DEPARTMENT OR PROGRAM TITLE: Chinese

A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other __________)

The Chinese program at Foothill College comprises eight transferable courses articulated with UC and CSU systems (CHIN 1-6, 13A, 13B). We currently do not offer an AA or certificate in Chinese. The primary educational objective of the Chinese program is to prepare students to succeed in a global society by strengthening language skills and cultural awareness. Our mission is to develop students’ abilities in all four language skills: listening, speaking, reading, and writing, which will open doors to further academic study and to the workplace.

Because of the continued layoffs in the Silicon Valley, we are getting more students who already have bachelors degrees (or sometimes masters or PhD degrees), but decided to come back to school to reeducate themselves. Given the extensive business relations between California and China or Taiwan, the study of Chinese is particularly important in the Bay Area.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other __________)

Both retention rate and success rates in Chinese are steadily increasing and at 924% retention and 92% success, they exceed the college average. The success rates among Asians and “unrecorded” students is 92-93%, while that of Whites is 88%, which, although lower, is still higher than the college average success rate of 84%. Asian students can be expected to perform better since many may already have a background in Chinese.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other __________)

Nearly half of the students enrolling in Chinese identify themselves as Asian. The second largest group is “unrecorded,” at 33%, followed by 19% Whites. Enrollment of underrepresented students such as Latinos and African Americans remains low.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   • Recruit more new students, especially, non-Asian and non-white students.
   • Promote the Chinese program with area industries, high schools, and the local community in general.
At this moment, the ETUDES does not support Japanese, Chinese, and Korean languages which use multi-byte fonts. The ETUDES needs to be improved to handle Asian languages.

Offer an AA degree and certificates in Chinese.

2. Other Program Improvement Plans:
    • Follow the Japanese Program model and separate the multi-level second year Chinese courses (CHIN 4-5-6) into single-level courses. Because of the recent increase in second year program enrollment, it is worth to try offering single-level courses.
    • Offer an AA degree and certificate programs in Chinese.

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other__________________________)

During the past three years, the Chinese program has grown dramatically, increasing from 261 in the 1999-00 academic year to 384 in 2001-02, a 47% increase. Productivity over the past two years is 482. The Chinese program now has strong second-year courses. We hope that with the proposed increase in student fees we can maintain this level of enrollment and even grow, resulting in greater productivity.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   Although enrollment does not warrant a full-time instructor at this time, we do need to increase the pool of qualified part-time instructors.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
   No requests at the present time.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   • At this moment, the ETUDES does not support Japanese, Chinese, and Korean languages which use multi-byte fonts. The ETUDES needs to be improved to handle Asian languages.
   • Supplemental audio-visual materials in Chinese are needed.

Evaluation of academic year 2002-03.
List names of participants assisting in this program review.
Primary program contact person: Karen Yoshihara
Full-time faculty: Ikuko Tomita (Japanese instructor)
Part-time faculty: Irene Hung
Administrators: Karen Yoshihara
Classified staff:
Students:

Date of evaluation: March 24, 2003
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