

Instructional Comprehensive Program Review: Vietnamese

Cover

Overview

Title Vietnamese**Year of Last Comprehensive Review** Fall 2017**Year of Last Mini Update, if applicable****Originator** Nguyen-Wong, Khanh-Hoa**Area Dean** Robert Guterrez**Division**

Language Arts

Department

Foreign Language

Subject

- VIET - Vietnamese

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses with no Degree or Certification

- VIET 001A - Elementary Vietnamese - Historical
- VIET 001A - Elementary Vietnamese - Historical
- VIET 001A - Elementary Vietnamese - Historical
- VIET 001B - Elementary Vietnamese - Historical
- VIET 001B - Elementary Vietnamese - Historical
- VIET 091A - Conversational Vietnamese and Culture - Historical

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

Related Assessments

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

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 91 A - Conversational Vietnamese offered for the very first time at EVC. While EVC Foreign Language Department has its roots back to 1975, the Vietnamese language department primarily consists of a newly tenured faculty.

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.

Currently, EVC offers 9 sections of Vietnamese (4 for Vietnamese 1A, 4 for Vietnamese 1B, 1 for Conversational Vietnamese.) starting Spring 2021.

Instructional methods in the Vietnamese 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. Vietnamese 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.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Student success in all courses of Vietnamese (1A, 1B, and 91A) continue to be measured by **Capacity and Completion rate.**

Within the past five years the average **Capacity rate is at 96.7%**, as compared to a college wide 62.49%. This rates reflect on the overfill capacity of the classes in accommodating the needs of the students. Overall program **Productivity rate was at 18.34**, as compared to college wide 14.72. The productivity 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 93%**, relative to the 72% college wide. The Success rate figure illustrates the students' ability to complete, and pass the courses offered.

Current student demographic appears to be getting younger, even though ages older than 40 still outnumber other age ranges. Current results are comparable to those reflected 3 years ago, and continue to reflect the trend of increasing younger students. This data meets one of the goals of the prior review "To increase exposure to and interest in enrollment from younger students.

More than 51% of these students being enrolled identified as full time in college; overall EVC college wide full time enrollment is at 24%. More than 85% of the students identify themselves as Asian, and of that, more than 75% of them are ethnic Vietnamese.

Overall Program's progress in meeting goals from prior review are **above** expectations. The program continues to exceed college wide rates in Capacity, Productivity and Success rate. Current data validates the program's ability to achieve its goals as listed 3 years ago. The overall success rate is cross validated by student feedback regarding the course content supporting their daily work and social lives. The program continues to **fall short** in its goal of recruiting students from other ethnicity.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**
 - All Vietnamese courses continue to exceed capacity due to constant community outreach and effectiveness of the learning environment for students. **(meeting EVC Strategic Initiative 1 and 2: Student Centered and Community Engagement)**

- High school students are currently fulfilling their foreign language UC and CSU transferring requirements through our Vietnamese 1A, and 1B courses. (meeting prior goals of increasing enrollment from a younger student population.)
 - Formal collaboration with local high school in enrolling a greater number of students (**meeting EVC Strategic goal 2**)
 - Successful transition of all classes to an online format in meeting the challenges from the recent pandemic. (meeting **Strategic goal 3 of Organizational Transformation**)
- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

N/A

- **5. Please describe where you would like your program to be three years from now (Program goals) and how the college mission, strategic Initiatives and student success.**

The Vietnamese program has added 1 additional Vietnamese 1A (Elementary Vietnamese) in the Fall of 2019, and 2 Viet 1B classes in the Spring of 2022 to meet the demand of Yerba Buena High school students . In 4 years, we would like to offer Vietnamese 91B to meet the increasing demands of the employed students and the needs of non-native speakers. In addition, we would like to offer the first Vietnamese Translation and Interpretation (Vietnamese T & I) at Evergreen Valley College and the first full program in the nation. These expansion and additions would allow for an increased capacity for social service agencies to acquire basic Vietnamese conversational skills and translating and interpretation services in working with the public. The provision of T & I program would definitely lend an “achievable educational” goal for the recent immigrants of EVC students. We would continue the increase for instructor mentoring, observation, and professional development.

Because of the long wait listed from each semester and future Vietnamese T & I program, we would like to add a full time faculty for Vietnamese language instruction, and an additional full time faculty who will split 50 /50 teaching Vietnamese and T & I.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'20 average		71.10%		

Courses with no Degree or Certification

VIET 001A - Elementary Vietnamese

SLO Only Course

VIET 001B - Elementary Vietnamese

SLO Only Course

Created: 03/10/2021

Originator: Khanh-Hoa Nguyen-Wong

Created: 03/11/2021

Originator: Khanh-Hoa Nguyen-Wong

VIET 091A - Conversational Vietnamese and Culture	Created: 06/23/2020
Create / Modify DE Course	Originator: Khanh-Hoa Nguyen-Wong
VIET 001A - Elementary Vietnamese	Created: 06/23/2020
Create / Modify DE Course	Originator: Khanh-Hoa Nguyen-Wong
VIET 001A - Elementary Vietnamese	Created: 11/19/2016
Modify Course	Originator: Khanh-Hoa Nguyen-Wong
VIET 001B - Elementary Vietnamese	Created: 06/23/2020
Create / Modify DE Course	Originator: Khanh-Hoa Nguyen-Wong

Program Success Rate 92.51

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 90 % of the 3 year average.

Recommendation: 90% of the 2 year average success rate could be your program standard (average x 0.9).

Program Success Goal : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 93%

- **Is your program success rate higher or lower than the campus?**

The Vietnamese program success rate is higher by more than 20%, as compared to EVC's success rate

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

Student success rate during the 2016-2019 years were largely the result of carefully structured instructional activities that offered the students the opportunity to acquire, and then practice their language skills with peers. There has been an increased effort in providing relevant videos and digital media for students to interact with each other. Student success rate during the 2020 school year can be largely attributed to staff and student increased familiarity and comfort in the virtual environment. Students appreciated synchronous instruction that also utilized break out rooms for discussion and interactions. There was a definite increase in the usage of digital media to supplement independent and group work for students away from the virtual classroom environment.

- **Is the current program success rate higher than the program set standard?**

Current program success rate is higher than set standard

- **How close is the program to meeting the program success goal?**

Program has met its designated success standard (90% average over 3 years)

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes. Current program standard (90% over 3 years) is still applicable.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian**
Program Average Total Enrolled
3.000
Program Success Rate
95.050
- **Asian**
Program Average Total Enrolled
200.000
Program Success Rate
93.470
- **Black or African American**
Program Average Total Enrolled
2.000
Program Success Rate
100.000
- **Hawaiin/Pacific Islander**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **Hispanic**
Program Average Total Enrolled
5.000
Program Success Rate
67.940
- **Two or More Races**
Program Average Total Enrolled
3.000
Program Success Rate
98.000
- **Unknown**
Program Average Total Enrolled
19.000

Program Success Rate

89.140

- **White**

Program Average Total Enrolled

3.000

Program Success Rate

73.470

Success Rates: Measures by Gender

- **Female**

Program Average Total Enrolled

133.000

Program Success Rate

93.980

- **Male**

Program Average Total Enrolled

99.000

Program Success Rate

90.180

- **No Value Entered**

Program Average Total Enrolled

1.000

Program Success Rate

75.000

Success Rates: Measures by Age

- **17 & Below**

Program Average Total Enrolled

18.000

Program Success Rate

99.280

- **18-24**

Program Average Total Enrolled

85.000

Program Success Rate

91.610

- **25-39**

Program Average Total Enrolled

47.000

Program Success Rate

91.500

- **40 & Over**

Program Average Total Enrolled

81.000

Program Success Rate

92.610

- **Unknown**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

- Students identifying as Asian form the largest ethnic group enrolled in the Vietnamese program, followed by Unknown. Hispanic and White students under perform relative to Asian students; it is difficult to compare performance given the significant disparity in enrolled students within each ethnic group. Both ethnic (Hispanic and White) subgroup performance are comparable to EVC standards. More females are enrolled in the Vietnamese program, and academic performance for both gender are comparable. When controlling for age, more than 50% of the students are below 25 years old; there has been a sharp increase in high school age students (18 and below) within the past two years, and it is a goal to increase access for these aged students into the Vietnamese program through formal partnerships with the local high schools.
- The program continues to emphasize increasing non-asian enrollment for the next three years. One key intervention is the successful implementation of in-person/hybrid/synchronous instruction in lieu of totally Online format. It is clear that the development any language requires facilitated discussion and practice opportunities for the students. Students desire for online instruction are juxtaposed against the best instructional strategies, especially for NON-Asian students who may not have readily accessible cultural and linguistic models. In a more "normal" environment, the program will continue to refine and improve its facilitated learning to better address the performance gaps between Asians and non-asian students. It is hoped that beginning Spring 2022 to Summer 2023 there will be a resumption of "normal" in person instruction where program staff can actively recruit a more heterogenous student population through community outreach and word of mouth by students. Beginning Fall of 2023 program staff will have refined and adapted instructional practices that will take advantage of the support and resources of a functional OLM (culturally interesting, relevant and appropriate digital resources) Program staff will reassess the student enrollment data annually, and hopefully by 2024, there would be an appreciable increase in Non-Asian students.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Overall, the Vietnamese program has achieved its program set standard and program success goal. The program continues to meet its set standard, while exceeding the college wide standard. The disparity between ethnic group enrollment (performance), and the increase in younger students continue to be challenges going forward. Current collaboration with local high schools will guarantee an increase in much younger students; instructional methodologies may need to be refined in addressing these cohort of students.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Analysis of the 2020 online student success rate yielded very comparable academic achievement for students in both classroom and virtual environments.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Related Assessments

Student Enrollment Type: Day or Evening Student

- **Day: 4721 - 51.130%**
Program Average Headcount
98.000
Program Percentage of Total
42.320
- **Day & Evening: 3111 - 33.690%**

Program Average Headcount

121.000

Program Percentage of Total

52.580

- **Evening: 1061 - 11.490%**

Program Average Headcount

11.000

Program Percentage of Total

4.930

- **Unknown: 341 - 3.700%**

Program Average Headcount

0.000

Program Percentage of Total

0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.450%**

Program Average Headcount

118.000

Program Percentage of Total

50.980

- **Half Time or less than half time: 6214 - 67.280%**

Program Average Headcount

101.000

Program Percentage of Total

43.590

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Overall program enrollment type has remained consistent over the years, and relative to college wide data. Student enrollment are relatively well distributed between Day and Evening classes, and full and half-time enrollment. Program does have a smaller percentage of students enrolled in the evening relative to college wide data. This is a consistent trend observed across the span of the program's inception.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

More than 50% of the enrolled students are full time, continuing the trend of commitment to a college environment. This data is twice what is observed college wide (51% vs 25%). About 43% of the program's students are half-time, vs 67% college wide. Program distribution of day/day-evening students are comparable to college wide data.

- **c. Based on the data, would you recommend any changes?**

It would be crucial analyzing the enrollment data going forward, given the intentional increase in high school students. It is anticipated that there would be an increase in enrollment for day classes, given the expected increase in high school aged students. This increase in high school aged students will also increase the percentage of "full time" students.

Student Demographics - Headcount

Related Assessments

Student Demographic: Gender

- **Female: 5022 - 54.390%**
Program Headcount
132.000
Program Percentage of Total
56.850
- **Male: 4176 - 45.220%**
Program Headcount
98.000
Program Percentage of Total
42.910
- **No Value Entered: 36 - 0.390%**
Program Headcount
1.000
Program Percentage of Total
0.530

Student Demographic: Age

- **17 & Below: 465 - 5.000%**
Program Headcount
18.000
Program Percentage of Total
8.030
- **18-24: 5542 - 59.990%**

Program Headcount

85.000

Program Percentage of Total

36.990

- **25-39: 2214 - 24.010%**

Program Headcount

47.000

Program Percentage of Total

20.620

- **40 & Over: 1006 - 10.900%**

Program Headcount

81.000

Program Percentage of Total

34.360

- **Unknown: 9 - 0.100%**

Program Headcount

0.000

Program Percentage of Total

0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 45 - 0.480%**

Program Headcount

3.000

Program Percentage of Total

1.400

- **Asian: 3675 - 39.790%**

Program Headcount

199.000

Program Percentage of Total

86.170

- **Black or African American: 218 - 2.360%**

Program Headcount

1.000

Program Percentage of Total

0.450

- **Hawaiin/Pacific Islander: 38 - 0.410%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Hispanic: 3650 - 39.500%**

Program Headcount

5.000

Program Percentage of Total

2.340

- **Two or More Races: 245 - 2.650%**

Program Headcount

3.000

Program Percentage of Total

1.140

- **Unknown: 773 - 8.390%**

Program Headcount

19.000

Program Percentage of Total

8.090

- **White: 591 - 6.420%**

Program Headcount

3.000

Program Percentage of Total

1.150

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

a. Program demographic enrollment average for the past 6 years continues to maintain a fairly consistent pattern. Current data is similar when compared to total program headcount from 2016 PR. Total program enrollment also continues to be consistent. Program has not observed any significant decline or increase, relative to overall EVC student enrollment. The past two years of pandemic related enrollment patterns may have future repercussions depending on demand for fully online instruction.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

a. The greatest gap continues to be the predominance of students identifying as Asian enrolling in the program. Students identifying as Asian (86% vs college wide of 40%).

b. Program enrollment by gender continues to somewhat reflect that of EVC. Overall program enrollment is comparable to EVC's headcount enrollment.

- c. Program enrollment by age shows more than 50% of students older than 25, with almost 34% over the age of 40. Program enrollment is also skewed towards older aged students (34% vs 11 % college wide) This is not reflective of the EVC enrollment by age (over 25 = 35%) and over 40 = 11%)
 - d. Overall program enrollment is comparable to EVC's headcount enrollment. As previously stated we can continue to see a somewhat decline in the over 40 age group, but an increase in the <18 age group. The program continues to see a significant over-representation of students identifying as Asian enrolled.
- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

With regard to program enrollment by age, the program has historically enrolled an older continuing education student population. We have seen a decline in that age group recently, but replaced by a younger aged student population due to the intentional formal arrangements between EVC and the local high schools. With regard to the ethnic disparity this has been a continued trend since program inception. It is hoped that the continual outreach to the community at large, and the fruition of the Vietnamese T and I program, will increase the relevance of the program to Non Asian students.

Institutional Effectiveness (5 year average, see Summary Tab)

EVC Capacity: 62.49% EVC Productivity: 14.72

Program Capacity

96.70

Program Productivity

18.34

Is your capacity rate higher or lower then the campus?

Capacity rate is higher than EVC average

Is your productivity goal higher or lower than the campus?

Productivity goal continues to be higher than the EVC average

If the program capacity and/or productivity is lower than the campus, please provide rationale:

N/A

Curriculum

Related Assessments

Courses with no Degree or Certification

- VIET 001A - Elementary Vietnamese - Historical
- VIET 001A - Elementary Vietnamese - Historical
- VIET 001A - Elementary Vietnamese - Historical
- VIET 001B - Elementary Vietnamese - Historical
- VIET 001B - Elementary Vietnamese - Historical
- VIET 091A - Conversational Vietnamese and Culture - Historical

- 1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.

The program adopted an additional text, developed in collaboration with the Vietnamese staff at Consumnes College in Sacramento. The timeline for full implementation, and transition from the older text was planned for 3 years. The pandemic has disrupted that plan and forced a heavier reliance on the older text.

The program had begun taking advantage of OLM (CANVAS), across the past few years, even before the onset of the pandemic. The curriculum had been better supported through usage of videos and articles that encourage and facilitate greater discussions. Program staff were much more mindful of dynamic instruction to enhance learning.

The pandemic has also forced a review and adapted instructional modality taking advantage of OLM including CANVAS and ZOOM. Program staff have been forced to maximize online breakout rooms, while using the text to guide discussions and practices. Going forward, as a more balanced approach between in-person and fully online instruction, the program will continue its implementation and adaptation of the new text in guiding student learning. It is hoped that a consistent text across all sections will be fully implemented by 2023.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

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		2016
VIET 001B	Vietnamese 001B Elementary Vietnamese	Yes	Yes	Yes		2016
Viet 91A	Vietnamese 91A Conversational Vietnamese	Yes	No	No		2016

- 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.

- All instructors have been certified to provide online instruction in the delivery of course content.

Course No.	Course title	Offered per semester				Total
		Spring	Summer	Fall	Interession	
VIET 001A	Vietnamese 001A Elementary Vietnamese	4	1	6	0	
VIET 001B	Vietnamese 001B Elementary Vietnamese	4	1	2	0	
Viet 91A	Vietnamese 91A Conversational Vietnamese	1		1	0	

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

N/A

- **4. 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 faculty 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. Staff continue to use real life experiences (restaurants, festivals, holidays) to enhance language and cultural development.

As discussed in prior items, the program has greatly integrated OLM strategies to engage and provide a learning environment for students. Program staff have collaborated to share relevant materials to support instruction. Even with a return to in person instruction, program staff continue to integrate online discussions as part of the classroom. Program success has morphed into **enrollment vs drop out** rate from the offered courses these past two years, and the data continues to show student continued interest in the offerings. Given the relative stability of student enrollment and success rate, it is clear that program instruction is meeting the needs of enrolled students. It is more appropriate to note that student success can also be measured anecdotally, where students express appreciation for the increased OLM support and resources that help them navigate the instructional medium during the pandemic. Going forward program staff may introduce satisfaction surveys as a secondary validation for program success.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

Future plans for the Vietnamese Department may include a specialized credential in Vietnamese Translation and Interpretation, and an additional course Vietnamese 91B (Second semester Conversational Vietnamese)

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

All Foreign Language courses with the exception of conversational courses are articulated with the CSU and UC systems. As previously stated, there exists a formal collaborative partnership with the local high schools in enrolling interested students into Vietnamese classes at EVC. Both administrative, instructional and classified staff are in constant communication to ensure that these high school students are well supported, and receive the appropriate credits for high school and college.

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

N/A

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

VIET 001A - Elementary Vietnamese - Recognize the differences in pronunciation and tonal distinction of the different Vietnamese dialects (Northern, Central, Southern).

VIET 001A - Elementary Vietnamese - Speak the language at beginning level in daily life situations.

VIET 001A - Elementary Vietnamese - Read and comprehend beginning level Vietnamese language.

VIET 001A - Elementary Vietnamese - Write from simple to more complex sentences with proper spelling, word usage, and syntax.

VIET 001A - Elementary Vietnamese - Analyze and describe the unique characteristics of the formation, historical evolution, and development of the Vietnamese language.

VIET 001B - Elementary Vietnamese - Demonstrate advanced-beginning level accuracy in pronunciation and tonal distinction of the different Vietnamese dialects.

VIET 001B - Elementary Vietnamese - Speak the language at the advanced-beginning to intermediate level in daily life situations.

VIET 001B - Elementary Vietnamese - Read and comprehend Vietnamese language at an advanced-beginning level in selected texts.

VIET 001B - Elementary Vietnamese - Write complex and elaborate sentences, short essays, and scripts.

VIET 001B - Elementary Vietnamese - Compare and contrast the educational systems in Vietnam and the U.S.

VIET 091A - Conversational Vietnamese and Culture - Respond appropriately to simple questions in Vietnamese on topics of everyday importance.

VIET 091A - Conversational Vietnamese and Culture - Maintain a simple conversation in Vietnamese.

VIET 091A - Conversational Vietnamese and Culture - Compare basic cultural differences between Vietnamese and American cultures.

VIET 091A - Conversational Vietnamese and Culture - Apply basic Vietnamese social etiquette phrases when interacting with Vietnamese speakers.

VIET 091A - Conversational Vietnamese and Culture - Apply learned verbal skills to writing skills of a similar level

VIET 001A - Elementary Vietnamese - Recognize the differences in pronunciation and tonal distinction of the different Vietnamese dialects (Northern, Central, Southern).

VIET 001A - Elementary Vietnamese - Speak the language at beginning level in daily life situations.

VIET 001A - Elementary Vietnamese - Read and comprehend beginning level Vietnamese language.

VIET 001A - Elementary Vietnamese - Write from simple to more complex sentences with proper spelling, word usage, and syntax.

VIET 001A - Elementary Vietnamese - Analyze and describe the unique characteristics of the formation, historical evolution, and development of the Vietnamese language.

VIET 001A - Elementary Vietnamese - Recognize the differences in pronunciation and tonal distinction of the different Vietnamese dialects (Northern, Central, Southern).

VIET 001A - Elementary Vietnamese - Speak the language at beginning level in daily life situations.

VIET 001A - Elementary Vietnamese - Read and comprehend beginning level Vietnamese language.

VIET 001A - Elementary Vietnamese - Write from simple to more complex sentences with proper spelling, word usage, and syntax.

VIET 001A - Elementary Vietnamese - Analyze and describe the unique characteristics of the formation, historical evolution, and development of the Vietnamese language.

VIET 001B - Elementary Vietnamese - Demonstrate advanced-beginning level accuracy in pronunciation and tonal distinction of the different Vietnamese dialects.

VIET 001B - Elementary Vietnamese - Speak the language at the advanced-beginning to intermediate level in daily life situations.

VIET 001B - Elementary Vietnamese - Read and comprehend Vietnamese language at an advanced-beginning level in selected texts.

VIET 001B - Elementary Vietnamese - Write complex and elaborate sentences, short essays, and scripts.

VIET 001B - Elementary Vietnamese - Compare and contrast the educational systems in Vietnam and the U.S.

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>)). Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

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.

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.

All Vietnamese courses currently have student SLO's that are being evaluated with a quizzes, tests, midterm 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.

Staff maintain continuous review and discussion program success and effectiveness, and relative to other language arts programs during regularly scheduled department meetings. Please see attached file from the Language Arts department where SLO's were discussed. The Vietnamese Program does not maintain records separate from department meetings, and this was the only copy provided by Language Arts department.

Course No.	Course title	Date Completed	Results
VIET 001A	Vietnamese 001A Elementary Vietnamese	Fall 2019	93% student success rate
VIET 001B	Vietnamese 001B Elementary Vietnamese	Fall 2019	95% student success rate
VIET 91A	Vietnamese 91A Conversational Vietnamese	Fall 2019	90% student success rate

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**
 - We have revised our SLO's to improve their measurability and to meet the demands of our students. **The critical difference/improvement has been the deliberate and effective integration of OLM strategies in supporting Vietnamese language development.**
 - We are revising our rubrics and adding more summative assessments that provide students more opportunities to practice Vietnamese and improve their performance. **With the increased reliance of online support, assessments become more static. Program staff are in discussion on a quantitative rubric for assessing student performance/participation during breakout rooms.**
 - 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 instructors classroom management and lesson delivery.
 - All instructors are certified to teach online and continue to demonstrate their familiarity and proficiency in guiding instruction in the virtual environment.
 - 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 see the continued increase in the enrollment of younger aged students.
 - We continue to be over enrolled and hope to address in staffing capacity.
 - A "success story" revolve around the continued desire for students in all sections, to "celebrate" and practice the language skills at the end of the semester. Students meet**

in person (masked) and carry on live conversations in restaurants and unique Asian shopping centers. Students have real life opportunities to practice their language skills and match text information to real life exemplars.

Faculty and Staff

Part D: Faculty and Staff

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

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 18 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 18 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 , Mission College , San Jose City College, and Consumnes River College to promote our 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 presented 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 co-chairperson for ASPIRE during the 2013-2014 school year. Professor Nguyen-Wong also serves on the campus Archive , TRC and PDD committees . Professor Nguyen-Wong worked on Vietnamese T & I Program when it first started. She is currently in the process of creating an asynchronous and hybrid version of all three Vietnamese courses with her department colleagues.

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 earned her Faculty Service Area in Vietnamese in 2016 and has taught Vietnamese at EVC since then. She has come to the Vietnamese and ESL programs 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 and updating our course outlines such as Viet-1A, Viet-1B, and Viet-91A and searching for new language teaching methods in order to fulfill our students needs. Professor Nguyen-Jardin has been working on the English/Vietnamese Translation & Interpreting program, a Certificate of Achievement program, and the program is expected to offer its first two courses in fall 2022. This Certificate of Achievement program will prepare our students for careers in legal and healthcare translation and interpreting as Vietnamese interpreters. Interpreters are a vital resource to our Vietnamese community because they provide the equitable access to medical and legal services creating “equity, opportunity, and social justice” as stated in the college's mission.

Professional Development in the Past Six Years: Professor Nguyen-Jardin is currently teaching one section of VIET 1A or VIET1B every semester. She is pursuing the Online Teaching and Educational Technology Certificate that is offered at EVC and is expected to complete this certificate of achievement in fall 2022. Professor Nguyen-Jardin, along with her colleagues in the Vietnamese Department, are in the process of creating asynchronous and hybrid courses in order to offer different learning options for our students. Professor Nguyen-Jardin is one of the 14 members of the Peer Online Course Review task force at EVC. Her expertise in reviewing online courses is a tremendous asset to the Vietnamese Department in the mission to develop high-quality fully online and/or hybrid Vietnamese courses to better serve our students.

Huong Pham:

B.A in English linguistics and literature, M.A in Teaching English for Speakers of Other Languages (TESOL), Ed.D in instructional leadership in higher education, CSET Certified-Teaching Credential in Vietnamese

Area of Expertise: ESL and Vietnamese

How My Position Contributes to Program Success: Professor Huong Pham has been teaching ESL at EVC since 2014, and she has joined the Vietnamese program since August 2021. She had years of teaching Vietnamese to children and adults in Vietnam and in the U.S before starting at EVC. While teaching in Vietnam, she also worked as a freelance interpreter for market research companies who assisted Vietnamese consumers to give feedback about a wide range of products to help manufacturers improve their product quality. She gave interpretation to hundreds of focus groups and home visits to convey consumers messages to manufacturing companies. Additionally, she has been volunteering in teaching citizenship courses for a lot of Vietnamese people who will take the naturalization test for their immigration purpose. Her experiences, knowledge, and teaching skills in Vietnamese will definitely help EVC students, both native and non-native Vietnamese language learners, to capture an enriched culture and language when taking the Vietnamese program at EVC.

Professional Development in the Past Six Years: Professor Huong Pham attended and presented paper titled “Internationalizing ESL Instruction to Maximize Learning Effectiveness” at the International Conference on Social Science, Literature, Economics and Education on August 6th and 7th, 2017 in San Francisco. Her doctoral dissertation “Teacher Perceptions of English for Specific Purposes (ESP) Programs (<https://www.proquest.com/docview/1691176372/73EF2616FD81433FPQ/1>)” was also published by ProQuest in 2015.

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 knowledge 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. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Attend Language workshop within 2 years

Time to develop audio / supplement materials to teach hybrid and Asynchronous class within 1 one year

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**
 - There are currently no specific facilities allocated to the program, and the program is still optimistic about a self contained classroom with 35 computers reserved for their students.
 - Vietnamese courses are housed under the Foreign Language Department which does not have an operational budget with the exception of salary and benefits for full time and part time faculty. The budget is adequate for personnel. There is a need for a full time faculty.
- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

N/A

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

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. Campus physical space have also been modified in accordance to COVID-19 recommendations. 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.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next six years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. Faculty Request

Ongoing Budget Needs

Salary and Benefits

One-Time Expenditure

Step 1, Class III staff

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

93360.000

Request linked to SLO/PLO

Strategic Initiatives (student centered, organizational transformation, community engagement):

Improving Student success rates: Achievement of program set standard(s) for student success:

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving Student success rates

Yes

Achievement of program set standard for student success

Yes

Attach Files

Attached File

Foreign Language Department Meeting (11-04-20).pdf (/Form/Module/_DownloadFile/1844/41960?fileId=121)

IEC Reviewers

IEC Mentor

Guy Ras

IEC Second Reader

Fahmida Fakhruddin