Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: World Languages

Division Name: Arts and Letters

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PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of Golden West College's mission and goals. **This description will likely be used on your department's website**.

Overview of Program

The World Language Department at Golden West College offers mostly courses that are transferable to a four-year college or university. These courses have been articulated with these colleges and universities, and the course descriptions are reviewed frequently to meet the articulation requirements. The college courses offer beginning, intermediate, and advanced courses in Spanish, Sign Language/Interpreting, Vietnamese, and French. The beginning courses emphasize listening and speaking, while the intermediate and advanced courses teach cultural and literary topics, and emphasize reading and writing. The communicative approach is used throughout these courses to enable the student to begin functioning in the target language after the first semester. GWC is one of the few community colleges that offers Sign Language/Interpreting. This is a program that meets the unique demands of the hearing impaired, and thus goes beyond being just an academic program, but a community service for a portion of the deaf community that is under-represented.

The World Language Department at GWC has a very successful program. This year, it has served 2,141 students with classes averaging 73.4% success and 85% retention compared to college wide averages of 73.4% and 87% respectively. We are now offering an array of Spanish classes online, which has undoubtedly helped the Spanish department maintain constant class fill rates due to enrollment outside of the area and of non-traditional students who cannot meet a regular class schedule. The Spanish department has also developed a second semester of Spanish for Spanish Speakers, Spanish 165, to address the needs of the ever-growing Latino community, now 34% of Orange County and 32% of the student population at GWC, making it the ethnic majority.

The Sign Language/Interpreting program is not only an academic program, but it is also a vocational program that offers a certificate of achievement designed to provide students with Sign and Interpreting skills sufficient for entry-level employment. It also addresses the special needs of the deaf community. GWC's Sign Language/Interpreting is a unique program and continues to attract many students because it is one of the few programs of its type available in Orange County. The department has established a partnership with other educational institutions, government organizations, industry, and the community that supports the program, sponsoring classes and providing internship and service learning opportunities. The Sign/Interpreting program now offers specialized training in Interpreting for the Deaf-Blind which provides service to a very unique community. All Interpreting classes are now 100 level and transferable. The Sign/Interpreting department continues to be highly in demand with courses filled to 109% of capacity due to demand and popularity of this unique program. The Sign Language department has 2 full-time instructors, who constantly work to serve the needs of the Deaf community, developing SLO's for the program and new curriculum when necessary.
In order to keep a successful World Language Department, we offer day and evening Vietnamese courses, and they have been very successful. According to the GWC 2012 statistics more than 28% of our students are Asian, and most of them are Vietnamese. The hiring of

Tammie Tran, our full-time Vietnamese instructor, will continue to meet the needs of the ever-growing Vietnamese community, thus meeting the academic needs of not only our Vietnamese students, but all of our students who take the Vietnamese courses. Offering different levels of Vietnamese courses will contribute to promoting the preservation of the language and culture in the second and third largest Vietnamese community (Westminster and Garden Grove) in the United States, thus helping students earn more foreign language credits to transfer to undergraduate and graduate programs in California State University (CSU) and University of California (UC) systems. In addition, the GWC Vietnamese Catholic Association and the GWC Vietnamese Student Association usually coordinate with the Students Activities Office, Inter-Cultural Office, and the International Students Office to promote different activities for students inside and outside the campus such as collaborative learning/group work as well service learning opportunities, social activities (charitable services), and cultural events (Mid-Autumn Festival, New Year Festival). These Vietnamese clubs help students establish and develop leadership skills as well as raise awareness of charitable services and social responsibilities to encourage students to be involved in the Vietnamese community.

College's mission (check all that apply)

☐ **Basic Skills**
☐ **Career Technical Education**
☒ **Transfer**
☒ **Offer Degrees/Certificates**

College goals(check all that apply):
☒ Institutional Mission & Effectiveness
☒ Instructional Programs
☒ Student Support Services
☐ Library and Learning Support Services
☒ Student Engagement
☐ Student Equity
☐ Human Resources
☐ Facilities & Campus Environment
☐ Technology
☐ Fiscal Resources
☒ Planning Processes
☒ District Collaboration
☒ Community Relations
☐ Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

Golden West College is becoming a strongly diverse school and community, and it shows in our student body. We were recently named a Hispanic Serving Institution, with the number of

Hispanic students registered to our college rising 4% from 2013. In 2013, our campus was made up of 28% Latinos. Our 2016 data shows that our campus is made up of 32% Latinos. The number of Latino students has been consistently increasing since 2009, and this follows the trend in Orange County and California. According to the US Census Bureau, Latinos are now the majority of California. As of July 1, 2014, 14.99 million Latinos reside in California, while 14.92 million Caucasians reside in California. Specifically, Latinos make up 34.3% of the population in Orange County. A majority of our Chicano/Latino students in our community come from first generation families. In order to encourage and inspire our students to attend college, the World Language Department, in correlation with Student Services and our surrounding high school representatives, has held a Chicano/Latino College Day event at our campus every year for the past 40 years, where approximately 600 of our surrounding high school's students come to our campus where various workshops are held to prepare students for college and their career paths after high school. According to Golden West College statistics, we have brought over 20,000 Latino high school students to our campus over the past 40 years. The Sign Language department has always played a vital role in our Chicano/Latino College Day by offering workshops throughout the year, especially guided towards our deaf community.

The large population of Vietnamese students makes a remarkable contribution to the College's success. We have known that Orange County, ranked as the third highest Asian population region in the United States, is also an area with the most Vietnamese Americans among the counties in this nation. Various Vietnamese generations (about 30-35% of the total number of students at GWC) make a significant number of enrollments at GWC: the refugees (seniors), new immigrants, and American-born Vietnamese students. A number of administrative forms in Spanish and Vietnamese languages (student services, EOPS application, Admission, etc…) embody the impact of these ethnic groups towards the College. Mathematics, Chemistry, and Science classes are packed with the Vietnamese students' enrollment. We also have different types of learners in the five Vietnamese courses: non-heritage Vietnamese learners, heritage Vietnamese learners, American-born Vietnamese students, and Vietnamese seniors. Therefore, such a large Vietnamese population at Golden West College brings a noteworthy impact on the campus in terms of diversity, multi cultures, student support, and relationships with the Vietnamese community. In addition, Vietnamese courses are helpful for students in the sense they introduce a new language and culture to non-Vietnamese speakers and preserve the cultural values for the Vietnamese-American students. Vietnamese course credits are earned by fulfilling foreign language breadth requirements, AA degrees in World Languages/Foreign languages, cross-listed courses such as Global studies, and continuation for Vietnamese Minor/Major at California State University Fullerton.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

Not Applicable.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

From our last program review cycle, the world language department has accomplished the following:
-Held our 40th Annual Chicano/Latino College Day
-Held our 3rd Annual Chicano/Latino Parent Conference
-Received approval for Spanish ADT major
-Reintroduced French courses in our department that had been previously suspended due to our budget crisis a few years ago
-Our core Spanish courses are now offered fully online
-Vietnamese course credits are earned for fulfilling foreign language breadth requirements, AA degrees in World Languages/Foreign languages, cross-listed courses such as Global studies, and continuation for Vietnamese Minor/Major at California State University Fullerton
-Hosted the annual CCCFLC Conference (California Community College Foreign Language Council Conference)

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

Our program currently offers a variety of languages that not only fulfill the requirements for transferring and vocational students, but also reflect the changing demographics of our community. For example, we offer beginning, intermediate, and advanced classes in Spanish, Vietnamese, and Sign. A student may also take a full load from 18-21 units to receive an A.A. or ADT degree in Spanish. They may also take a mixture of languages to receive a major in World Languages. The World Languages Department also offers a certificate of achievement from the Sign and Interpreting department. Our program focuses on varying learning environments to accommodate different student body learning modes. We offer Spanish 180-185 online and Spanish 280-285 online as well, so that our students majoring in Spanish can now finish their classes within 2 years. Since all of our Spanish core courses are now online, they will not interfere with the students' schedules, and thus can be taken continuously. Our Spanish courses on-line have been successful, the most recent statistics show our department has a retention rate of 79% overall. Our Sign Language/Interpreting Department continues to meet the needs of our diverse community. It has a stellar success rate of 75.7% and retention rate of 88.8%, and it awarded 29 degrees and certificates from 2014 to 2015.

All of our instructors in the World Language Department are highly qualified in their area of expertise and almost all are native speakers in the languages they teach. The department has established a partnership with other educational institutions, such as Ocean View and Westminster high school. We have also worked with government organizations, specifically the Westminster City Council where Sergio Contreras, a Westminster councilman, has been a key supporter in our annual Chicano/Latino College Day. We have also established partnerships within the industry, and community that support the program by sponsoring classes and providing internship and service learning opportunities

Vietnamese Language Program cooperates with California State University Fullerton to provide students with relevant information about the Vietnamese courses available outside the GWC campus. We invited a California State University Fullerton faculty member to talk about their Vietnamese Program in order to help students be aware of the growth and chances to pursue further studies for a Vietnamese Minor/Major. A big number of courses of the language, culture, and business are offered for Vietnamese Minor/Major Degrees at CSUF. In addition, Vietnamese Program works with California State University Long Beach to provide students with the collaborative learning beyond the campus. We offer the opportunities for students to know a study abroad program in Vietnam, which is conducted by California State University Long Beach. This short-term study abroad program (three weeks) is designed to help substantially improve learners' Vietnamese proficiency by being immersed in the Vietnamese language and culture at two major universities in Vietnam. This program is very beneficial for students in terms of improving learning skills/experiences and familiarizing with the internships when they have opportunities to study and work in collaboration with other peers from different institutions.

Vietnamese Program not only teaches students the language and culture but also helps bridge the generation gap between them and their parents. A better understanding of their mother's tongue and culture makes students get closer to their parents. One of the students in our Vietnamese Program shared those feelings when asked to write the memoires and reflections about the class and their families. Students are also allowed to visit the GWC Fine Arts Gallery and local news websites for educational or mini-research-based purposes. Last month, they had a chance to visit the GWC Fine Arts Gallery, which was named "Constructions of Disquiet" gallery and presented the exhibitions of Vietnamese and Vietnamese-American photography related to Vietnam War as well as Vietnamese society in the contemporary times. These activities help students explore further about Vietnamese historical and cultural aspects in their interest.

The ASL/Interpreting program has recently been involved, through advisory committees, in helping establish a new B.A Degree at CSULB. This degree will be in linguistics/ASL interpreting. The CSULB program has been designed to help students who graduate GWC transfer to a four year academic program. GWC and CSULB are currently working on articulation agreements. Also, GWC has partnered with MAIA (Mentoring and Interpreting Agency) to explore the possibility of paid internships. Finally, our advisory committee is very active in visiting our classrooms to meet students and recruit them into their programs and services.

The ASL/Interpreting program offers training and volunteer internships with Deaf-Blind consumers. These training workshops and internships are offered through the Orange County Deaf Advocacy Center and the Brail Institute.

<u>Weaknesses:</u>

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?

The crucial area that needs immediate attention that will without a doubt improve the World Language program are full-time instructors. Full-time instructors play a vital role in the

retention, success, and transfer, of all of our students, especially our Chicano/Latino students. Our full-time instructor, Marius Cucurny, retired a few years ago, and now our full-time instructor and chair, Américo López-Rodríguez will be retiring at the end of the of the school year, which is why our Spanish program is currently in need of 2 full-time instructors. With Américo's retirement, our department will lose two thirds of our full-time instructors. Dr. López-Rodríguez was instrumental in establishing our online courses and is the founder of the Annual Chicano/Latino Day 40 years in the running. As a result of all this, 80% of our Spanish courses will be taught by part-timers, which will have an immediate effect on office hours and program development.

There are no words to describe the importance that a full-time instructor has on the success of our students, especially our academically deficient students. It is not only that they answer specific questions on the subject matter; they inspire their students to apply themselves and succeed college-wide. A full-time instructor plays many roles besides being a teacher. He or she also plays the role of counselor, role model and most of all a mentor which plays an incredible role in our Chicano/Latino students' success. In addition the only way retention, success, and transfer statistics are going to increase throughout the college is by increasing the ratio of full-time faculty to students, as they provide the support necessary to catalyze greater student success.

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

A challenge for our department is trying to address the students' needs in this constantly changing world. According to the U.S. Census Bureau, 54% of the population in Orange County and 53% of the state is either Asian or Hispanic. Due to demographic changes, we have the opportunity to offer more targeted classes, such as Spanish for Spanish Speakers, 160 and 165. Our department has the fortune of addressing the needs of the ever-growing Latino community and also addressing the special needs of the deaf community. The community college was created not only to meet the needs of the academically deficient from the high school, but also to give the students a second chance to succeed. According to the L.A. Times, more than 80% of the high school transfer students are deficient in English and more than 70% in math. The community college not only gives these students a second chance, but also meets the needs of the surrounding community. I believe the World Language Department has done and continues to do an excellent job in addressing the needs of the Latino, Asian, and deaf high school students in the community at large. Language courses are the first courses taken by Latino, Asian, and deaf students starting at GWC. These courses help these students make the transition to the college world.

California State University Fullerton is currently developing a Vietnamese language major. This will encourage our students to major in Vietnamese and transfer to a four-year university. This

four-year degree not only will address the needs of our student body and community, but it will also legitimize the GWC Vietnamese program. To our knowledge, GWC is the only community college in California offering a major in the Vietnamese language**.**

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

We urgently need to replace our retired and retiring Spanish full-time instructors because we strongly believe that they are the key to our Chicano/Latino students' success and program development. We cannot over-emphasize the fact that our full-time instructors act as role models for their students, giving them someone they can identify with on the college campus. Our teachers at the World Language Department have always been the cultural link to our Latino, Vietnamese, and deaf communities. The roles that they have played, as the statistics show, have led to a college-wide increase in enrollment by Latino, Vietnamese, and deaf students.

With our newly tenured full-time Vietnamese instructor we are now providing a coordinated outreach to the Asian and Latino communities on the GWC campus. We can no longer ignore the enormous change in demographics. We must continue to address the needs of the growing Asian, deaf, and Latino communities which now form a majority in this state and on campus.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
FREN 060	May 2017	Hoai-Huong Bush
FREN 180	May 2018	Hoai-Huong Bush
FREN 185	May 2019	Hoai-Huong Bush
SPAN 060	May 2017	Veronica Pizano
SPAN 160	May 2018	Veronica Pizano
SPAN 165	May 2019	Veronica Pizano
SPAN 180	May 2017	Veronica Pizano
SPAN 185	May 2018	Veronica Pizano
SPAN 200	May 2019	Veronica Pizano

SPAN 280	May 2017	Veronica Pizano
SPAN 285	May 2018	Veronica Pizano
VIET 060	May 2019	Tammie Tran
VIET 180	May 2017	Tammie Tran
VIET 185	May 2018	Tammie Tran
VIET 280	May 2019	Tammie Tran
VIET 285	May 2017	Tammie Tran
VIET 290	May 2018	Tammie Tran
INTR G100	May 2019	RC Wilkinson
INTR G130	May 2017	RC Wilkinson
INTR G135	May 2018	RC Wilkinson
INTR G155	May 2019	RC Wilkinson
INTR G160	May 2017	RC Wilkinson
INTR G170	May 2018	RC Wilkinson
INTR G190	May 2019	RC Wilkinson
SIGN G010	May 2017	Kim Pascoe
SIGN G068	May 2018	Kim Pascoe
SIGN G180	May 2019	Kim Pascoe
SIGN G185	May 2017	Kim Pascoe
SIGN G200	May 2018	Kim Pascoe
SIGN G280	May 2019	Kim Pascoe
SIGN G285	May 2017	Kim Pascoe

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Not at this time.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Not Applicable.

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
SPAN 060	Add
SPAN 061	Add
SPAN 068	Add
FREN 060	Add
VIET 060	Add

PROGRAM DATA AND ANALYSIS **(Items in black font are provided by ORPIE)**

SLO Assessments

List of courses with ongoing assessment

FREN 060
FREN 180
FREN 185
SPAN 060
SPAN 160
SPAN 165
SPAN 180
SPAN 185
SPAN 200
SPAN 280
SPAN 285
VIET 060
VIET 180
VIET 185
VIET 280
VIET 285
VIET 290
INTR G100
INTR G130
INTR G135
INTR G155
INTR G160
INTR G170
INTR G190
SIGN G010
SIGN G068
SIGN G180
SIGN G185
SIGN G200

SIGN G280
SIGN G285

List of courses offered in the last 3 years that have not been assessed
INTR 170

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

  To improve our program, our plan is to reinstate all of the G060 level courses. These conversation courses historically maintained high enrollment, equaling FTEC for the campus, and provided service to our community by offering basic conversation classes to employees working in bilingual settings. These courses were temporarily suspended due to the past budget crisis, but now that the budget crises has improved, we believe that now is a perfect time to reinstate these highly requested courses.

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Our World Languages department showcases a diverse environment, where students from all ethnicities, genders, economic backgrounds, etc., fill our classrooms. Below is a breakdown of the data accumulated from all languages offered in our department.

	Ethnicity							
	Am. Indian/Alaska Native	**Asian**	**Black/African American**	**Hispanic /Latino**	**Nat.Hawaiin /Pac. Islander**	**Two or more races**	**Unknown**	**White**
Sign	4	85	18	287	9	41	14	284
Spanish	2	135	14	333	2	42	13	210
Vietnamese	0	177	0	9	0	6	8	5
French	0	23	1	39	0	8	3	37
Total	6	420	33	668	11	97	38	536

	Age						
	19 or less	**20 to 24**	**25 to 29**	**30 to 34**	**35 to 39**	**40 to 49**	**50 or older**
Sign	275	307	85	31	12	21	11
Spanish	212	344	89	38	23	26	20
Vietnamese	50	75	19	11	4	7	30

French	25	51	12	4	3	5	11
Total	562	777	205	84	42	59	72

Gender		
	Female	**Male**
Sign	537	196
Spanish	405	341
Vietnamese	95	98
French	60	51
Total	1097	686

Economic Disadvantage		
	Not Economically Disadvantaged	**Economically Disadvantaged**
Sign	305	437
Spanish	254	497
Vietnamese	37	159
French	48	63
Total	644	1156

Disability		
	No Disability	**Disability**
Sign	686	55
Spanish	729	22
Vietnamese	193	3
French	110	0
Total	1718	80

Veteran Status		
	Non-Veteran	**Veteran**
Sign	727	14
Spanish	729	22
Vietnamese	193	3
French	107	3
Total	1756	42

Foster Youth		
	Not Foster Youth	**Foster Youth**
Sign	717	24
Spanish	739	13
Vietnamese	193	3
French	105	5
Total	1754	45

Questions:

- How does your student population compare to GWC's general student population?

  Our program's student population mirrors the population at Golden West College as a whole. Our classrooms, like Golden West, are predominately filled with Latino, Asian, and White students. However, we do see American Indian/Alaska Native and African American students in our classroom. Our program statistics also show female students being the majority in our classroom, like Golden West. The majority of our students are ages 20 to 24. Golden West College serves a large number of economically disadvantaged students, and that shows in our program's statistics. In our department, 64% of students enrolled are economically disadvantaged.

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

  A majority of the students in our program are economically disadvantaged. It is important that we employ full-time faculty that mirror the ethnic demographics of our students. It is statistically proven that students perform better in classes that are taught by instructors that reflect their own demographics. Full-time instructors are key to the success of students. Full-time instructors, unlike part-time instructors, are able to take the time and really build the relationship with their students. Instructors are not only there to teach the students, they also serve as a role model, a mentor, and a friend. Spanish courses are the first courses that Latino students normally take since Spanish courses are seen as the cultural and linguistic bridge to the Latino community. As the demographics are changing, it is important that the full-time faculty at Golden West College reflect the demographics of our students.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

	Enrollment at Census	**Sections Offered (by CRN)**	**Fill Rate at Census**	**FTES/FTEF**
World Languages	2,216	76	82.75%	34.7

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

  According to our program's statistics, student enrollment has decreased within the last two years. We attribute this to the retirement and non-replacement of our full-time instructor Marius Cucurny. Secondly, there is a big correlation with our classes being taught by full-time instructors versus our part-time instructors. Most of our part-time instructors teach at multiple colleges, so they do not have the time to spend with students before or after class.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

The World Languages department should increase the number of sections offered to include the G060 level conversation courses. We should also implement more online courses onto the schedule so students who wish to take the course, but do not have time to come to campus due to jobs or family, are able to do so. Online courses have no geographic boundaries, so they greatly increase the pool of students to draw from. Part-time instructors are also able to give more attention to their students through online instruction.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

  Our department's average FTES/FTEF is 34.7, while the college-wide average is 35.8.

	Overall
Retention	84.6%
Success	73.4%

By Session Type (Day, Evening, Hybrid, Online)				
	Morning	**Evening**	**Hybrid**	**Online**
Retention	86.10%	86.35%	87.50%	79.13%
Success	77.17%	74.44%	90.25%	62.76%

By Ethnicity								
	Am. Indian/Alaska Native	**Asian**	**Black/African American**	**Hispanic/Latino**	**Nat.Hawaiin/Pac. Islander**	**Two or more races**	**Unknown**	**White**
Retention	0	92.70%	93.75%	86.31%	0	74.98%	0	78.7%
Success	0	87.22%	81.25%	68.30%	0	62.93%	0	68.94%

By Gender		
	Male	**Female**
Retention	82.97%	87.74%
Success	72.00%	77.66%

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

  When it comes to ethnicity, both Hispanic and White students success percentage is below the average success rates. Both genders have similar success and retention rates, with females having higher rates than males.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Our efforts will concentrate on making sure that both our retired and retiring Spanish faculty will be replaced, so as to better serve the students.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

	Degrees	Certificates
Spanish	6	N/A
Sign Language	34	117

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

  Within the past 6 years, we have seen a large amount of students obtaining degrees and certificates from our World Languages department, mainly in Sign Language. With our changing demographics, we wish to have seen more students gaining a degree in Spanish.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

  We will continue to advertise our program through our Chicano/Latino College Day, but put more emphasis on what students can do with a degree in Spanish. We will advertise the newly implemented ADT. We will also implement more online courses to attract the non-traditional students who are unable to come to campus due to personal life. To meet the continuous requests and needs of the community, we will also bring back the conversation courses.

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty		
	Full-time	**Part-time**
World Languages	55.8%	46.7%
ASL/Interpreting	80.0%	20.0%
Spanish	43.0%	57.0%
Vietnamese	100.0%	0.0%
French	0.0%	100.0%

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

  The biggest challenge we face in our department when it comes to hiring and retaining part-time faculty is timing arrangements. Most of our part-time employees work at several different colleges, and many times our part-time instructors have time conflicts, where their classes that they teach at a different college overlaps with the class they are assigned here at Golden West College

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The ideal number of full-time faculty we see fit is 9. We would like to see our Spanish department having 3 full-time faculty, our Sign Language department having 3 full-time faculty, our French department having 1 full-time faculty, and our Vietnamese department having 1 full-time faculty.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?
  We plan to bring back all the G060 level courses, eventually hire up to 3 full-time Spanish instructors, 1 ASL/Interpreting instructor, and 1 French instructor.
- What areas does your program plan to improve?
  With an increase in full-time faculty and re-introduction of the G060 level conversation courses, we plan to improve student success, retention, and transfer rates.
- What specific actions will you take to improve upon those areas?
  As a whole, we will have increased office hours and increased World Language faculty representation in key college committees. We will also focus on course and program development. We will continuously submit the faculty request forms and present our case to the senate as often as necessary.
- How will you assess whether your program has accomplished those goals?
  By first hiring new full-time faculty, and then doing SLO assessments, and checking correlation in student retention, success, and transfer rates with the additional personnel.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
  - Hire two full-time Spanish professors, hire one full-time Sign Language professor, and hire one full-time French professor
- Facilities
  - N/A
- Technology
  - N/A
- Equipment
  - The headphones used in the Language Lab need to be replaced. We are implementing new lab material that will require students to record their voices through a head seat. We will need 36 headphones. The capacity of our classes that require a language lab is at 36; however, we only have 32 computers in our lab. As you can see, we are in urgent need of 4 more computers in our lab to accommodate all of our students.
- Funding for Professional Development
  - N/A

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) (0) a. Significant declines in enrollment and/or FTES over multiple years

(1) (1) b. Significant change in facility and/or availability and cost of required or necessary equipment

(0) (0) c. Scarcity of qualified faculty

(0) (0) d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0) e. Significant decline in labor market

(0) (0) f. Continued inability to make load for full-time faculty in the program

(0) (0) g. An over-saturation of similar programs in the district and/or region

(0) ( ) h. Other

Program Review Check-list

(✓) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(✓) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

(✓) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: **May 02, 2016**

Discussion Modality
☐Department Meeting ☒ Emails ☐ Online/Skype
☐Other

Summary of Discussion Outcome: **Our department has met our objectives and goals as planned. We believe that we are on track and do not foresee any future problems.**

Departmental Recommendation

(/) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
( ) Tammie Tran
( ) Verónica Pizano
( ) Ronald Wilkinson

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.
( )
( )
( )

Department Chair: Date: 5-2-16
Comments:

Division Dean: Date: 5/2/16
Comments: