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__________)  

Foothill does not offer a degree or certificate in Italian. All of our Italian classes are non-transferable and meet one night a week at the Middlefield campus. They have become quite popular, particularly with persons of Italian ancestry, travelers, and people who plan to work in Italy or with Italian businesses. None appear to be currently pursuing academic degrees. For the last several years, we have offered five sections per year. Productivity has increased, as has retention, which is still weak at 79%. This probably reflects changes in personal circumstances, work schedules, etc.

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__)  

Success rates in Italian have been quite low, ranging from 64% to 69%. This may reflect the fact that most of the students who are taking the course are more interested in acquiring some proficiency in the language rather than completing the course or receiving a passing grade.

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__________)  

The vast majority of the students are white (48%), with another 29% listed as unrecorded. Asians and Hispanics each make up about 9%. Women account for 61% of the students. About 23% are 50 years or older. Another 12% are in their forties. Those between the ages of 20 and 34 account for 52% and are fairly evenly dispersed within that age range. Success rates are highest among those in their early thirties and those in their forties.

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:  
   There are no plans at present to offer degree-applicable courses, certificates, or degrees, since the population attracted to our Italian courses is not interested in a more rigorous program of study.

2. Other Program Improvement Plans:  

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other__________________)
We would like to continue to offer the same five courses per year. However, enrollment will probably be severely impacted by the proposed fee increase expected in winter of 2004.

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:**
   No requests at this time.

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 this time.

3. **MATERIALS AND SUPPLIES BUDGET AUGMENTATION:**
   No requests at this time.

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Evaluation of academic year **2002-03**.

List names of participants assisting in this program review.

- **Primary program contact person:** Karen Yoshihara
- **Full-time faculty:**
- **Part-time faculty:**
- **Administrators:** Karen Yoshihara
- **Classified staff:**
- **Students:**

Date of evaluation: April 8, 2003

Phone or email address: x7449