

1. PROGRAM DESCRIPTION AND SCOPE

- The Foreign Languages Department at Ohlone College provides instruction in Arabic, Chinese, French, Italian, Japanese and Spanish. First year instruction is offered in all of these languages, and is separated into two semester long sequential courses (101A and B). A second year, 2 semester sequential program is offered in Chinese, French and Spanish (102A and B). Transfer agreements with UC and Cal State Universities insure continuity of instruction and acceptance of Ohlone foreign language course credit, satisfying foreign language requirements at those institutions. Additionally, conversational level courses are offered to provide for those students interested in a less rigorous methodology. These conversation courses do not satisfy foreign language requirements needed for degree completion, but do count towards credit in the general “Humanities” area. Foreign language courses not only enable students to hone their speaking, reading and writing skills in the target language, they also promote understanding of the culture of the given language through a variety of approaches from reading and writing assignments to field trips. The program further serves the communities needs by providing weekend instruction, concurrent enrollment at Irvington and Mission High Schools, summer school courses, and immersion programs abroad.

Courses in Spanish and French are currently taught by two full-time faculty members, while all other courses are taught by adjunct faculty. The Chinese program employs from 6-8 adjunct faculty. Arabic, Japanese and Italian are taught by one adjunct faculty member in each discipline.

- A hybrid on-line Italian class, and on-line Spanish labs help provide for distance learning for busy professionals, allowing portions of their course requirements to be completed at home or at work.
- The Foreign Language Department provides a positive impact on the college by fostering the multi-cultural goals of the college’s mission. The diversity of languages taught at Ohlone reflects and reinforces that of the student body. This valorizes the goals of multicultural acceptance while promoting cultural diversity. Our study abroad program gives high visibility and vitality to our Spanish offerings. We have recently helped create a learning community bringing Spanish, Chicano Studies, Speech and English together.
- Our evening and weekend language courses allow busy professionals to meet their professional needs by learning a foreign language at night.

2. RELATIONSHIP TO OHLONE COLLEGE MISSION AND GOALS:

- Ohlone College “promote(s) diversity, inclusiveness and openness to differing viewpoints”.

Every culture perpetuates itself to a very large degree via it’s language. Through the variety of languages offered in our department, our goal meets that of the college. By it’s very existence, foreign language instruction, when taught in the target language, promotes diversity, inclusiveness and openness to differing viewpoints expressed by the cultural specificity of each linguistic structure, as well as each language’s implicit value system.

- Ohlone College “reach(es) out to underserved populations” and “promote(s) team work and open communication”.

The Spanish program has entered into a collaborative learning community with Chicano Studies, Speech and English providing specialized yearlong Spanish courses, which are normally taught in one semester. The goal here is to reach out to underserved Chicano students.

3. PROGRAM STUDENT LEARNING OUTCOMES

Program Student Learning Outcomes:

1. Students should be able to demonstrate progressive oral competence of the language as they advance through the course levels.
2. Students should be able to decipher progressively more difficult texts as they advance through the course levels.
3. Writing ability should become more competent through the progressive course levels, in conjunction with the course content of each class.
4. Students should have a rudimentary to more advanced level of cultural and historical understanding of the societies associated with the target language as they advance from beginning to second year classes if applicable.

Program Teaching Objectives:

The foreign language faculty endorses the following objectives in their methodology facilitating student-learning outcomes:

A. Through the use of the target language in the classroom, to provide the most authentic cultural environment possible, and promote a communicative acquisition of the language.

B. Encourage students to use the target language with increasing confidence themselves.

Promote sensitivity to cultural differences expressed linguistically: (levels of social discourse, use of courtesy, etc.)

C. Help students to comprehend authentic texts in the target language.

D. Facilitate student development of writing skills in the target language.

E. Acquaint students with a variety of cultural differences within the target language environment.

Program Assessment of Outcomes

Student learning outcome assessment is achieved by a variety of techniques.

These include among others:

Essay exams

Oral exams

Objective exams

Completion exercises

Class presentations and projects

Written papers

Workbook exercises

First year Spanish and French assesses student learning via an oral/aural and written exam upon completion of each chapter of the text. Quizzes, student presentations, regular homework assignments and compositions make up the bulk of the other assessment techniques. For Spanish, portions of the online work are evaluated as students complete them.

Second year Spanish follows the same assessment strategy, which is standard at UC and Cal. State and most California Junior Colleges.

4. STUDENT SUCCESS IN REACHING OUTCOMES

From 2002-2005 Foreign Languages taken as a whole, including all 6 languages, demonstrate the following student enrollment and success rates:

An increase in course offerings from 20-24

An increase in sections offered from 49-58

An increase in enrollment from 1193-1231

An increase in FTES from 248-274

Student retention percentage averages has remained steady in the 80-85% over this period, with higher numbers in the summer (over 90%).

Student success rate percentage overall during this period averages 78% and has climbed during all semesters from 2002-2005 with the exception of Spring '03-Spring'04 where the rate was constant.

Overall these numbers reflect positive results in all areas from retention to student success. We believe we could have better student success numbers if we had a Foreign Language learning lab, and if logistical restraints on optimal day and time scheduling were improved. Given these limitations we believe our student success numbers as a department fall within the average of the college.

In addition to objective measures of student success, there exists a myriad of evidence as to the success of some of our language programs. One example of this is that the vast majority of students who are successful in completing the first semester French or Spanish classes continue with their professor to the second level course. This phenomenon continues through the second year classes as students bond with their professors, and continue to see good results in their language skills. Anecdotal evidence provided by former or continuing students ranges from comments on their improved ability to comprehend coworkers, attain bilingual status in their new jobs and thereby higher salaries, to those now able to converse with their spouses' families, and to the students who travel abroad and are able to communicate with foreign language speakers thanks to their instruction at Ohlone.

**a. ASSESSMENT OF PROGRAM THROUGH
REVIEW OF THE TEACHING LEARNING
PROCESS**

The relevance of student learning outcomes can be easily determined in the kinds of anecdotal comments mentioned above. Unlike some other disciplines, a student's learning outcome is shown via a daily improvement in the student's ability to express him or herself in written and oral form in the target language, respond to questions and interpret authentic texts, and demonstrate cultural sensitivity in a variety of contexts. Learning is kept current if the instructor continues to introduce changing vocabulary which is becoming more prevalent in our global society with its constant reliance on, and development of technology, and the new terminology that this engenders. Speaking patterns and differences vary from culture to culture and these differences should be introduced and continually taught along with the socio-cultural events affecting the target language's world.

A byproduct of learning a foreign language is a clearer understanding of one's own language, as well as an enhancement of general analytical, reading, writing and speaking skills applicable to many areas of education and life.

Not only does the Foreign Language Dept. teach skills, which are immediately useful in the real world, it also structures its course offerings to prepare students to succeed in

continued studies in 4 year institutions. It essentially takes its model from four-year colleges and is very similar to language offerings in the majority of California Community Colleges. Teaching strategies utilize the communicative immersion format used by the most successful two and four-year United States colleges.

Sequenced courses coincide with the standards of the aforementioned institutions. In French and Spanish the first year program covers the required text in two semesters (101A,B). The Spanish text presently used at Ohlone is currently being used at several California Community Colleges and at Calif. State University East Bay. The second year program is an in depth review of first year which explores all aspects of grammar more deeply, affording students greater expression in all areas of the target language. The second year program also further emphasizes reading, writing and oral proficiency skills. Students will attain a more in-depth understanding of culture via cultural components introduced thematically as topics of the grammar, reading and writing portions of the second year classes.

FUTURE GOALS:

Some of our long-standing goals for the Department are as follow:

- The creation of a state of the art foreign language learning lab, with instructor console, ability to achieve random pairing of students for activities, ability to “listen in” on, and correct pronunciation activities, select from a bank of stored activities using multi-media formats. This would insure continued competitiveness with Chabot College, which is implementing their own “World Languages” lab. This lab would serve as a drop in lab, and as an instructional instructor run lab. It would have remote accessibility from the new campus and on-line.
- Implement certificate programs in Spanish, French and Chinese.
- Create websites for each language, with web tutorials, chat rooms, bulletin boards etc.
- Create on-site language courses for Spanish for medical, law enforcement, and social services.
- Continue organizing study abroad immersion programs in foreign languages.