PROGRAM REVIEW 2008-2011

Division: Intercultural/International Studies Division

Department or Program: Arabic, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Urdu, Vietnamese

Name and Title of Preparer(s):   Duane Kubo

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I.   **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

___ Basic Skills   X Transfer   ___Career/Technical   X Enrichment

A. Provide a brief description of the program including any services provided and the program's mission.

These are World Languague programs that do not have a full time instructor. Their courses provide an introduction to the named language and culture. Our language courses are used to meet foreign language transfer requirements and for personal enrichment.

B. Provide a summary of the program's main strengths.

All of the 5 unit, transfer-level first and second year courses have GE status. They are articulated and meet UC and CSU requirements for foreign language competence. Collectively, they represent the widest language instruction diversity in the Silicon Valley. We also offer conversational classes in many languages for those not interested in transfer credit.

C. Provide a summary of the program's main areas for improvement.

The Silicon Valley, with its global reach, has much potential for a major World Language Center. With emphasis and a plan backed by a budget, the college could realize such a Center, both on campus and at satellite locations throughout the Valley.

Any particular language plan would need a fulltime instructor to develop resources.

The Mediated Learning Center will provide much-needed facilities and classroom space.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

Meeting transfer requirements for world language, language skills and enrichment, cultural awareness and diversity.

II.   **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

The IIS division participated in an extensive Strategic Planning effort last year which included a division coordinator, planning meetings, organized workshops and a division retreat. The initiative also included several group book readings and follow-up discussions as well as pocket guides to student services and referrals.

Data for individual languages is available, but is not consolidated for this report.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

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C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

In general, the World Language faculty see a direct correlation between the lack of basic skills and lack of success in the World Language classroom.

III. **Student Equity**

    A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

The progress in these multiple programs is varied. And other languages have too few numbers to make a meaningful comparison. In general, progress has been made in some of the larger programs. Here is an example from Japanese, the second highest enrolling foreign language at De Anza, but without a fulltime instructor:

Japanese: 2005-06 Targeted success and retention 68% and 85%
                 Non-targeted success and retention 81% and 88%
          2006-07 Targeted success and retention 67% and 83%
                 Non-targeted success and retention 82% and 90%
          2007-08 Targeted success and retention 72% and 94%
                 Non-targeted success and retention 84% and 92%

    B. In what ways will the program continue working toward achieving these goals?

With our awareness of the previous gap, instructors will work on student equity in their classrooms. Strategic planning-type initiatives certainly organized the work and the focus.

    C. What challenges exist in the program in reaching such goals?

Budget, full time instructors, facilities, staff development.

IV. **Budget Limitations** (Please be specific in your responses.)

    A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

Continued lack of full time instructors will doom the programs to limited development. For example, Japanese, the second largest World Language program with 16 sections a quarter, could blossom under the right leadership.

    B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

If we lose some of the less-commonly taught World Languages, we lose diversity and the ability to address certain parts of the world.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.

- Language programs have helped with outreach, translation and manning tables as part of Strategic Planning initiatives.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that
  the program is actively engaged in, which reduce costs and/or improve service delivery.

- **State and Federal Mandates:** Describe any State or Federal mandates that directly impact the program.

- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.

The valley's growing diversity continues to demand our meeting their needs...

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

- Most Community Colleges have some offering of World Languages.