Language Arts Division
Foreign Language Program Review

Last Review: 2009

Current Year: 2016

Contributor:

Khanh Hoa Nguyen-Wong

Area Dean: Merryl Kravitz

Summary of the Foreign Language "Program"

1. The EVC Foreign Language Department has its roots back to 1975, beginning with 6 offered courses in French (Elementary, Intermediate and Conversational), German (E,I and C), Greek (C), Japanese (C), Portuguese (C), and Spanish (E, I, and C). These courses were scaled back in 1976 to only French (E, I and C) and Spanish (E, I and C), with a total of 17 sections offered. In French, the courses covered two levels of Language Acquisition, and one level of conversation. In Spanish, the courses covered skills for native and non-native speakers, as well as a course in specific cultures of Spain and Latin America. In 1994, one section of ASL was added to course offerings, although it was not listed as part of the Foreign Language Department (FLD). ASL was integrated into the Foreign Language Department in 2004, and offered introductory and intermediate courses. In 1999, Vietnamese E and C were offered for the very first time at EVC. While EVC Foreign Language Department has its roots back to 1975, the FLD primarily consists of a newly tenured faculty.

   Currently, EVC offers 7 sections of Vietnamese (4 for Vietnamese 1A, 2 for Vietnamese 1B, 1 for Conversational Vietnamese.) per semester.

   Instructional methods in the Foreign Language Department at EVC consistently reflect the current national standards for foreign language teaching as defined by the American Council for the Teaching of Foreign Languages. Foreign Language course offerings allow students to acquire specific linguistic skills that are coupled with real life classroom and social experiences that enrich the experience of learning for all students.

1. **How does your program define effectiveness, and what measures have you chosen to gauge it?**
   Our department defines effectiveness in terms of the relevance of our courses to our students and community in general, as well as the quality of delivery of such courses. To measure effectiveness as a course, we revise and compare our SLOs with similar courses of other institutions, we assess students through these SLOs, and we strive to stay current with the national teaching standards and the use up-to-date technology and software that facilitates student language acquisition and learning.

2. **Please summarize the results of any measures you have applied. What do these results mean for your program?**

   Student success in all 7 courses of Vietnamese (1A, 1B, and 91A) can be measured by Capacity and Completion rate. Within the past five years, the lowest Capacity rate is at 112%, and the highest rate was at 138%. This rates reflect on the overfill capacity of the classes in accommodating the needs of the students. Overall Completion rate ranged from a low of 94% in 2015, to a high of 98% in 2014. The completion rate reflects the

ability of the courses to keep all students engaged and interested, thus allowing for almost all of them to begins and ends the courses successfully. A third variable to consider is the overall Success rate, where it ranged from a low of 93% to a high of 98%. The Success rate figure illustrates the students ability to complete, and pass the courses offered.   Of interest is the fact that the student demographic appears to be getting younger, even though ages older than 40 still rank supreme. More than 70% of these students being enrolled full time in college. More than 85% of the students identify themselves as Asian, and of that, more than 75% of them are ethnic Vietnamese. The overall success rate is cross validated by student feedback regarding the course content supporting their daily work and social lives.

3. **Where would you like your program to be three years from now?**
   The Vietnamese program has added an additional Vietnamese 91A (Conversational Vietnamese) in the fall of 2015. In three years we would like to offer Vietnamese 91B to meet the increasing demands of the employed students and add a 1 unit Lab course for Vietnamese to meet the needs of non-native speakers. The Vietnamese program faculty will devote much attention to the creation of an AA in Humanities with emphasis in foreign language. These expansion and additions would allow for more an increased capacity for social service agencies to acquire basic Vietnamese conversational skills in working with the public. The provision of an AA in Humanities would definitely lend an "achievable educational" goal for the older generation of EVC students. We would continue the increase for instructor mentoring, observation, and professional development.

PART A: Overview of Program

1. **Please state at least three recent accomplishments for your program which show how it contributes to the College's success.**
   - The Vietnamese program was able to provide an additional Conversational Vietnamese course due to the increased demand from employed students.
   - All Vietnamese courses continue to exceed capacity due to constant community outreach and effectiveness of the learning environment for students.
   - High school students are currently fulfilling their foreign language UC and CSU transferring requirements through our Vietnamese 1A, and 1B courses.

2. **State the goals and focus of this program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.**

   Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Our program's purpose is not only to help students satisfy admission requirements to either CSU or UC, but to help them become global citizens by learning to communicate in a second language and becoming aware of other cultures and worldviews while increasing their opportunities for professional and personal advancement. Our student population is very diverse, and through our classes we share our distinctive features as well as those qualities that connect us or make us akin to one another.

1. **Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:**
   o Access: We make our classes accessible by offering face-to-face, morning, and evening classes.
   o Curriculum and Programs: We added an additional section of Vietnamese 91A in the fall of 2015.
   o Services: We have increased tutoring referrals and services for students to improve retention and success.

2. **Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:**
   - Increase Visibility: The Vietnamese faculty actively participate in all local and state-wide community events, including Tet festival, Tet Trung Thu festival, day in the park and other multi cultural events. Our presence is heard on local Vietnamese stations (print, radio and tv) Our best form is Word of mouth from one student to another.
   - Develop Strategic Partnerships: The Department has worked in partnership with institutions and organizations such as San Jose State University, San Jose City College, Mission college, Consumnes River college, and De Anza college. The department is actively engaged with the area high schools. We have an active and reciprocal relationship with AACI and VIVO. Students are provided real life experiences in the community.
   - Building Campus Community: The Foreign Language Program encourages students to participate in campus wide activities and events of academic and cultural relevance, such as *Spooktacular*, *EVC Kicks it Outside, ENLACE*'s 5 de Mayo celebrations and Speaker Series. The Vietnamese program faculty chairs the ASPIRE program and are deeply involved in the Asian Heritage month, Tet Festival show. Faculty attend professional development days, workshops and conferences, and are also active presenters and contributors to the overall education of all EVC staff

3. **Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:**
   - Student Access: we provide classes at a convenient time for high school students to take our courses and fulfill foreign language requirements. The Vietnamese program collaborates with EVC's the Honors, Tutoring, and Disabilities Support Program.
   - Employee Development: Vietnamese faculty have the opportunity to create additional resources to complement their regular coursework to meet the wide range of students' levels.

Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

Seat Count by Gender

EVC

Vietnamese Program
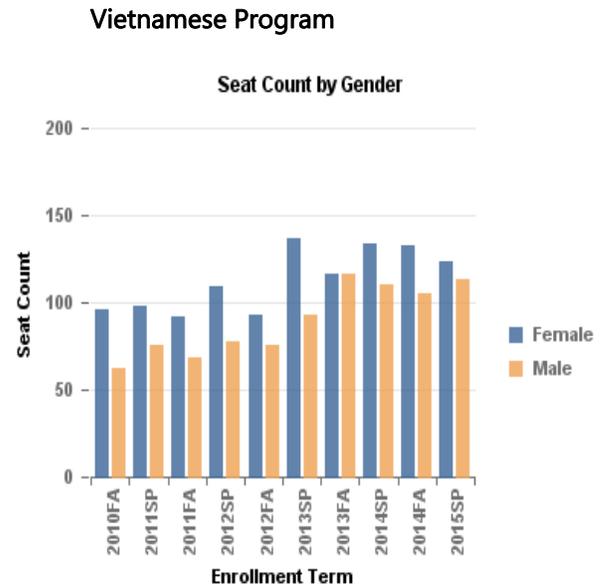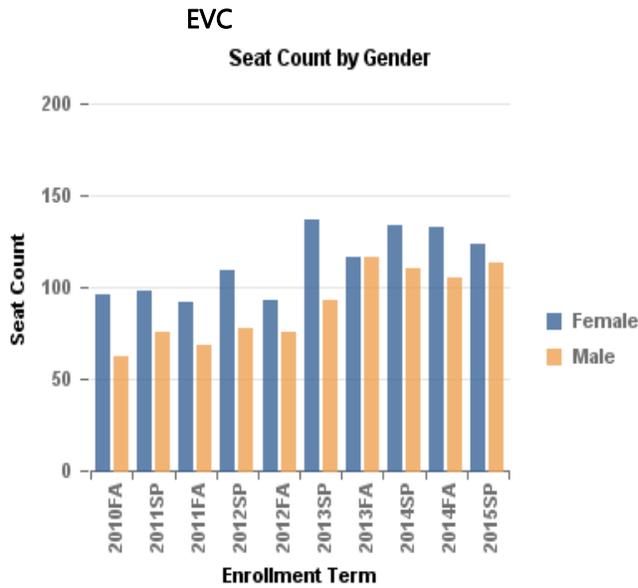
This information reflects a higher percentage of female students enrolled in Vietnamese courses as compared to males, which is consistent with the overall EVC enrollment pattern.

Headcount by Gender

EVC

Vietnamese Program
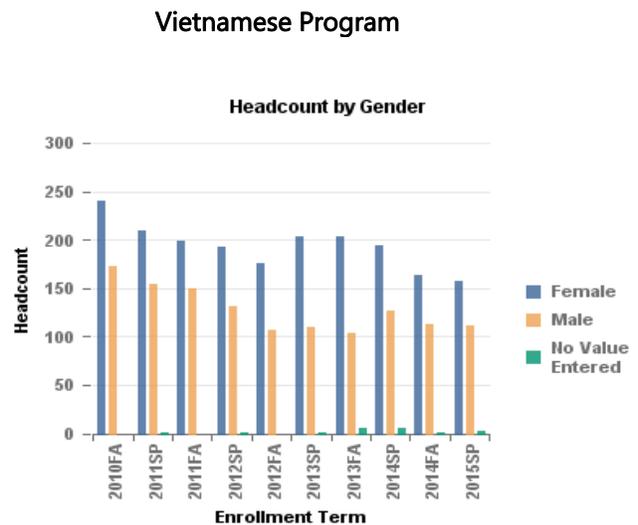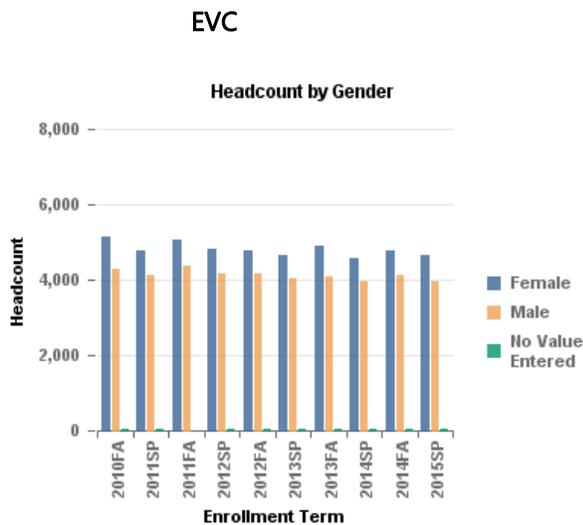
When holding for headcount, there is significantly more females enrolled in Vietnamese course than males, and this is even when compared to overall EVC rations.

EVC

Vietnamese Department
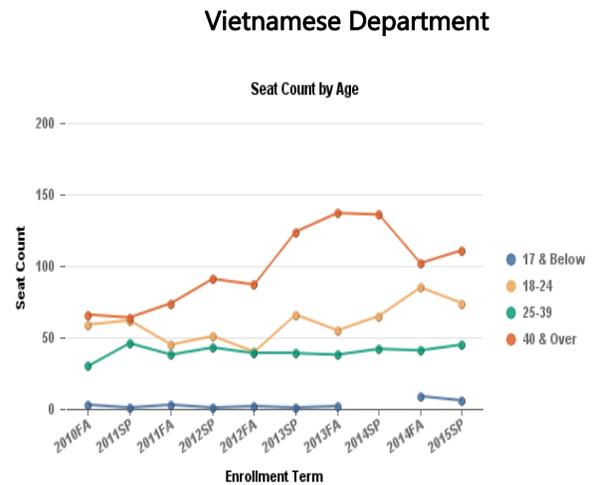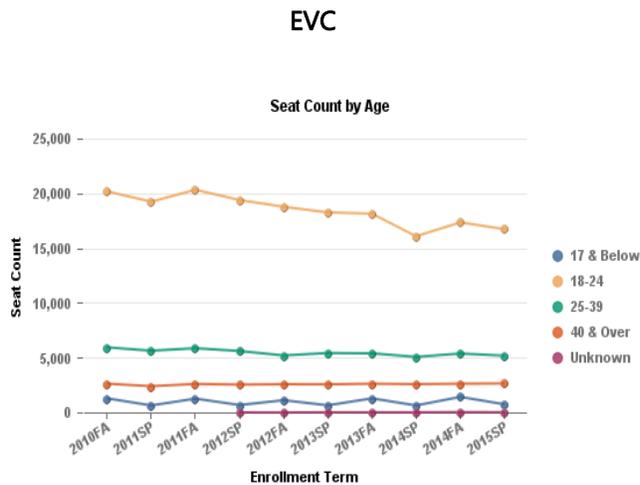
In contrast to the stable distribution of ages across time at EVC, the Vietnamese program has experienced a significant upsurge of students ages 40 and over, followed closely by students ages 18-24. This is quite visible in the classrooms as the seat count reflects the greater percentage of first generation immigrants pursuing the American dream, and beginning with college enrollment. The ages 18-24 students reflect those who are completing their AA, or fulfilling their G.E. requirements and transferring to a 4 year institution. We also see more CSU and UC students during winter and summer courses that enroll to fulfill their requirements. There are more professionals that enroll to gain conversational skills in their daily employment.

Headcount by Age

EVC

Vietnamese Department
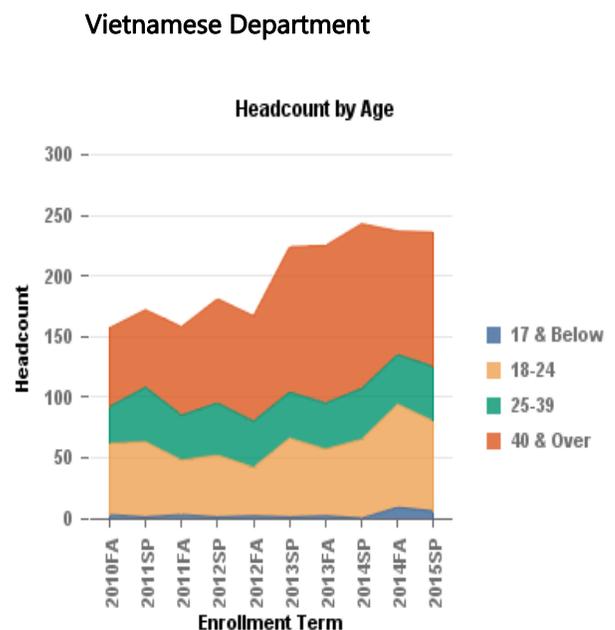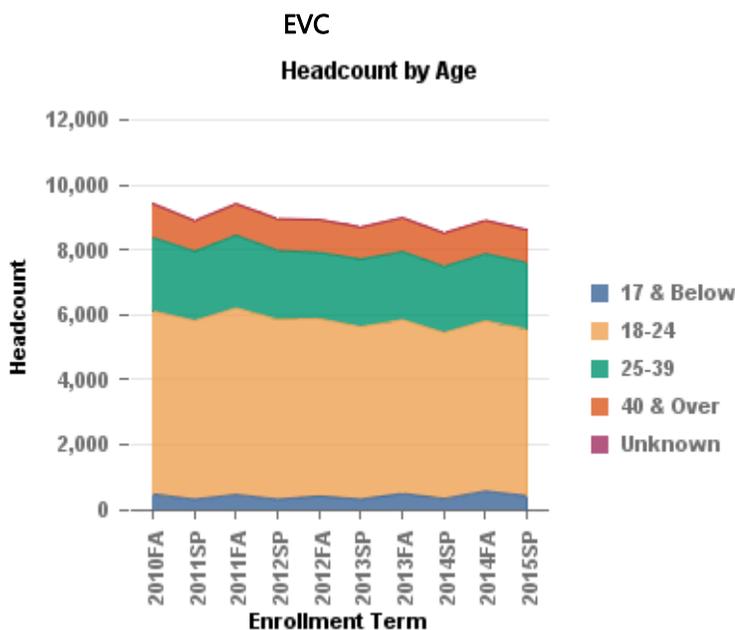
While the headcount of the student population for the whole campus remained stable, the opposite held true for Vietnamese courses. We saw a sharp spike beginning 2012 and again with a marked slant towards an older student population.

Seat Count by Ethnicity
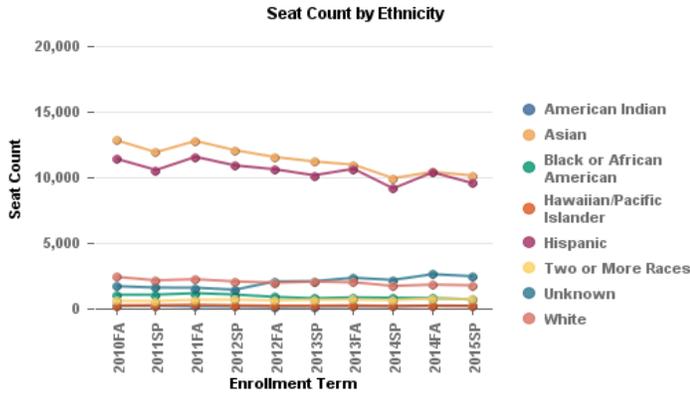
EVC   Vietnamese Program
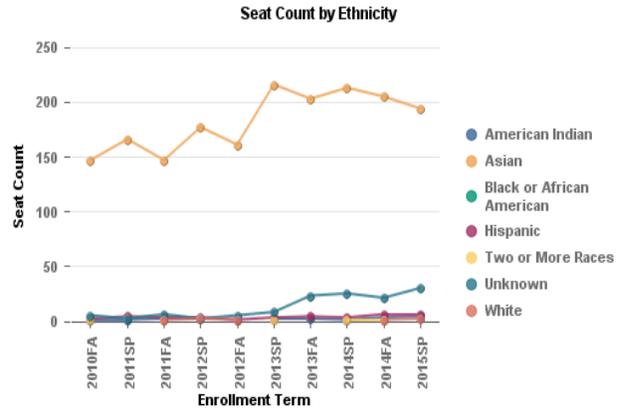
Asians formed the largest percentage of enrolled students (90%), with more than 80% of this population identifying as Vietnamese.   This is in contrast to the overall decline in students identifying as Asian at EVC.

Headcount by Ethnicity
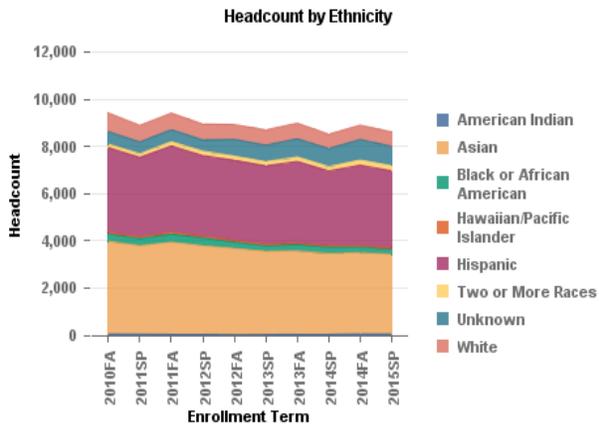
EVC   Vietnamese Program
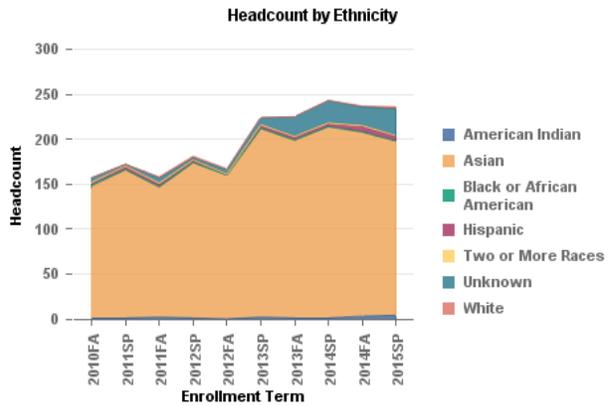
Analysis of the headcount data reveals similar trends as the seat count trend. While Asians form roughly 30+% of the total EVC student population, they count towards more than 90% of those enrolled in Vietnamese courses.

3. Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

Student Headcount by Academic Load

EVC   **Vietnamese Program**

Headcount by Academic Load   Headcount by Academic Load
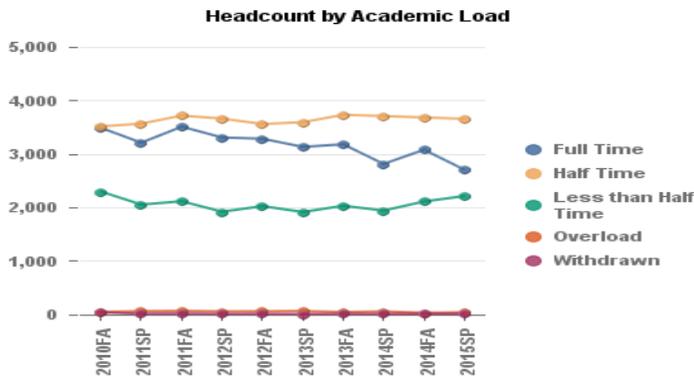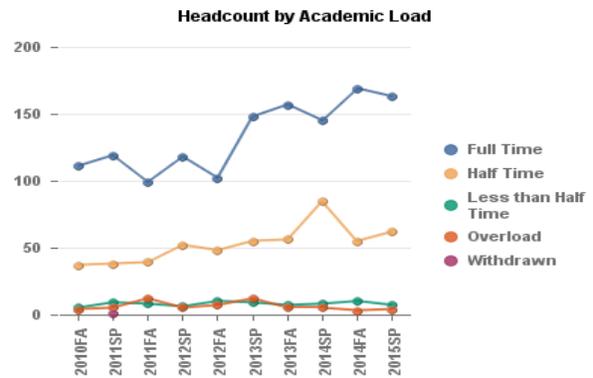
While the percentage of full time enrolled students at EVC has declined, this has not been the case for Vietnamese programs. Full time students have always been the highest percentage of enrolled students, and this has spiked beginning 2012. It speaks to the commitment of these students in their educational pursuit.

Student Headcount by Attempted Units

EVC   **Vietnamese Program**

Headcount by Attempted Units   Headcount by Attempted Units
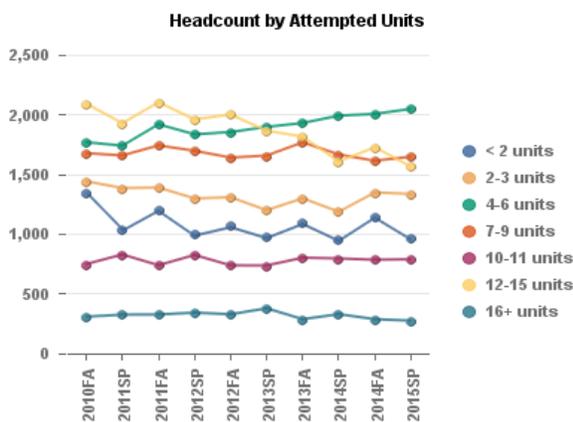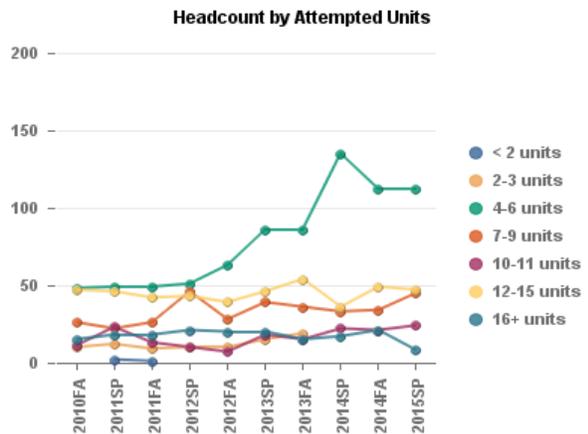
When looking at headcount/attempted units, there is a definite spike in the students within the 4-6 unit range, followed by those in the 12-15 unit range,

4. Identify department/program productivity (WSCH/FTEF).

EVC	Vietnamese Program
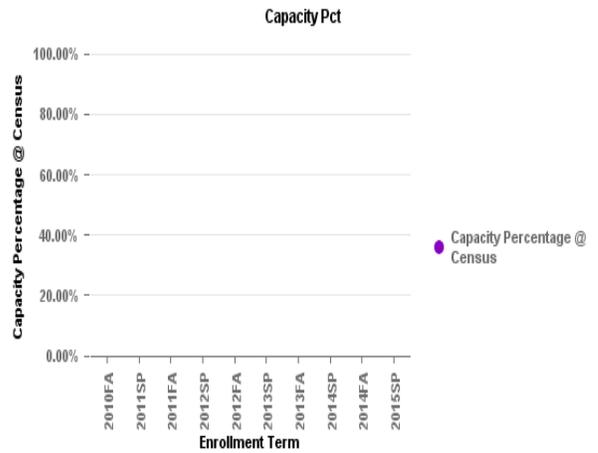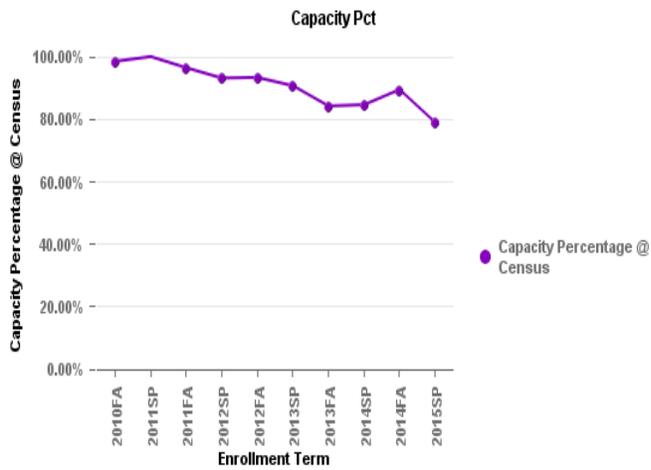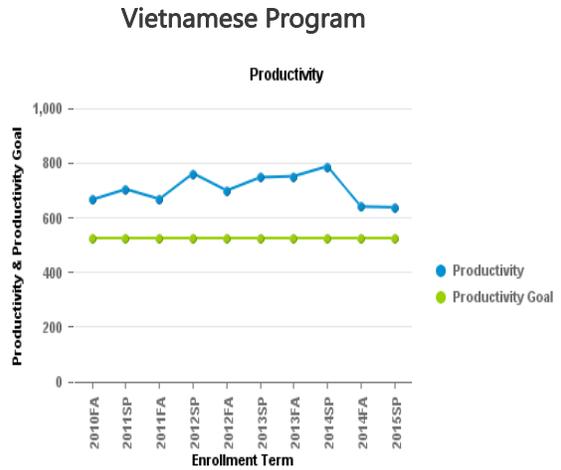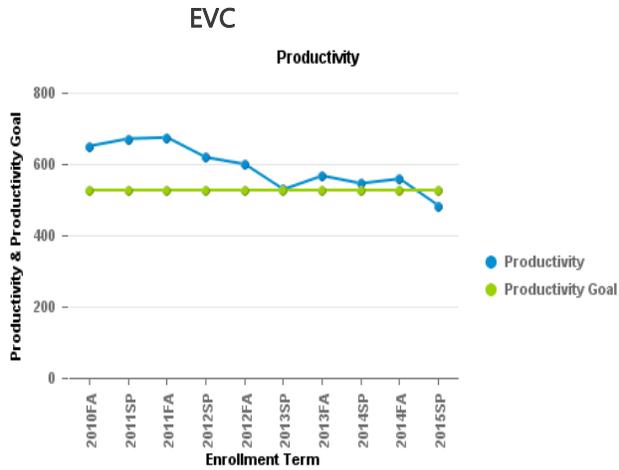
Over the last 5 years, the Vietnamese department has consistently exceeded its productivity and capacity goals. The department has never been below capacity (thus the blank chart data). This is definitely something to ponder regarding the need to increase sections and providing more options to students. There are definite staffing needs to allow for a more equitable distribution of student caseload for the Vietnamese department.

6. Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.

EVC   Vietnamese Program
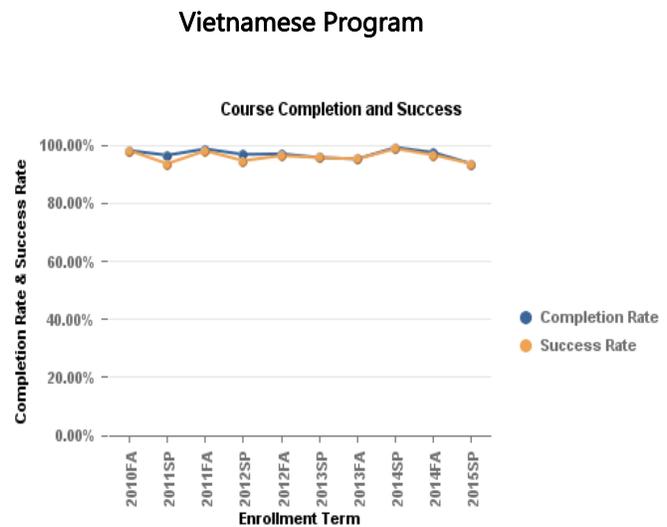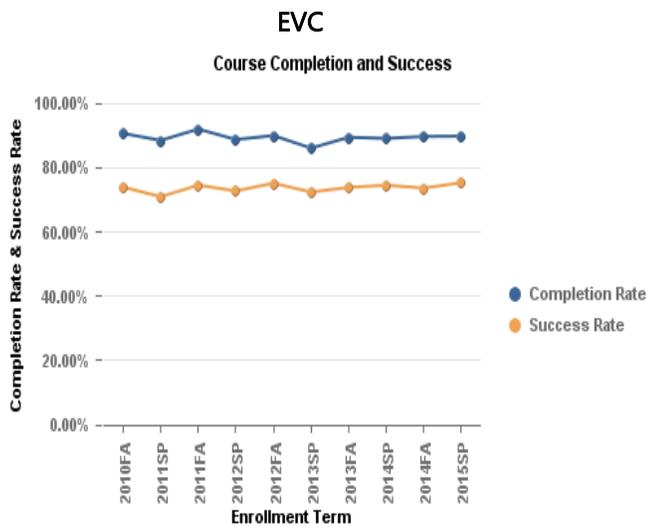
Course completion and success rate for Vietnamese courses have held steady through the past five years, averaging more than 95% in both categories.

7. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The department does not utilize advisory boards.

PART B: Curriculum

Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

Course No.	Course title	Student Need/Discipline Relevance				Last Updated
		General Education	CSU Transferable	UC Transferable	EVC Certificate	
VIET 001A	Vietnamese 001A Elementary Vietnamese	Yes	Yes	Yes		2012
VIET 001B	Vietnamese 001B Elementary Vietnamese	Yes	Yes	Yes		2012
Viet 91A	Vietnamese 91A Conversational Vietnamese	Yes	No	No		2015

1. State how the program has remained current in the discipline(s).
   - Faculty have remained current in the discipline by attending conferences, workshops and meeting to exchange teaching methodology.
   - The textbooks and materials are used and are the most up to date editions.
   - Viet courses taught at EVC include the required SLOs.
   - All courses adhere to the National Standards for Foreign Language Learning. See appendix A

2. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.
   Vietnamese 1A and 1B will be updated and revised beginning of Summer of 2017. Viet 91 B will be reactivated by Summer 2016.

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
   The Vietnamese faulty take advantage of available technology (office suite) and presentation software. Staff use research based teaching strategies including GLAD, Gardner's 7 intelligence modalities, hands-on active participation and guided activities.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.
   Future plans for the Vietnamese Department may include an Associate Degree in Humanities, and an additional course Vietnamese 91B (Second semester Conversational Vietnamese)

5. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)
   All Foreign Language courses with the exception of conversational courses are articulated with the CSU and UC systems.

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

   N/A

PART C: Student Learning Outcomes and Assessment

1. List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes.
   All Vietnamese courses currently have student SLO's that are being evaluated with a quizzes, tests, mid-term and a final exam. **Traditional** and **summative assessments** that include the following components: a composition, an oral presentation, a reading paragraph, a listening activity, a map and fact sheet, as well as vocabulary and grammar activities.

Course No.	Course title	Date Completed	Results
VIET 001A	Vietnamese 001A Elementary Vietnamese	Fall 2015	95% student success rate
VIET 001B	Vietnamese 001B Elementary Vietnamese	Fall 2015	95% student success rate
VIET 91A	Vietnamese 91A Conversational Vietnamese	Fall 2015	90% student success rate

Please click here to access the link to all the courses' SLO assessment matrices.

2. **Since your last program review, summarize SLO assessment results at the course level**.

   Since last review we have paid more attention to the demographic of our enrolled students. We have actively tried to recruit students aged 18-22 and provide them options as a jump off point to a 4 year institution. We continue to be over enrolled, and hope to address in staffing capacity.

3. **What plans for improvement have been implemented to your courses or program as a result of SLO assessment?**
   - We have added an additional section for Vietnamese 91A.
   - We are revising our SLO's to improve their measurability and to meet the demands of our students.
   - We are revising our rubrics and adding more summative assessments that provide students more opportunities to practice Vietnamese and improve their performance.
   - Make pedagogy more effective through technology enhancement (textbook websites, software, and message delivery) that will help students improve their grammar and communicative skills and improve instructor's classroom management and lesson delivery.

4. **As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel…)?**
   The program faculty will request for additional Vietnamese software allowing for the creation of a Vietnamese learning lab.

PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

   ### Full-Time Faculty:

Vietnamese

Khanh-Hoa Nguyen-Wong	*B.A. in Education in Bilingual Cross Cultural Education (BCLAD); M.A in Education - Bilingual Special Education (Vietnamese); TEFL /TESL certificates; Professional Clear Multiple Subject Credential with Vietnamese Emphasis*

Area of Expertise: Vietnamese / Ethnic Studies / ESL

How My Position Contributes to Program Success: Professor Nguyen-Wong has been teaching Vietnamese for more than 16 years at Vietnamese Heritage Program / Vietnamese Saturday School at Parkview School in the Oak Grove School District. She also has been teaching Viet 91A, Viet 91 B, Viet 1A, Viet 1B, Ethnic 40 and ESL 346 for the past 13 years at EVC.   Professor Nguyen-Wong works with other faculty members in our foreign language department to update the course outlines and to apply current methodologies. She is constantly communicating, collaborating, and networking with local communities, and colleagues at San Jose State University and Mission College to promote our new Vietnamese Language Program. As a tenured faculty member, her major contribution to the success of the program is to maintain a high retention rate for the students taking Viet 1A and 1B courses.

Professional Development in the Past Six Years: She has continued to actively *serve* as key person for our Vietnamese Language Program throughout local communities. She has presented Vietnamese Language and culture to the Deans' academy at SJCC, and has co-presented with Kelly Nguyen-Jardin on similar topics at PDD at EVC. Professor Nguyen-Wong co- created Viet 91 B, Viet 1A and Viet 1B with Gam Nguyen; she continues to update all these courses as more research and information is quantified. She is an advisor for the VSA club at EVC and has been part of the advisory board committee for the ASPIRE Program at EVC; she was the chairperson for ASPIRE during the 2013 school year. Professor Nguyen-Wong also serves on the campus Archive committee.

Part-Time Faculty:

Kelly Nguyen-Jardin B.A. in Business Administration – Marketing M.A. in TESOL CSET Certified - Teaching Credential in Vietnamese Currently in individual-training program for English/Vietnamese court interpretation

Area of Expertise: ESL and Vietnamese

How My Position Contributes to Program Success: Professor Nguyen-Jardin has taught ESL at Evergreen Valley College and other community colleges in the Bay Area since 2008. She has come to the program with years of experience teaching languages. She is a Vietnamese native speaker who has studied and taught in diverse countries such as Vietnam and France. She has continuously collaborated with her colleagues in maintaining/updating our course outlines and searching for new language teaching methods in order to fulfill our students' needs.

Professional Development in the Past Six Years: Professor Nguyen-Jardin is currently teaching VIET-91A and is working on a proposal to offer VIET-91B due to high demand for Vietnamese courses at Evergreen. She is constantly learning and applying the use of technology in her classes.

Bac Tran   *M.A. in English with a Concentration in Linguistics, B.A. in English*

Area of Expertise: Vietnamese and Vietnamese Literature/Translation

How My Position Contributes to Program Success: A native speaker of Vietnamese who immigrated to the US in 1991, Bac Tran has considerable knowledege of the language and culture to bring into his classroom to benefit a diverse learning community consisting of immigrants and/or their children who want to recapture their heritage, as well as non-native students seeking to learn a new language and culture. Up till now Bac Tran has had twenty-three years of experience of teaching Vietnamese and writing textbooks and dictionaries, some of which have been published and sold worldwide.

Professional Development in the Past Six Years: Bac Tran has been attending and presenting papers at national workshops and conferences, and is a member of the Council of Teachers of Southeast Asian Languages (COTSEAL) as well as one of its former presidents (two consecutive terms -- from 2005 to 2011).

2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.
   - Active presenter during professional development days.
   - Presented at the Deans Academy at San Jose City College
   - Engage in presentation opportunities with various social agencies to communicate and educate on Vietnamese social and cultural issues.
   - Engage with local high schools to promote and expand on current EVC Vietnamese courses as means to maintain and improve language and cultural competence.

3. Identify regular faculty evaluation and adjunct faculty evaluation.

   The department tries to evaluate tenured faculty members in the spirit of FACBA. Each term the Dean sends an email to all the tenured faculty members and urges them to have at least one of their classes visited by another faculty member who will collect the student evaluations. The student evaluations are then summarized and kept on file in the dean's office. If the dean detects a problem, a conference will then be convened by the dean with the faculty member. If the dean does not detect any problems, a regular conference with the faculty member and the dean takes place at least once every three years to go over the student evaluations and to discuss issues and concerns related to the faculty members' teaching.
   Evaluations take place every semester.

4. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

   In addition to the orientation process given by the school, the department also has a mentor program. In the past six years, one faculty member has been added to the Department. For each of the new faculty members, in his/her first semester of service, the Department appoints a tenured faculty member as the mentor for the new faculty member. The mentor serves as a guide and supporting person, assisting the new member in the school environment and answering questions related both to students (such as admission and registration procedures, adding and dropping classes, etc.) and faculty (such as tenure procedure, teaching assignments, and committee work).
   Most of our adjunct faculty members have been teaching for us for years. For a new adjunct faculty, when he or she is hired to teach a particular class, we provide the learning objectives for the class and the syllabi used by our current faculty members, and describe in detail how our classes are conducted, together with the student matters such as adding and dropping students, attendance policy, etc.

PART E: Facilities, Equipment, Materials and Maintenance

1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.

   There are currently no specific facilities allocated to the program. When the Library/Technology building was being designed, a 'language lab' equipped with computers and recording/listening capability was requested but not incorporated into the design. There are classrooms available with computers for scheduled use in the Library/Technology building, but these are shared with the rest of the campus and not always available for foreign language classes. Maintenance is taken care of by ITSS. The foreign language department would like a classroom with 35 computers that would be reserved for use by foreign language classes.

2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

> EVC has upgraded its classrooms so that virtually all of them are equipped with computers and overhead projection as well as online access. This makes it possible to access and share a wealth of information in various languages from around the world. Normal updating of computers with more memory and faster processing speeds is desirable. Funding for staff development is currently unavailable due to budget constraints, but when it becomes available again it is necessary for conference attendance so that faculty can remain current in the use of technology.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

> N/A

PART F: Future Needs

1. Current Budget
   A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.

   > The program is unclear regarding the allocated funding and would appreciate more information and input.

   B. Identify any external (fund 17) funding the department/program receives, and describe its primary use.

   > N/A

   C. Explain any grants or other external funding sources (partnerships) for which your   program is benefiting from.

   > N/A

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources? N/A

3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes?

   > It would be helpful for additional sections for Vietnamese courses. Additional resources like monthly magazine subscriptions and memberships.

4. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.

   > As student population increase, and capacity is exceeded, additional part time faculty would be needed.

5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?

   > Vietnamese program faculty would request a learning lab to addresses the needs of the non-native speakers.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

PART H: Annual Assessment: Program Faculty and PR Committee

Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Item Title	Response
Productivity (WSCH/FTEF)	Most recent Academic year, averaging Fall and Spring
Student Success Rate (Retention Rate)	Most recent Academic year, averaging Fall and Spring
Number of class sections offered by your program	Most recent academic year
Changes in enrollment	Most recent academic year vs. three years ago (e.g. +3%, -1%)
Your Program's Current Budget (from Fund 10)	Most recent Fiscal Year
Current External Funding (from Fund 17)	Most recent Fiscal Year
Future Needs: Faculty (Estimated Additional Cost)	Annual cost*
Future Needs: Staff (Estimated Additional Cost)	Annual cost*
Future Needs: Facilities (Estimated Additional Cost)	Total cost over useful life of facilities*
Future Needs: Supplies (Estimated Additional Cost)	Total cost*

* Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.