Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
• Dean completes section 6 and returns documents to program review team by January 7, 2013.
• Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: Spanish

Program Mission(s):

Our mission is to prepare students to be active participants in the socio-economic reality of the United States, by providing them with the language skills and the cultural awareness necessary for the pursuit of advanced degrees in the humanities and / or for employment as bilingual workers in any field.

Program Review team members:

Name	Department	Position
Elvira Coffin	Spanish	Full-time Instructor
Julio Rivera-Montanez	Spanish	Full-time Instructor
Patricia Crespo-Martin	Spanish	Full-time Instructor

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	1

Existing Classified positions:
Example: Administrative Assistant I
Example: Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Associate Degree in Spanish	A.A.	30

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Program: Updated:

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
A.A Degree	2	1	

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	951	879	-8%
Productivity (Goal: 546)	438	393	-10%
Success	604	566	-2%
Full-time FTEF	2.6	3.0	14%
Part-time FTEF	0.7	0.3	-65%

Department Course Data (**Attach data provided by IR** or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
SPANISH 1	425	491	65%	428	460	64%
SPANISH 1S	32	476	69%			
SPANISH 1T	21	313	90%			
SPANISH 2	213	405	73%	205	390	73%
SPANISH 2S	17	253	100%			
SPANISH 2T				22	309	100%
SPANISH 3	104	394	82%	93	282	83%
SPANISH 4	49	368	63%	42	210	67%
SPANISH 5	20	#INF	75%	21	#INF	81%
SPANISH 6	12	180	73%	19	#INF	58%
SPANISH13A	24	180	67%	19	95	72%
SPANISH13B	8	#INF	71%	9	#INF	100%
SPANISH14A	11	#INF	100%	10	#INF	67%
SPANISH14B	10	#INF	70%	4	#INF	100%

Program: Updated:

SPANISH25A	5	#INF	75%	6	#INF	83%
SPANISH25B				1	#INF	100%

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

   Enrollment trends have not changed dramatically. Over the last two years, our enrollment has decreased 8%. However it has to be taken into consideration that the enrollment figures are small, therefore it is not a dramatic change.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.

   a. AA, AS, AA-T, AS-T, Certificates of Achievement

   We no longer offer certificates. We awarded two degrees in 2010-2011 and one in 2011-2012.

   b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

   We offered five more sections (one of them, the new, early summer session) in order to serve a wider range of students. As a result, we have experienced a decrease in productivity because our classes are smaller.

   Our enrollment figures reflect Foothill College's institutional goals: when our college's focus is on growth, we have offered more classes with lower enrollment. That has resulted in lower productivity, since our seat count limits our productivity. On the other hand, when the institutional focus is on productivity, we have classes with many more students and the numbers increase.

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

   For academic year 2011-2012 Spanish 3 had 14 fewer students than the previous year. Traditionally, Spanish 3 gets lower enrollment than the other first year courses (Spanish 1 and 2) because it is a transfer requirement for fewer universities. However, this is one of our courses with the highest success rate.

   a. Please comment on the data from any online course offerings.

5. Curriculum and Student Learning Outcomes (SLOs)

   a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all

prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

Our program is up to date and compliant with Title 5.

b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

Our program provides students with the language skills that they need to join the workforce in a state where Spanish coexists with English, and in a job market where being bilingual is an asset.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

We hold regular meetings to discuss curricular changes and SLO's. All decisions regarding teaching methodologies, content and SLO's are reached as a department.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.

   All our courses are transferrable. Spanish 3-4-5-6, in spite of having lower enrollment, are very important to serve students who want to transfer to 4-year universities.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
   a. Please discuss current outcomes or initiatives related to this core mission.
   b. Please attach minutes from your advisory board meeting(s).
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Section 2. Learning Outcomes Assessment Summary

<u>PLEASE REFER TO APPENDIX # 1</u>
<u>FOUR COLUMN REPORT FROM TRAcDat ATTACHED</u>

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. What findings can be gathered from the Course Level Assessments?
Most of the students who complete our courses meet the SLO's.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

We have given more emphasis to the development of listening / oral / comprehension skills.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The SLO's are based on the National Proficiency Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). They emphasize the four major language skills (reading, writing, speaking and listening) needed for successful communication.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

a. We have established oral proficiency as one of the primary instruction goals of our program. Our textbooks, course materials and classroom activities reflect this focus.
b. Our faculty discussions about SLO's and this program review have afforded us a more critical approach to our curriculum. This process has provided us the opportunity to exchange ideas on teaching methodologies, course assessment, etc.
c. As a result of these discussions we have determined to place an extra emphasis on cultural awareness.

Program: Updated:

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

The students who have completed our program have advanced from one language level to another successfully within our program and, more importantly, since our SLO's are aligned with national standards, the students who reach our SLO's meet the requirements for any higher education institution in the nation.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Our certificate and degree programs have not been modified because it has not been necessary.
3. If your program has other outcomes assessments at the program level, comment on the findings.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Program: Updated:

Goal	Original Timeline	Actions Taken	Status/Modifications
We would like to expand our program by: **1. Offering more courses at elementary and intermediate levels.**	2011-2012	We have offered five more sections.	
2. Spanish 10 (Spanish for Heritage Speakers has been revised and is pending curriculum approval).		It will be offered in 2013-2014.	
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1. Medical Spanish	This is a long-term goal, that will benefit a wide range of disciplines across campus: nursing, dental hygiene, veterinary sciences, etc., and it's already offered at other institutions. However, as a stand-alone course it may not be approved due to the current emphasis on transfer curriculum.	An additional skill that the students will bring forward to the job market.	
2. Involvement of our program in community service initiatives.	Long-term	Students in the more advanced courses can benefit from active participation in community programs in terms of language	Connect with community-oriented programs in the area, such as the Family Engagement Institute.

Program: Updated:

		use and cultural awareness.	
3			

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Reassigned time is a great tool to get the extra time needed to meet division and college deadlines, like program reviews, SLO development, curriculum development, etc.; specially during the Fall Quarter when many deadlines seem to pile up.		

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Dedicated classroom for Spanish	**A dedicated classroom will afford our program a) an increase in**	

Program: Updated:

| only. | our visibility on campus, b) it will create a resource hub for students and a sense of community, c) it will provide a space for storage and exhibition of class materials, cultural realia, etc. |
| | | |

Section 5: Program Strengths/Opportunities for Improvement

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Regardless of the economic crisis and the campus-wide budgetary reductions, our department has managed to keep a success rate comparable to other departments within our institution. This issue still needs to be addressed since our goal is to increase such rate and we are currently focusing our attention on it.	The community at large is quite interested in our courses. Since the community itself approves bond measures and college funding, with our program they can see their money invested in action: they benefit Foothill and we benefit them. This is a wide range of individuals interested in Spanish, not for transfer requirements, but for self-improvement, professional advancement and travel, amongst other reasons.
Weaknesses	Overcrowded course sections at the beginning of the quarter had an impact on our students' opportunities to get individual attention when needed.	1. The state of the economy has impacted our students in several ways: a. they have less time to devote to the class because they have to work more to make ends meet. b. Financial distress has caused declining enrollment.
Opportunities	Smart classrooms have been provided, however we lack a dedicated classroom where we can store, share and use course materials and realia related to our courses.	Spanish for Heritage Speakers should be offered/listed at least once a year. We should serve the Spanish speaking population of our area.
Threats	With the elimination of courses such as Span 1 S and Span 1T we are loosing a segment of the student population who is enrolling not for transfer requirements but for their own enrichment, professional training, etc. Also the elimination of repeatability continues to have a negative impact.	As criteria like repeatability is eliminated and more emphasis is placed on degrees and transfers, the community at large will not feel inclined to enroll in our courses. If we lose touch with this particular segment of the population we will lose visibility and their long-term interest and support.

5.1 Address the concerns or recommendations that were made in prior <u>program review</u> cycles.

5.2 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.3 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Spanish program is staffed by a group of very dedicated and creative language teachers. They care about their program and their students and are committed to the SLO process, so that the program will improve and better meet their students' needs.

The heritage speaker course is an important curricular development and should attract a previously untapped student population to the program.

6.2 Areas of concern, if any:

With few exceptions Spanish enrollments are declining across all sections at all levels. This in turn has lowered the productivity of the classes and the program.

While it's true we have offered more classes at the beginning level the net effect of this has been to spread fewer students over more sections.

And the conversation classes show marked declines in enrollment.

Such trends if they continue will leave the college unable to sustain three FTEF in the Foothill program.

6.3 Recommendations for improvement:

The Spanish faculty must address these declining enrollments.

One suggestion might be to offer beginning and intermediate classes at local high schools in the late afternoon/early evening. This could tap a student population interested in completing UC and CSU requirements locally rather than at the college.

The faculty might also think of pursuing the long-term goal of developing a medical Spanish class; perhaps collaborating with some of our allied health programs to tailor classes to their needs.

Enrollment trends suggest that offering the conversation classes only once a year is necessary.

Perhaps institutional research can help us understand why enrollments are declining. Are Spanish enrollments going down in other Bay Area colleges? Is there a larger trend reflected in our enrollments?

I'd like the faculty to do an "out of cycle, in-depth review" to consider options for bringing enrollments up. It's critical to the vitality of the program.

6.4 Recommended next steps:
___ Proceed as planned on program review schedule
__X Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Program: Updated:

Foothill College

Program (LA-SPAN) - Spanish AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (LA-SPAN) - Spanish AA - 1 - The student will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility **Start Date:** 09/26/2011 **End Date:** 06/28/2012 **SLO Status:** Active	**Assessment Method:** The students will be assigned oral presentations throughout the quarter. **Assessment Method Type:** Presentation/Performance **Target:** All students will be able to communicate without errors that interfere with their message.		
	Assessment Method: All students will be given a final oral interview. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** All students will understand the questions and be able to answer accurately. All students will speak with fluency and will use a pronunciation that is understandable to native speakers not used to interacting with foreigners.		
Program (LA-SPAN) - Spanish AA - 2 - The student will, by presenting research, demonstrate knowledge of Hispanic society, culture, and politics. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility **Start Date:** 09/26/2011 **End Date:** 06/28/2012	**Assessment Method:** The students will present their research during cultural presentations in class. The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B. We have a rubric with which we assess the students. **Assessment Method Type:** Presentation/Performance **Target:** All students reach the target. We have a rubric with which we assess the students. Reaching the target does not necessarily mean expert proficiency in Spanish but it does mean that, even with certain errors that		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO Status: Active	are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.		
	Assessment Method: The student will write at-home essays and short cultural analysis during exams (pertaining to literature, the arts, contemporary issues, etc). The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B. **Assessment Method Type:** Research Paper **Target:** All students will reach the target. We have a rubric with which we assess the students. Reaching the target does not necessarily mean expert proficiency in Spanish but it does mean that, even with certain errors that are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.		