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 ________________)

Our Korean program consists of six courses that are articulated with the UC and the CSU colleges in the areas of humanities and foreign languages. Strong emphasis is placed on developing communicative skills, reading and writing skills, and knowledge of Korean culture. Enrollments in Korean classes have grown steadily over the past two years; retention is high and successful completion well above average. The productivity has increased dramatically in academic year 2001-02. Recently, the foreign language department has approved of credit by exam, which should increase our enrollment and productivity, especially in level 2 classes. Unfortunately, we have not yet had adequate enrollment to offer our second year curriculum (Korean 4, 5, 6).

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 have increased over the past three years, from 84% to 88%. Retention has also increased to 88%. The success rate among Asians is 90%; among “unrecorded” it is 90%. This is much higher than the success rate for students who identify themselves as white (80%). The difference in success rates is not surprising as most of the Asian students are Korean-Americans, who have a background in the language.

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 ______________________)

Historically, the students who take our Korean languages are engineers and business professionals in Silicon Valley, or younger Korean Americans whose heritage language is Korean (generation 1.5 and second generation Koreans). The vast majority of the student population is Asian and Asian Americans, especially of Korean descent. The enrollment of underrepresented students such as Latinos and African Americans is almost non-existent. Even the enrollment of Caucasian students is extremely low compared to the Foothill’s student body. We must advertise our Korean Program and recruit non-Asian students to increase diversity.

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:
   - Korean has three levels of transferable courses: Korean 1, Korean 2 and Korean 3. However, due to the insufficient enrollment, Korean 2 and 3 are currently combined. This kind of multi-level
makes it difficult to offer effective instruction. Advertising the program and increasing the enrollment is the first step.

- Deborah Choi (Korean instructor) and Ikuko Tomita (Japanese instructor) have discussed the possibility of following the Japanese Program model, and establish a tutor training program in Korean language.

2. Other Program Improvement Plans:

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

Enrollment has increased slightly over the past three years, but productivity has improved greatly, going from 397 in 99-00 to 497 in 01-02. This is because we are scheduling better and filling our classes better, which probably due to the quality of instruction and the efforts of our one part-time Korean teacher to recruit students in the community. Unfortunately, our instructor has just been hired full-time and the DLI in Monterey and will be leaving us. We hope to find an excellent instructor to keep the program strong.

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:
   We do not have adequate enrollment to support a full-time instructor. Our main concern now is to have at least two high-qualify 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.)

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

Evaluation of academic year 2002-03.  
Date of evaluation:  March 25, 2003
List names of participants assisting in this program review.
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Classified staff:
Students: