivity has increased, so I appreciated the effort! The plan to increase online offerings is within departmental control, is demonstrable, and the outcomes are measurable. I'm curious to know the effectiveness of marketing and outreach in the past. I also wonder if there is any data available to help you choose the most attractive times to schedule F2F courses.	Demonstrates an understanding of the strengths of the program and what's working to increase productivity. Actions are demonstrable, seem possible to accomplish, but could be elaborated to include data and explain how they are measurable.	Because productivity increased overall, an Action Narrative was not needed, but it's appropriate to unpack the productivity data between online and F2F. Narrative comments focus on past efforts to increase productivity and FTES in F2F sections. Will these continue, or will other actions be attempted? What are the short-term and long-term actions (practical and aspirational)?
E. Enrollment by Student Demographics				
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for enrollment by gender?		The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for enrollment by gender?		The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Data Table for Enrollment by Gender of Declared Majors https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)				

3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard
Reader Feedback	Mirroring statistics in humanities programs nationwide, the 31% gender gap in Spanish enrollments is matched by a nearly-equal 25% gender gap at De Anza. To enhance outreach to male students, consider increasing emphasis on using Spanish in historically male-dominated career fields such as construction, landscaping, law enforcement, and finance.	If you have contact with Spanish instructors at other community colleges, it would be interesting to see if their programs have a similar disparity. Maybe they would have suggestions for its causes and how to bridge it.	Data from 2018-19 - 63% female, 36% male.	The narrative articulates a desire to look into the causes of the disparity and bridge it. Consider articulating what you might look at in particular. For example, would industry demographics in the fields you articulate in your program mission statement (education, medicine, public service) be relevant? What actions will the program take to increase male enrollment, especially in the the higher-level courses? Will the certificates you mention earlier in this document help?
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?				
(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)		The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?		The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard

Reader Feedback	Perhaps request that Institutional Research provide data showing International vs. U.S. citizen/resident enrollments -- since the needs of our international students may be quite different from local students of Asian ethnicity. In conversation with Kimberly Vinall (FT Professor of Spanish at De Anza), she mentioned that her Asian and Asian American students often drop her course at higher rates because Spanish instruction materials are almost entirely English-focused --a disadvantage for students for whom English is a second or even third/fourth language. So perhaps providing supplementary materials which reference Asian-language grammatical and linguistic patterns might be helpful.	Enrollment by ethnicity was relatively stable over the last five years. I like the idea of promoting Spanish at Asian clubs!	The narrative demonstrates a hypothesized understanding for the lack of Asian students representation and proposes and action plan, but it is not measurable. It could also improve in elaborating how to accomplish this action plan in short and long term.	The enrollment is not quite aligned with the college; you've commented on the disparity between Asian and Latinx enrollment and offered one compelling way to increase enrollments for Asian student populations. It would be interesting to reflect further on this based the program mission statement and PLO #2. What would make the program appealing to Asian students? The changes over five years for each ethnic group are not statistically significant.

F. Student Course Success

1. What does the data trend indicate about overall course success?		Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for student course success?		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	As mentioned above, increased use of Zoom teaching modalities may help achieve the various laudable pedagogical goals mentioned in the narrative.	The change to an e-textbook seems like a plausible explanation for decreased success. Are there are other possible causes? The suggested actions are good ideas for improving success although they don't seem to address students' issues with using the e-textbook. Do students have the technology they need, and do they know how to use it? Maybe a tutorial in how to highlight text and take notes in the ebook would be helpful? (Although students may simply become more accustomed to using digital resources as a result of the college going virtual during the pandemic.) Consider tying tighter deadlines to increased scaffolding of assignments.	Narrative meets 4/5 criteria and could use data as support.	The relationship between the actions and the cause is not as clear as it could be. For example, if one of the reasons for the drop in success is the transition from print to eBook, and students don't bring their eBooks to class nor refer to them at home, how would tightening deadlines address this? What specific methods will be used to increase faculty-student contact? What specific adjustments were made in SPAN 4 online to help transition from SPAN 3? Were these curricular or pedagogical or both?

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for course success by student groups?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	To address success deficits in African-American, PI and Filipinx student populations, consider enhancing emphasis on Spanish culture and history in majority Black and/or Pacific Islands regions internationally.	Elimination of credit by exam seems like a plausible explanation for a decrease in the course success of Latinx students. The suggested actions seem like good strategies for improving overall success rates. Are there actions you can take to improve the success of specific groups, e.g. African-American and Latinx students?	Narrative meets 4/5 criteria and could use data as support.	The impact of credit by exam for heritage speakers is logical. Does the program have ideas for what might be causing the disproportionate impact for African American students? Or does the program review focus on the gap between Latinx and White/Asian in particular, based on enrollment percentages? As noted in the narrative, the actions described include those that would have positive impact on success for everyone. It's unclear whether these, other than credit-by-exam, will decrease the gap in particular.

G. Student Course Success by Demographics

1. What does the data indicate about course success?

Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	N/A	The narrative explanation does not meet any of the criteria. Although female students succeeded at higher rates than male students (perhaps reflecting a national trend), the decline in success rate was almost the same for both groups (8 points for women, 7 points for men). Could possible causes for the overall decline in success that you suggested earlier apply here too, i.e. change from print to e-textbook, elimination of credit by exam? More closely monitoring male students for early warning of failing seems like a good strategy for improving success rates among them.	The narrative makes the argument that the department's mission statement could be modified to appeal more to male students. By bringing in more male students, how can their success in the class be assured?	The narrative does not demonstrate understanding of the reasons for the trend, so the actions are difficult to identify. Including law enforcement careers as a relevant field in the mission statement might have a positive impact on male enrollment, but it's not clear how it will increase success for male students. For example, is there room to expand the curriculum to help students determine "appropriate language" for this particular "situation" or context?

1. What does the data trend indicate about program student course success by ethnicity?

African Americans	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Latinx	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Pacific Islander	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
White student	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Decline to State	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative includes all 5 of the criteria - Meets the Standar	The narrative includes all 5 of the criteria - Meets the Standar	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standar
Reader Feedback	N/A	The narrative explanation meets only 1 of the 3 criteria, demonstrates an understanding of the trend. No reasons are provided. The measures suggested in the action narrative seem like good strategies for improving overall success rates. Would it also be worthwhile to pursue professional development around equity? E.g. Flex Week session recordings for What Does It Mean to Have an Equity Mindset?, Humanizing Temporary Remote Teaching in Support of Equity, Equity and Assessment, CORA: Equity-Minded Student Services in the Online Environment. (As I look at this list, I think every workshop would be good for me to view as well – the trick is to find the time!)	The action items listed are demonstrable, within department control and seem possible to accomplish (both short & long term), but could elaborate on how they are measurable and/or backed by data.	The narrative explaining the trend restates the data but doesn't reflect on causes for the declines in success rates, so the relationship between the actions and the causes is unclear. However, the actions make sense in that they align with pedagogical practices for course success (online and F2F). Consider explaining how "tighter deadlines and due dates" will lead to course success. For example, does this mean increased scaffolding of increased formative assessments?