

PROGRAM REVIEW 2008-2011

Division: Language Arts

Department or Program: Cross Cultural Partners (CCP)

Name and Title of Preparer(s): Gloria Heistein and Webb Hamilton, CCP Co-coordinators and ESL Instructors; Katie Dunlap, past Co-coordinator and ESL Instructor.

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other

A. Provide a brief description of the program including any services provided and the program’s mission.

The Cross Cultural Partners Program is a student-centered learning program for De Anza College students. This program was established in the year 2000 when De Anza College ESL instructors, Gloria Heistein, Katie Dunlap and Megan Elsea decided to systematically address their students’ need for English conversation outside of the classroom. They structured a program that pairs students of different cultural backgrounds for one academic quarter to promote English conversations between native speakers and non-native speakers about cultural traditions, social customs and campus life.

Mission Statement

Cross Cultural Partners (CCP) seeks to promote cross cultural friendships and improve English language communication among De Anza College students from English as a Second Language (ESL) and non-ESL classes, thus enhancing understanding and appreciation for cultural diversity in an informal and relaxed atmosphere.

CCP’s mission supports the outcomes specified in De Anza College’s Mission Statement:

De Anza College fulfills its mission by fostering successful students who become:

- *knowledgeable and self-directed members of the workplace,*
- *appreciative of the aesthetic expressions of humankind,*
- *vital participants in the diverse cultures of our community,*
- *informed and active citizens of the world, and*
- *lifelong learners.*

B. Provide a summary of the program's main strengths.

The program involves recruiting partners from ESL and non-ESL classes, matching students based on their applications, bringing all students together as a group to introduce conversational topics, offering support and guidance to students throughout the quarter, ensuring that each student meets with their partner for at least 5 hours during the quarter, and holding a final get-together for all participants to share their success stories.

Over a relatively short period of time, this program has grown from serving the needs of 50 students per quarter in the year 2000, to serving between 350-450 students per quarter currently. This averages 1350 students per academic year. The program's rapid growth has outpaced its current funding levels, as well as its ability to implement strategies to recruit additional native English speakers.

Program strengths: CCP provides:

1. Life-changing cultural exchange for all who participate.
2. A broadening of worldview for ESL and Non-ESL students at De Anza College.
3. Confidence-building for ESL students whose English communication skills improve.
4. Rapid growth (over 500% increase in participation in 10 years).
5. ESL participants with a deeper understanding of American culture.
6. Opportunities that help ESL participants bridge the gap between classroom instruction and using English in their daily lives.
7. Community-building among diverse cultural and ethnic groups at De Anza.
8. Information to the greater community of how a De Anza program helps prepare students for future academic or career success.
9. Improved inter-personal communication skills
10. Improved responsibility and time management skills among CCP Participants.
11. Opportunities to diminish stereotyping and racism.
12. Improved communication across the curriculum between different departments and disciplines.
13. An example of a model program that other colleges and universities throughout the nation and even globally can emulate.
14. Cost efficiency: CCP's cost per academic year around \$40 per student.

C. Provide a summary of the program's main areas for improvement.

Current Challenges

There are 3 challenges that the Cross Cultural Program currently faces. The first challenge is to address the need to recruit more members of the receiving community, the native English speakers, to participate in the program. Over the years, the request from ESL students for partners has significantly outpaced the time allotted for CCP staff to recruit these native speakers. In the Fall quarter of 2008, the program matched only about 45 of our 223 ESL applicants with native speakers of English. The other ESL students were matched with fluent speakers of English who are International Students or with other ESL students. While this does give all participants a chance to practice English and exchange their story with someone from another culture, it doesn't meet CCP's mission to pair ESL students with non-ESL students – someone from the receiving community. In the past 9 years, we have only experienced two academic quarters in which we had more native speaker applicants than ESL applicants.

The second challenge is to expand funding to ensure adequate staff hours for full-scale implementation of measurable outcomes. We have solicited written and oral testimonials from participants and asked them to respond to a 6 point post survey. Although we gained useful information, the responses are usually very general and have not given us the concrete information we need to move forward in achieving our

mission. In addition to revising our survey and making it a pre-survey as well as a post survey, we must increase the number of students who respond to the survey.

The third challenge is to secure stable financial support for the overall program. While the De Anza Student Body has been a regular supporter of the program, they are limited in scope to only supporting the student helper portion of the program.

Our funding from the DASB for 2009-2010 has been reduced 56%: from a current funding of \$9600 for student helper salaries to a grant of \$4200 for next year. If we are not successful in making up this difference, we will be seriously limited next year.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

1. To create a certificate of completion for CCP participation.
 - a. Students can reference their CCP work when transferring or for career advancement.
2. By next year, we will create SLO's for students in CCP.
3. As an instructional support program, we want to better track learning outcomes with institutional research.

II. Retention and Growth

- A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

See attached chart showing growth since 2007.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

CCP is interested in doing outreach to these populations to serve as partners.

- C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

- a. CCP works with LSLab to offer a resource for ESL students who seek improvement in their conversational skills. CCP participants are asked to write meeting logs and letters to document their CCP participation.

- b. For students with limited computer skills, using the CCPOAS (On-line Application System) helps them improve their computer literacy. Our staff often works with students individually who need help in using the system.
- c. We work with Reading faculty, Math (on occasion) and La Puente faculty to partner with them in making CCP an adjunct to their curriculum.
- d. CCP would like to continue increasing student cultural competence by matching 400 students from culturally/linguistically different backgrounds for 5 hours of conversation and holding two group events per quarter
- e. CCP would like to continue increasing "...students' social integration into and identification with the college environment." by matching ESL students with Non-ESL students who provide each other with informal, ad-hoc (as determined by each pair) tutoring, and campus survival information. Participating students regularly report that they gain valuable information from their partners on how De Anza works and how to succeed at and enjoy college.

III. Student Equity

A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

B. In what ways will the program continue working toward achieving these goals?

CCP will continue to offer instructional support for both ESL and Non-ESL students who participate. This is one of our strengths.

C. What challenges exist in the program in reaching such goals?

CCP does not discriminate in its acceptance of student participants. Its demographics vary per quarter. However, we generally have students who represent between 30-40 countries and who speak over 25-30 languages other than English. The attached chart shows some demographics.

IV. Budget Limitations (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

At this point maintenance of the program is the primary concern, not increases in resources!

At this writing, CCP does not have any guaranteed funding for 2009-10!

Limited funding would result in the following:

1. No resources for the 30-40 hour/week combined work of student helpers.
2. No resources for supporting student participants.
3. No resources for recruiting, matching and helping students during the quarter.
4. No resources for rematching students who need a new partner.

5. No resources for supporting faculty in a timely manner.
6. No resources for working with the webmaster to support our on-line matching system.
7. No resources for paying coordinators and student employees.
8. No resources for working with the DASB and support other student organizations.
9. No resources for nurturing relationships with corporate and/or private groups that are interested in CCP.
10. No resources for seeking new or creative ways to get additional funding.
11. No resources for community gathering and celebrating completion.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

Elimination or significant reduction of Cross-Cultural Partners would negatively impact students as described above in Section 1B.

V. Additional Comments:

Comparable Programs at other Institutions: Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

At West Valley College, there is a program, English Language Partners, that Gloria Heistein helped start before she came to De Anza over 15 years ago.

CCP was referenced in the *CATESOL News* (March-April 2008) as a model program for English Outside the Classroom. Comparable programs exist throughout the state, but the scope and size of CCP seems to be larger than those mentioned in this report.

CCP Outreach Activities and Campus Involvement

CCP works with, supports and cooperates with faculty in following departments and programs:

APALI
 DASB
 Foreign Languages
 Geography
 International Students Office
 La Puente
 La Voz
 Language Arts: ESL, English, EWRT, Speech, Journalism and Reading
 Math
 Multicultural Studies
 Political Science
 Psychology
 Sociology