DEPARTMENT OR PROGRAM TITLE: LINGUISTICS

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's Linguistics program is one of the few two-year programs in the country. As a major area and as transfer choice, Linguistics attracts very high caliber students, and as a result, enjoys a very high retention and completion rate. One factor which serves students well is that all Linguistics classes may be taken for regular or for Honors credit. Foothill offers three linguistics courses: structural linguistics, including a study of grammar and the varieties of English spoken around the world; descriptive and historical linguistics; and psychological and social linguistics. It is difficult to determine the growth and success rate of the Linguistics program since the courses are co-listed as English courses. The linguistics courses are usually taught by a part-time instructor, who has a PhD in linguistics. A respected Stanford University educated scholar of European background, this instructor provides both challenge and support to her students and is a clear asset to the program.

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__)

It is impossible to accurately interpret the student success data for Linguistics because the classes are co-listed as both Linguistics and English. More students enroll in the Linguistics version than in the English version of the course. The English department is considering eliminating the co-listing in English in order to get a clearer picture of the data.

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__________________

No accurate data

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:
   • Advertise the program to attract more students and make them aware of the degree. Inform students in literature, composition, creative writing, ESL, and foreign language classes about the benefits of acquiring a thorough understanding of human language (including its structure, use, change, acquisition, relation to brain functions, stratification in regional and social varieties, as well as international communication).
   • Drop the English version of the course in order to gather valid data on the program.

2. Other Program Improvement Plans:
E. ENROLLMENT AND PRODUCTIVITY GOALS  
(References: Program Review Data Sheet (Enrollment and Productivity); Other____________________)

We would like to see enrollment increase so that we have full, highly productive classes of 50 students.

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.

Evaluation of academic year 2002-03.  
Date of evaluation: March 18, 2003

List names of participants assisting in this program review.

Primary program contact person: Karen Yoshihara  
Phone or email address: x7449

Full-time faculty: Jim Whearty
Part-time faculty: Vera Henzl
Administrators: Karen Yoshihara
Classified staff:
Students:
**PROGRAM NAME:** Linguistics  
Degree/certificate options available: AA Degree in Linguistics, Certificate in Linguistics

**PROGRAM MISSION AND OUTCOMES:** A major in Linguistics deals with all aspects of human language. Students of linguistics study the capacity of the human brain to acquire the complex system of language and develop it into the most effective means of communication in society. They investigate the structure and function of language varieties used by diverse groups of speakers (such as preschool children, foreign language learners, Black Americans, bilingual immigrants, patients with speech impairment, politicians, women in the workforce, people with power, etc.). A major in linguistics has much application in work in psychology, sociology, anthropology, communication, political science, and ethnic studies. It also enhances understanding of language for those who study or want to teach English, English as a Second Language, and foreign languages.

### DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

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<tr>
<th>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
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| Grammatical competency                      | Distinguish and describe the basic linguistic structures of English; distinguish between descriptive and prescriptive grammars; explain the concept of mental grammar. | LING 23                                                                          | • Linguistic analysis  
• Essays discussing concepts |
| Appreciation for varieties of English       | Identify and distinguish among the features of varieties of English: standard American English, Black English, Standard British English, Standard Singapore English, etc. | LING 23                                                                          | • Linguistic analysis  
• Essays discussing concepts |
| Descriptive linguistics                     | Recognize the arbitrary, conventionalized, and rule-governed ways in which language conveys meaning; identify the basic elements of language: phonetics, phonology, morphology, syntax, semantics, pragmatics. | LING 25                                                                          | • Linguistic analysis  
• Essays discussing concepts |
| Historical linguistics                      | Trace the origins and development of spoken and written language, with an emphasis on American and British English. | LING 25                                                                          | • Linguistic analysis  
• Essays discussing concepts |
| Psycholinguistics                           | Explain the function of the brain in first and second language acquisition and language loss; describe the process of language acquisition by mono-lingual and bi-lingual children | LING 26                                                                          | • Linguistic analysis  
• Essays discussing concepts |
| Sociolinguistics                            | Explain the effect of social and cultural factors on language usage. | LING 26                                                                          | • Linguistic analysis  
• Essays discussing concepts |

### CORE COMPETENCIES:

Outcomes and Attributes Distinct to This Program

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<tr>
<th>CORE COMPETENCIES</th>
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<td>Communication</td>
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<td>Computation</td>
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<td>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</td>
<td>BEHAVIORS: What should a student be able to do upon graduation?</td>
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<td>Creative, Critical &amp; Analytical Thinking</td>
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<td>Community/ Global Consciousness &amp; Responsibility</td>
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