



FOREIGN LANGUAGE DEPARTMENT PROGRAM REVIEW

APRIL 2006

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FOREIGN LANGUAGES PROGRAM REVIEW

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FOREIGN LANGUAGES PROGRAM REVIEW

Executive Summary

Since the Program Review of 2000-2001, Spanish has rejoined International Languages to form the Foreign Language Department. The current language offerings are Arabic, Chinese, French, Italian, Spanish and Vietnamese. The foreign language courses have been taught by an entirely part-time faculty (fourteen instructors) since the reassignment of the only full-time faculty member to a sister campus and the retirement of our 50 percent full-time (shared with ESL) faculty member. The Department Chair is a part-time Spanish professor.

At its peak in the 1980s, Coastline offered classes in sixteen different languages. More recently, the program has offered six different languages each semester. Of paramount departmental interest is the continued growth of the Foreign Language Program and the reinstatement of some of the less commonly taught languages (LCTLs).

Several events have greatly impacted foreign language enrollment in the past five years both positively and negatively:

- Increasing enrollment in distance learning sections in French, Italian, Spanish and Vietnamese
- Cessation of course offerings in Japanese, Korean and Russian
- The lack of a presence in the south Huntington Beach area: Coastline lost its only south Huntington Beach site in 1997 and more recently Fountain Valley High School became unavailable for classes. These sites were conveniently located and popular among foreign language learners.

Recommendations include:

- Acquisition of a south Huntington Beach site to mitigate the still experienced loss of Huntington Beach Center and Fountain Valley High School
- Increased access and a steady presence at Garden Grove Center and the newly opened Le-Jao Center in Westminster
- Replacement of the full-time position lost in Spring 2001 and the 50% full-time position lost in 2005 with two 50% positions (shared with other disciplines) or one full-time instructor to teach two different languages
- Student access to the full sequence of foreign language course offerings

Goals:

- Improvement of class retention
- Growth of the program by increased distance learning and online options
- Reinstatement of some LCTLs
- Development of alternative modes of delivery for all languages
- Development of "virtual" online labs for special skills practice
- Revision of all course outlines to reflect current course outline format and student learning outcomes and assessment
- Develop supplemental materials and instructional procedures to increase student-to-student contact in distance learning classes, particularly in telecourses
- Continue to advocate for at least one full-time faculty position in foreign languages



Foreign Languages Program Review

Process

Following an initial discussion with Coastline's Instructional Researcher in Fall 2005, Foreign Languages Department Chair Rosemary Miller established a review team that included faculty members Lynne Baker, Margaret Lovig, and Cheryl Stewart, dean of instruction Shanon Christiansen, and Instructional Services administrative assistant Ann Hickey.

The team decided to survey all program faculty and as many students in the program as possible. Faculty surveying was completed entirely online; and, although faculty attempted to have their students complete the student survey online, paper copies of the survey were produced and distributed for classes in which online surveying did not appear to be possible. Twelve out of fourteen faculty members responded to the faculty survey. The student survey had a total of 296 respondents—234 from classroom-based courses, 51 from distance learning courses, and 11 students who were taking both classroom and distance learning language courses.

History

Coastline Community College was founded in the fall semester of 1976 as the third college in the Coast Community College District. As the "college without walls", which offered easy access for the working adult, it immediately found its niche among this clientele which tended to be older, working adults with disposable time to take one or two courses for personal enrichment or educational advancement. Initially, five international languages were offered but by the mid-1980s this number had increased to sixteen languages, and Coastline was recognized as a leader in the offering of "Less Commonly Taught Languages" or LCTLs.

In 1985 the Foreign Language Program (all foreign languages at this time) acquired a Subject Specialist (Instructional Unit Assistant, now Department Chair). Prior to that time the planning of the schedule, evaluation of instructors and other departmental duties were carried out by the Discipline Dean. In Fall 1990, Spanish and other foreign languages separated into two departments, each being served by its own Department Chair. The Department Chair position is an elective position and has been filled by adjunct faculty with the exception of a period of two years. In Fall 2001, the Department Chair was once again responsible for all foreign languages with the reunification of Spanish and International Languages. The reunified discipline was called the Foreign Language Department.

Since the inception of the position of Department Chair, many changes have taken place within the department, including:

- Adoption and development of alternative modes of delivery for languages including French, Italian, Spanish and Vietnamese
- Separation and subsequent reunification of the Foreign Language Department under a single Department Chair
- Revision of course names and numbers to provide unanimity within the Coast Community College District which provided students with a more reliable way to compare courses within the District and also more uniform transferability data
- Elimination of adjunct instructors with unfavorable evaluations
- Hiring of new full-time instructors

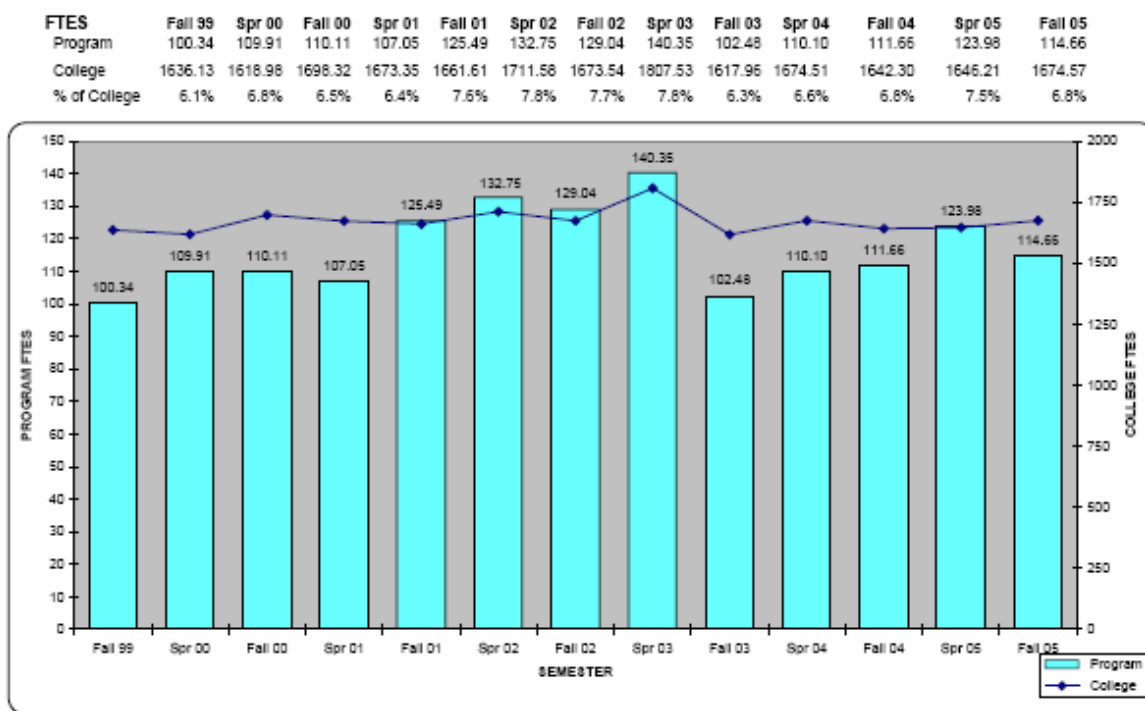
Foreign Languages, during the early years, had one full-time instructor who taught Spanish and French. In Fall 1989, a second full-time instructor was hired to a 50% position in Spanish. An additional full-time Spanish instructor was hired in 1993 bringing Spanish to 2½ full-time instructors. With retirements and reassignments, the Foreign Language Department now lacks a full-time faculty member, and part-time faculty members teach all languages.

Quantitative Elements

Course Elements

From a modest offering of five foreign languages in Coastline Community College's inaugural fall semester in 1976, the Foreign Language Department's offerings grew to sixteen languages by the mid 1980s. As late as 2001-02, the department was still offering 11-12 different languages each semester. At the time of the department's highest FTES in the last six and a half-years, the department was offering courses in 9 languages. Since fall of 2003, the college has offered classes in only six languages: Arabic, Chinese, French, Italian, Spanish, and Vietnamese. Fall 2003 also represented the lowest number of FTES for the department in the six and a half-years addressed in this report, and the total number of scheduled sections dropped to a low of 27.

FOREIGN LANGUAGES 2005
Six and a Half-Year Summary of Enrollments and FTES



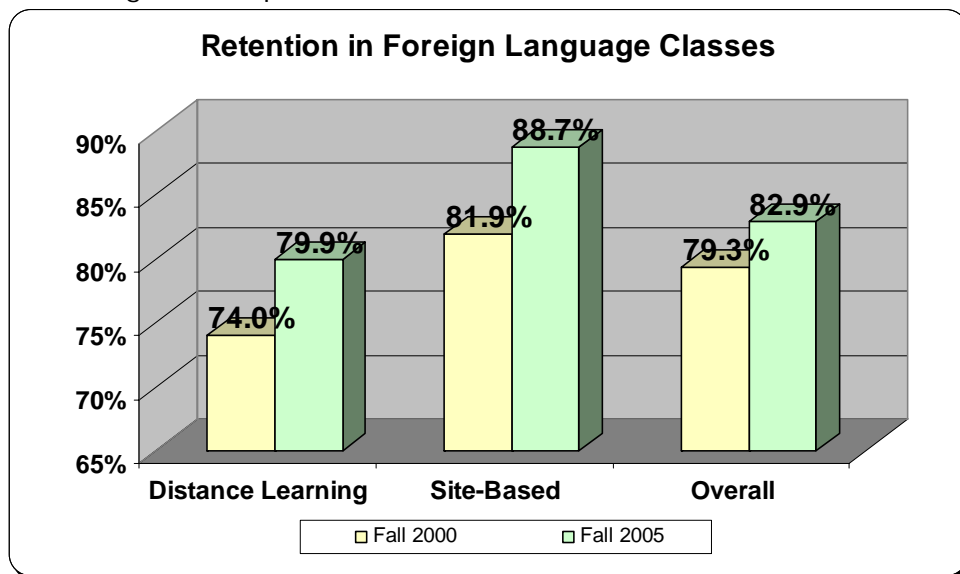
As the number of languages and total sections declined in Fall 2003, the average class size grew from 35 in Spring 2003 to 40 in Fall 2003—the second-highest average class size for the six and a half-year reporting period. Fall 2005 set a new high when the average class size reached 42 students.

FOREIGN LANGUAGES 2005
Six and a Half-Year Summary of Enrollments and FTES

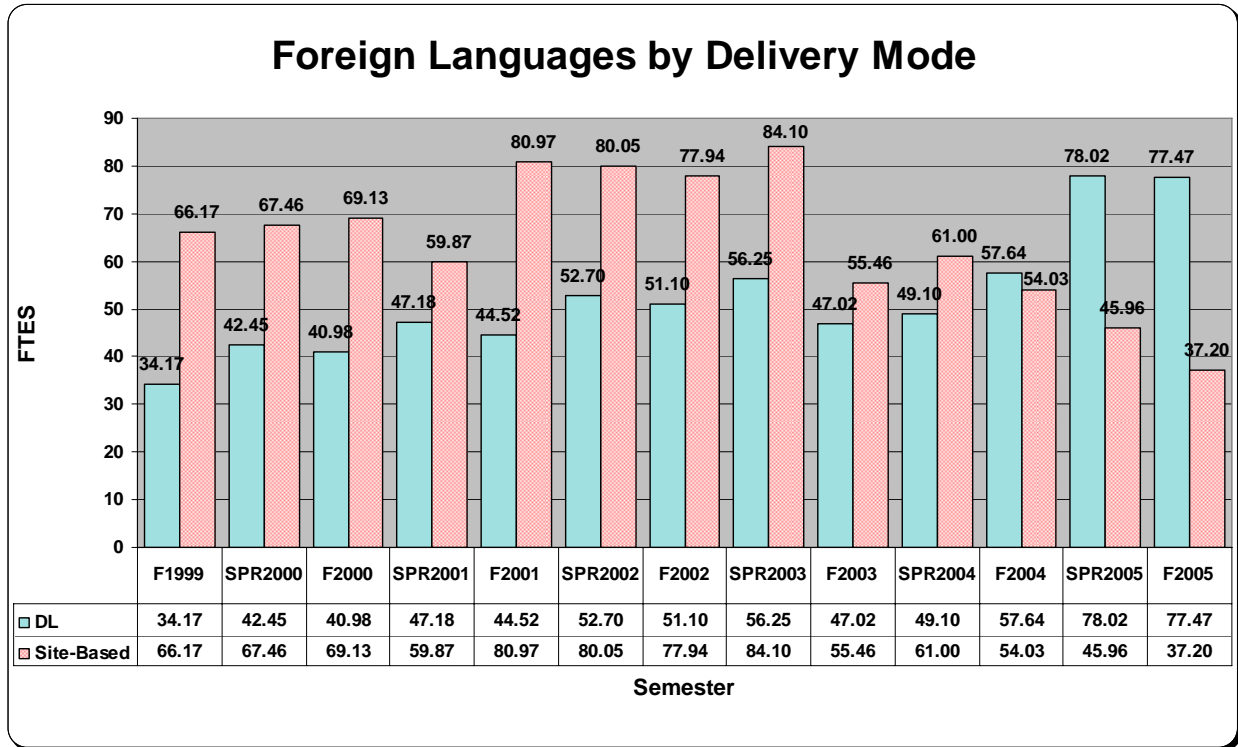
PROGRAM AND COLLEGE DATA	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06
	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL* 052
FTES													
Program	100.34	109.91	110.11	107.05	125.49	132.75	129.04	140.35	102.48	110.10	111.66	123.98	114.66
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
Program as % of College	6.1%	6.8%	6.5%	6.4%	7.6%	7.8%	7.7%	7.8%	6.3%	6.6%	6.8%	7.5%	6.8%
Program Sections													
Total Sections Scheduled	44	43	48	46	48	47	51	51	27	30	30	33	23
Sections Cancelled	14	5	8	4	5	5	12	9	4	1	2	4	2
Sections (adjusted for concurrent/canc./work exp.)	27	32	33	35	40	38	34	32	21	27	26	27	21
Avg. Enroll. All Classes	32	30	29	26	28	30	32	35	40	34	35	35	42
Seat Count at Census													
Program	862	961	967	914	1121	1136	1077	1118	838	920	911	974	888
College	17,816	17,444	17,491	16,658	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,698	15,713
Program as % of College	4.8%	5.5%	5.5%	5.4%	7.0%	7.0%	6.7%	6.6%	5.4%	5.7%	5.8%	6.2%	5.7%
Seat Count at Semester End													
Program	698	807	767	747	932	980	890	917	674	730	750	833	736
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,963	12,827
Program as % of College	4.7%	5.6%	5.4%	5.1%	7.0%	7.3%	6.7%	6.6%	5.3%	5.6%	5.8%	6.4%	5.7%
Attrition (Cens. to End Seats)													
Program	19.0%	16.0%	20.7%	18.3%	16.9%	13.7%	17.4%	18.0%	19.6%	20.7%	17.7%	14.5%	17.1%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	18.4%

Source: ADATERM reports ce: ADATERM reports

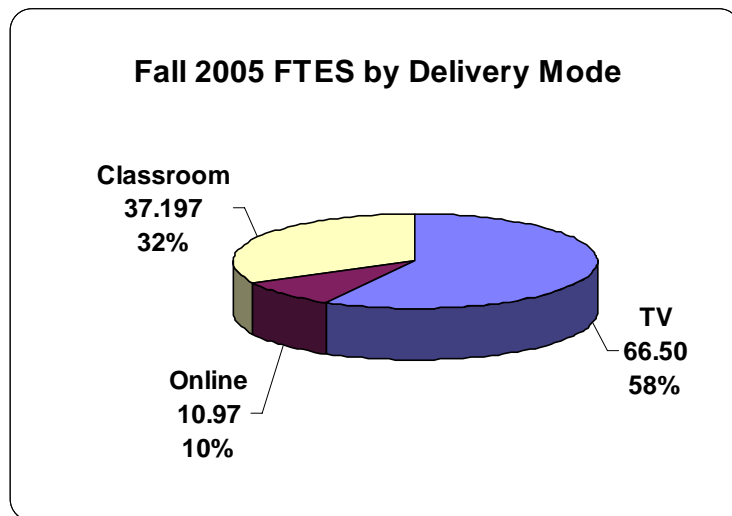
Retention in foreign language classes has improved in both distance learning and site-based courses since the last review. A comparison of census and end seat counts indicates that overall retention in foreign language classes jumped from 79.3% in Fall 2000 to 82.9% in Fall 2005, a change of 3.6 percentage points which translates into an improvement rate of 4.5%. The rate of improvement was nearly identical for both distance learning (8.0%) and site-based (8.3%) classes with the amount of actual increase being 5.9 percentage points for distance learning and 6.8 points for site-based classes.



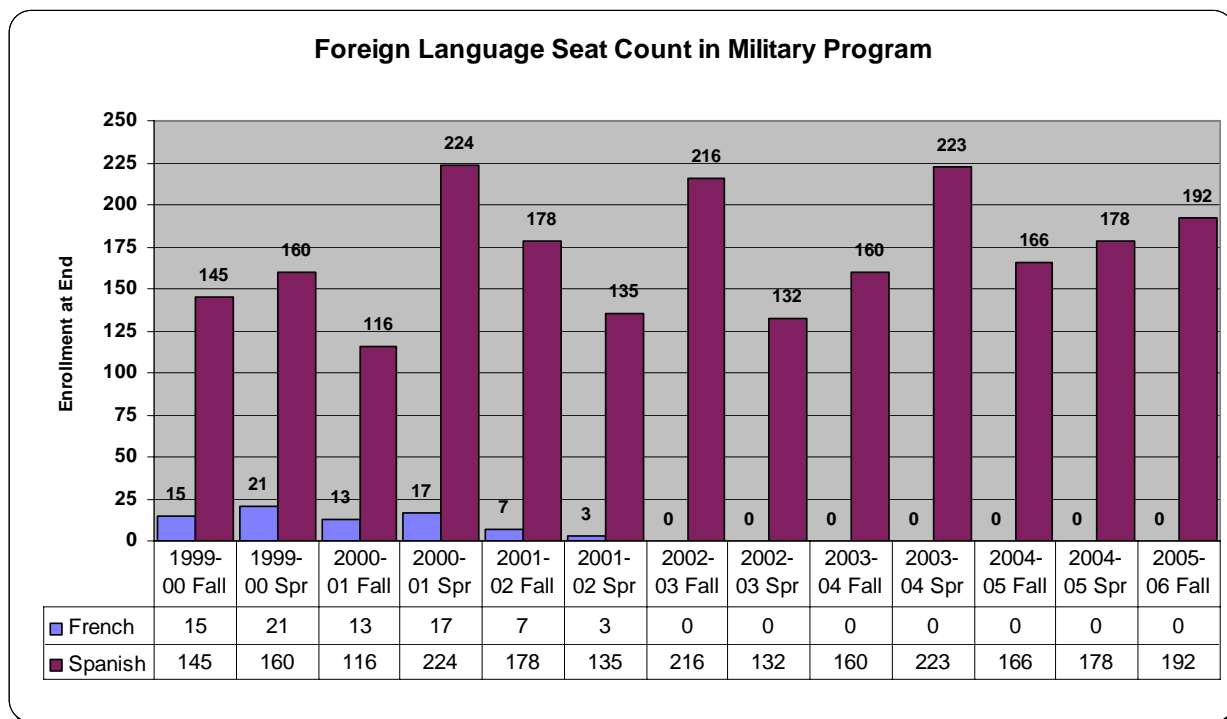
Of particular interest is the extent to which Foreign Language enrollments have shifted from classroom-based to distance learning. In Fall 1999, site-based language offerings represented two-thirds of Foreign Language FTES. By Fall 2005, the ratio had reversed itself, with more than three-quarters of the department's FTES coming from distance learning. Contributing to the FTES growth in distance learning has been the significant increase in the number of incarcerated students taking Coastline telecourses in recent years.



In spite of the addition of online courses, telecourses continue to account for the lion's share of distance learning enrollments in language classes. In Fall 2005, Foreign Language telecourses generated 66.5 FTES compared to 11 FTES for online language courses.



Not reflected in the credit FTES generated by the department is the number of students served through Coastline’s Military Contract Education Program. In Spring 2000, Foreign Languages had a record high of 241 military students—224 of whom were enrolled in Spanish classes, with the remaining 17 in French classes. In Fall 2005, the number of military students remained strong, with 192 students (all in Spanish classes)—equivalent to 15.92 FTES.



Student Elements

As noted in the charts and tables in the previous section, foreign language classes had a census count in FTES-generating classes of 888 students in Fall 2005. An additional 192 students were enrolled in Spanish classes through Coastline’s Military Contract Education Program. An increasingly large proportion of foreign language students are enrolled in distance learning classes.

The educational background of students enrolled in foreign language classes is quite diverse. Almost 60% of all students already hold a college degree at some level, with 24% having a bachelor’s degree and 19% holding graduate degrees.

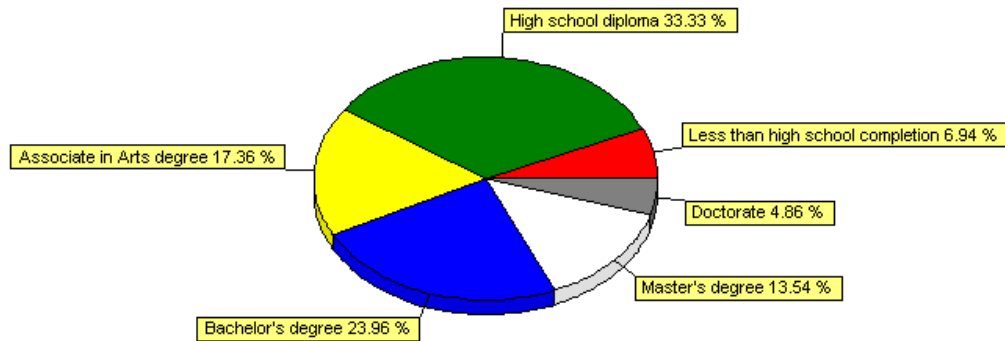


Figure 1 Highest Educational Level

The majority of language students are working full or part-time. Just over 35% work full time, and 9% are working half to three-quarters time. Thirty-six percent of the students report that they are not working outside the home.

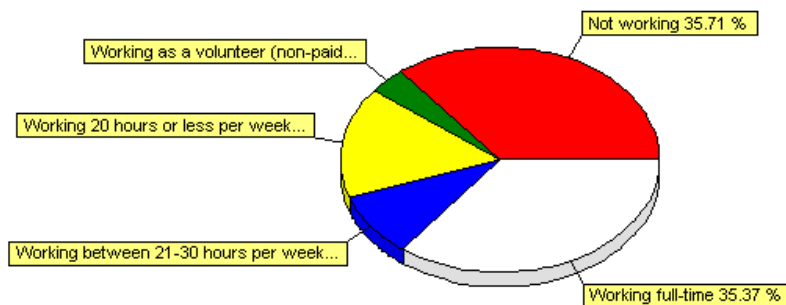


Figure 2 Employment Status

More than 85% of student survey respondents were satisfied with the extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults). Of the six students who expressed dissatisfaction, a 46to 60-year-old, female not working outside the home indicated a desire for more day-time classes and a 61+ female not working outside the home wanted to see more 185, 280, and 285-level classes. A 31to 45-year-old male student working full time requested more online classes but with more CDs and tapes to support the needs of working adults. The only student of the four who indicated she was “very dissatisfied” is 61+ years of age, works full time, and indicated that the instructor of her distance learning class was a no-show for the review and mid-term.

Almost 67% of student survey respondents indicated that they are taking language classes only at Coastline. Thirteen percent are also taking classes at Golden West College, 10% at Orange Coast College, and 9% at a four-year college or university.

The population of students taking foreign language classes has become increasingly diverse, with students describing themselves as white now accounting for fewer than 44% of language students. (Please see Qualitative Question No. 7 for more details about the diversity of the student population.)

Cost Elements

Since the retirement last year of a full-time Spanish instructor, the department is staffed exclusively by part-time faculty, one of whom serves as department chair.

In the course of the most recent three-year period, the department has typically scheduled 27-30 foreign language class sections per term. All of these sections are taught by part-time faculty members. In Fall 2005, the most recent term for which complete data is available, 23 class sections were offered. Expenditures for faculty salaries for that term totaled \$97,968.

In past years, the program received block grant funds to cover the cost of videos, audio tapes, and related audio-visual supplies. The program, however, has no regularly-recurring equipment or supply expenses beyond normal costs of printing class materials and handouts.

Qualitative Questions

1. Need

The foreign language classes at Coastline appear to be meeting a wide range of needs. Although the majority of respondents to the student survey indicated that they are taking a language class for personal interest, significant numbers of students are taking classes to satisfy degree requirements (18%), to meet transfer requirements (24%), or for job-related reasons (10 to 15%).

Why are you taking a foreign language course? (Mark all that apply.)	Respondents: 165	
To satisfy A.A. degree requirements	30	18.18 %
To satisfy general education requirements for transfer	39	23.64 %
To prepare for a new job	7	4.24 %
To improve my skills for my current job	17	10.30 %
To obtain a promotion	3	1.82 %
To prepare for travel to another country	54	32.73 %
For personal interest	109	66.06 %
Other	15	9.09 %
Total Responses	274	100 %

2. Student Learning Outcomes

Though few of the Foreign Language Department's faculty members have as yet participated in formal student learning outcomes training, the majority (58%) report that

they have updated their course outlines to include expected student learning outcomes (SLOs). Instructional Services records indicate, however, that few revised outlines have been submitted for Curriculum Committee approval.

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.) Respondents: 12

I haven't yet identified expected student learning outcomes.	1	8.33 %
I am attempting to identify expected SLOs but need some assistance.	2	16.67 %
I have identified expected SLOs.	6	50.00 %
I have updated my course outline(s) to include expected SLOs.	7	58.33 %
I have developed a plan for assessing SLOs.	4	33.33 %
I have assessed students based on expected SLOs.	2	16.67 %
I use results from SLO assessments to modify my instruction.	4	33.33 %
Total Responses	26	100 %

In support of the department's efforts to identify and track student learning outcomes, Department Chair Rosemary Miller is participating in the college's two-part SLO Peer-Mentor Training in March and April, 2006, and will be working with faculty to update all course outlines. Priority will be given to the department's highest-enrolling courses—the 180 and 185 courses in Spanish, Italian, Vietnamese, French, Chinese, and Arabic.

3. Student Satisfaction

In general, students appear to be quite satisfied with the quality of instruction, overall program quality, and their own success within the Foreign Language Program. Almost 87% of students reported that they are either "very satisfied" or "somewhat satisfied" with the quality of instruction in their language courses.

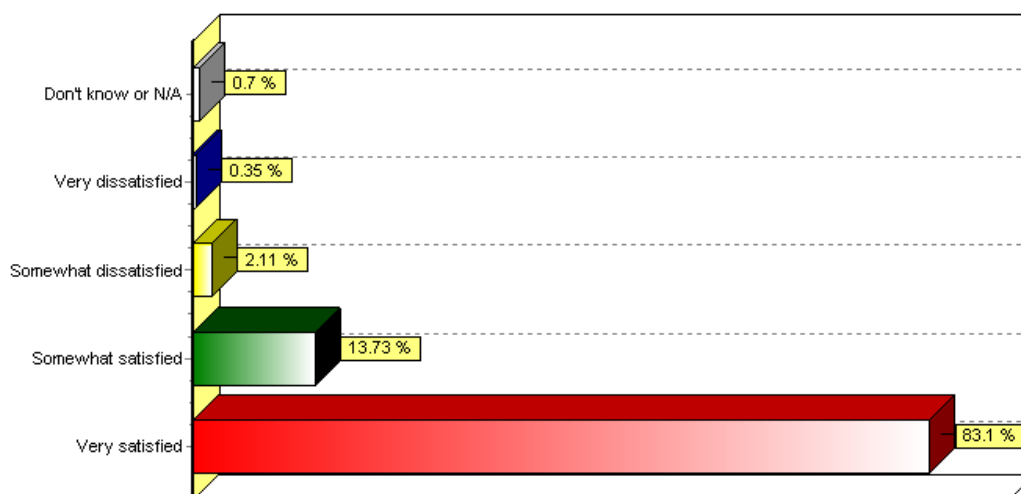


Figure 3 Quality of Instruction

In keeping with the quality of instruction satisfaction expressed by traditional and distance learning students alike, just over 80% of language students enrolled in distance learning

sections expressed the opinion that the caliber of their distance learning foreign language course at Coastline was equivalent to or better than the quality of classroom-based courses.

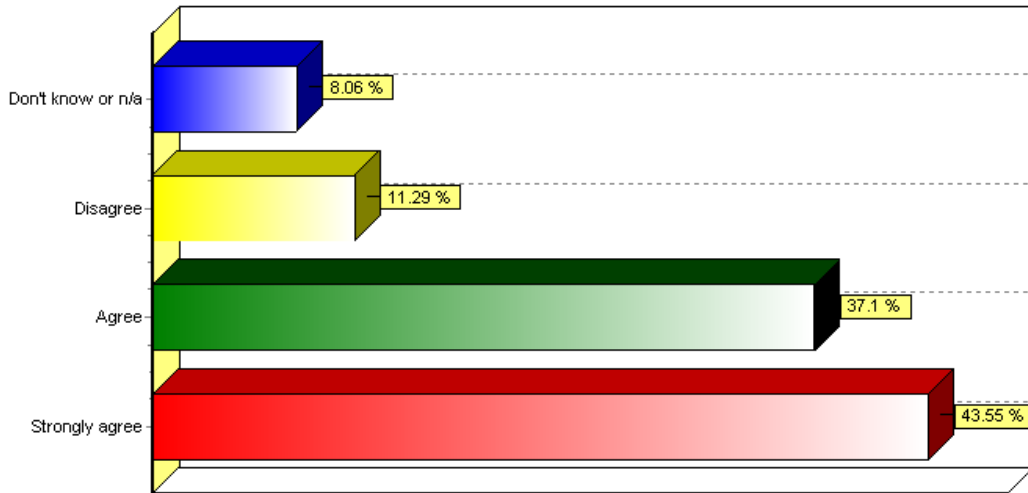


Figure 4 Students Who Agree/Disagree that DL Language Classes are Equivalent to or Better than Classroom Courses

A similarly high percentage (97%) was very or somewhat satisfied with the overall quality of the program. Fewer than 2.2% expressed any dissatisfaction.

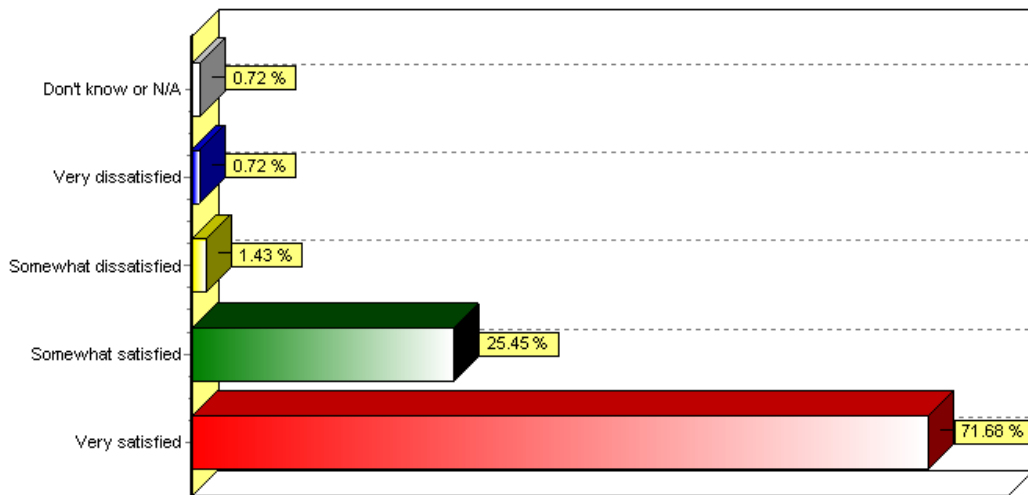


Figure 5 Overall Program Quality

Student Comments About Classroom and Distance Learning Foreign Language Classes:

"I have taken similar language courses at other community colleges and I think the instruction at Coastline is the best one I've encountered. I just wish more people knew about it."

"We have an excellent instructor and a very motivated student group. It is very enjoyable and worthwhile."

"Hire more in the mold of Marty Dusserre."

"I am extremely happy with the content of the program and with our instructor. Rosemary Miller is an excellent instructor. Each day in class is something different all the while teaching from the book. She is very innovative and succeeds in keeping my interest each class. I applaud her!!!!"

"Have only taken two classes...I was very impressed with the quality of instructors."

"Over the years, I have enrolled in several foreign languages classes. Without a doubt, the quality of instruction provided by Marty Dusserre is above excellent. Accordingly, it is difficult to rate any of your listed areas less than "very satisfied." Marty explains, encourages, listens, supports, stimulates, challenges, all with compassion, enjoyment, and humor. So, why not study Spanish with him at Coastline!!!!"

"The online environment provided by Coastline has enabled me to graduate at least 6 months earlier than scheduled due to work and home responsibilities. Although it has been a challenge with self discipline, it has benefited me extremely with my diploma that will be received in May. Thank you."

Sixty percent of student survey respondents reported that they were very satisfied with their own success in the program, and 37% reported being somewhat satisfied.

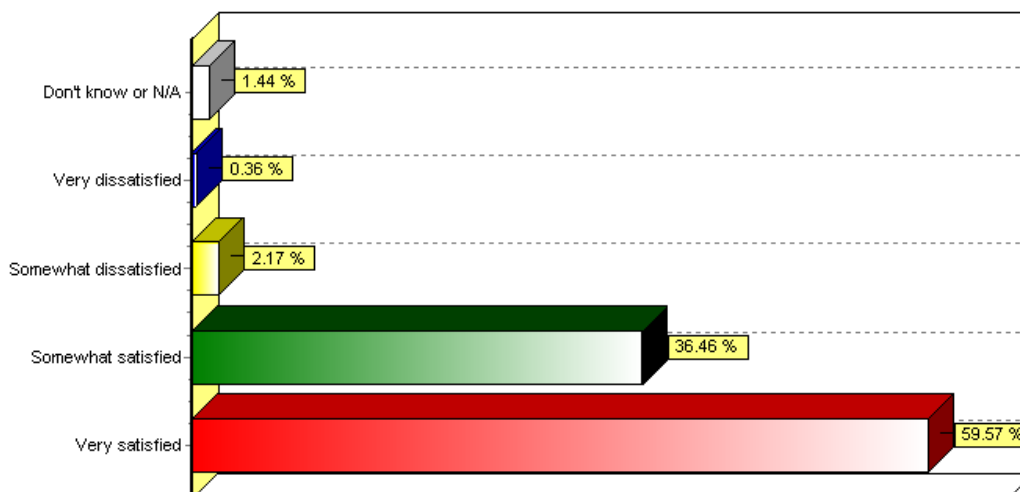


Figure 6 Own Success in the Program

Courses appear to be meeting or exceeding student expectations (96%). Fewer than 4% said that the course is not what they expected.

Four of the five students who expressed the opinion that their course was not meeting their expectations indicated that they felt the courses they were taking, though identified as basic or beginning level, in fact, required prior experience in the language.

Although students were generally satisfied with the extent of opportunities provided for oral language practice in foreign language classes, just over 10% of all student survey respondents indicated some level of dissatisfaction. Dissatisfaction with this aspect of the learning experience was more than twice as high among distance learning students as it was with students taking classroom-based courses. As one distance learning student commented: "Unfortunately, the flexibility of online classes also eliminates the opportunities for oral language practice that a classroom environment might provide."

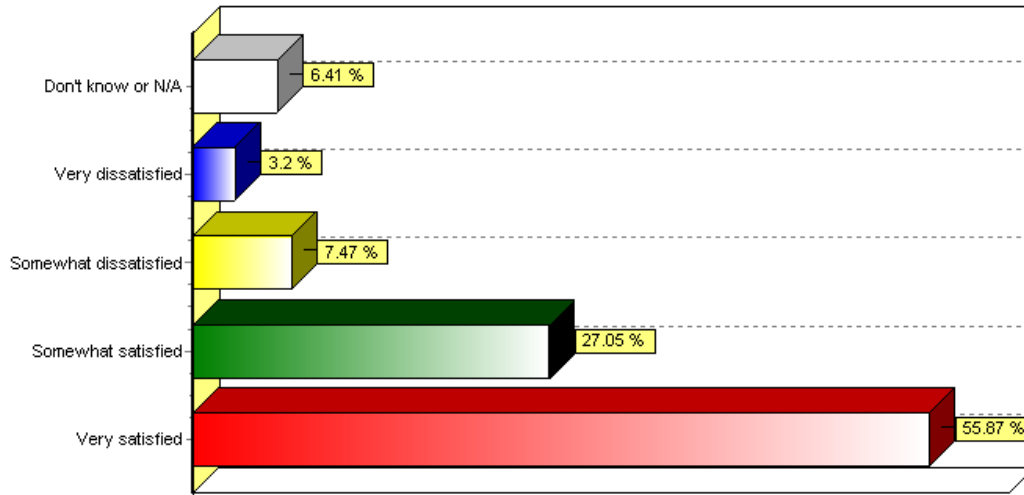


Figure 7 Opportunities for Oral Language Practice

Students in distance learning sections and in classroom-based sections were both more satisfied with the opportunities for written language practice. Only 3% expressed any level of dissatisfaction at all. Interestingly, those who did indicate being somewhat dissatisfied were all taking classroom-based language courses.

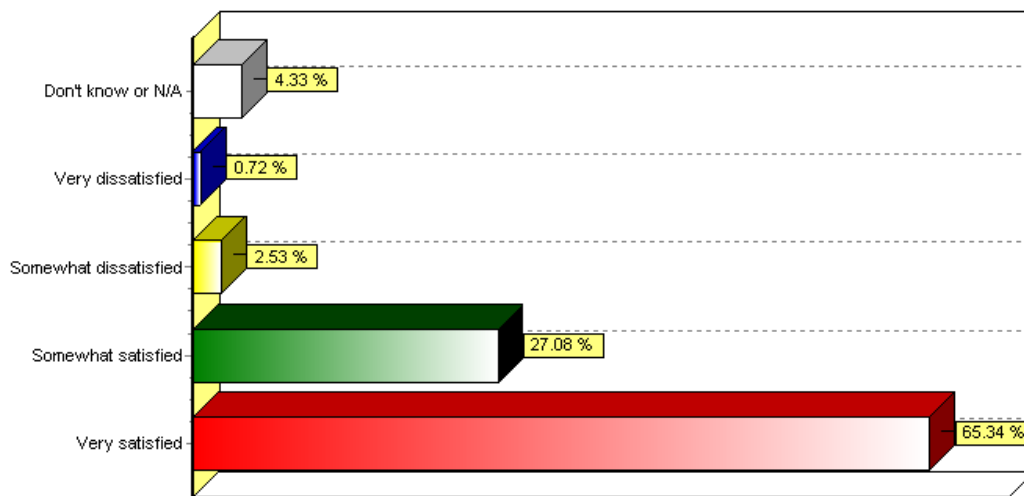


Figure 8 Opportunities for Written Language Practice

Students in distance learning language classes were, in general, as satisfied as those taking classroom-based courses.

One student commented: "I am so thankful to have my Spanish class offered by telecourse! If it were not for this I would not be able to take the class. So far, I've found it extremely informative! I can pause and rewind parts I need more help with - MUCH better than a class setting where I learn almost nothing."

4. Program Resources

Most students expressed satisfaction with instructional facilities (89%) and general instructional equipment (83%). Typical of comments from students who expressed dissatisfaction were remarks that:

- "Some of the facilities are run down."
- "Markers and erasers are a pretty basic classroom supply, but were not readily available most nights."
- "College needs to update equipment used to instruct class. Need more visual aids."
- "Teacher was having trouble with overhead projector, etc.--couldn't get a decent one for the class!"

Some students expressed the desire to have language labs or access to CDs and tapes.

Distance learning students overwhelmingly indicated that the technology used to deliver their courses has been reliable. Fewer than 5% expressed a negative opinion.

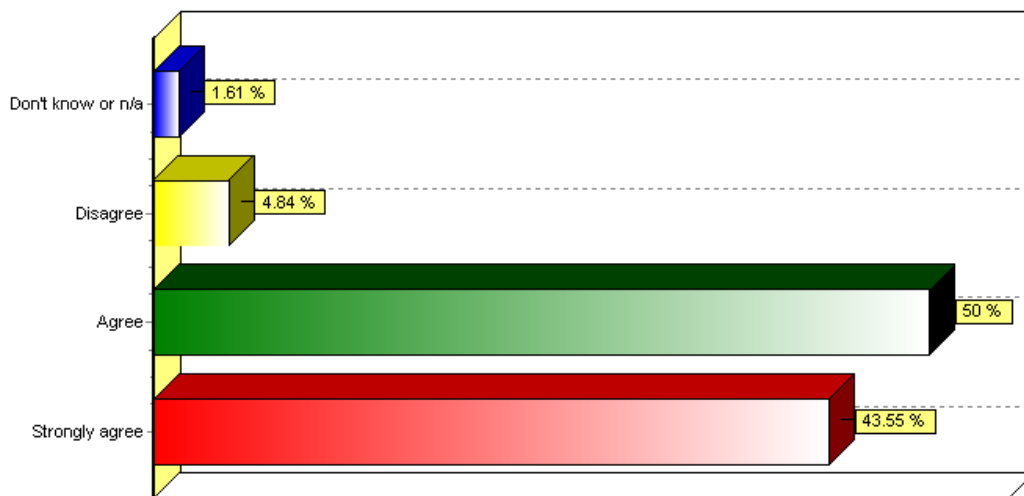


Figure 9 Technology Used to Deliver DL Course Has Been Reliable

Distance learning students indicated that they have less interaction with fellow students in distance learning language courses than in classroom-based courses. Only 48% felt they had as much interaction.

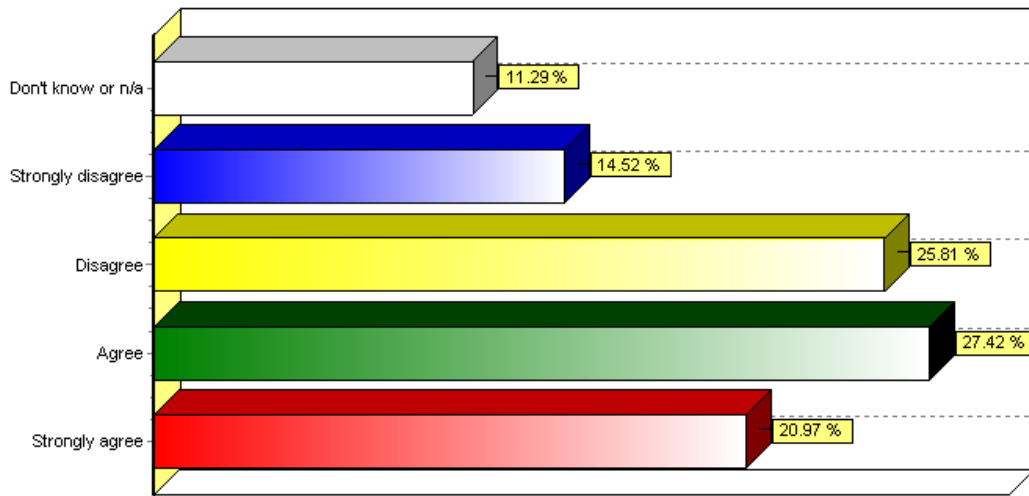


Figure 10 As Much or More Interaction with Fellow Students in DL Course Compared to Classroom

When asked about the extent of interaction with instructors in their distance learning courses, 69% indicated that they felt they had as much interaction with their distance learning instructors as they did with their classroom-based instructors.

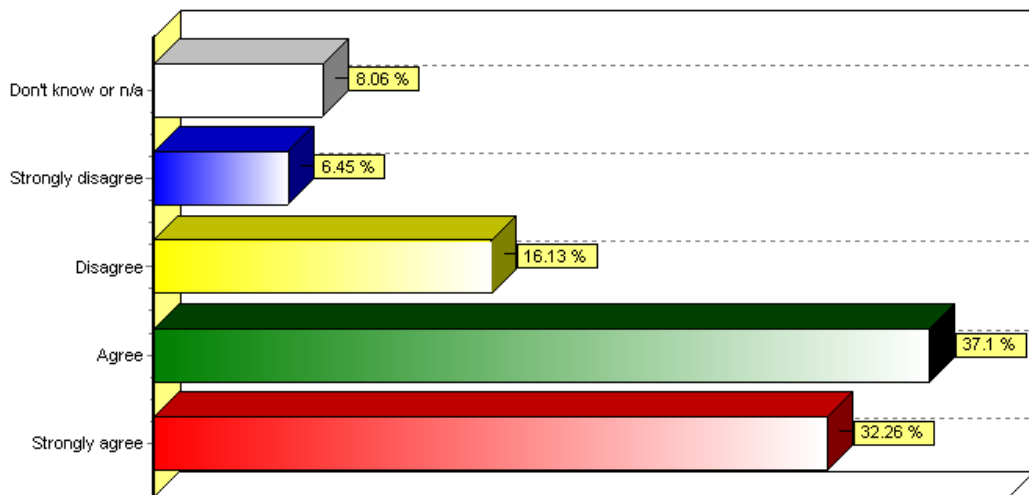


Figure 11 As Much or More Interaction with Instructor in DL Course Compared to Classroom

And, though the levels of interaction with fellow students and with instructors was reported to be lower in distance learning classes than in classroom-based courses, 87% of the students who responded to the survey expressed satisfaction with the level of interaction. Only 10% expressed dissatisfaction.

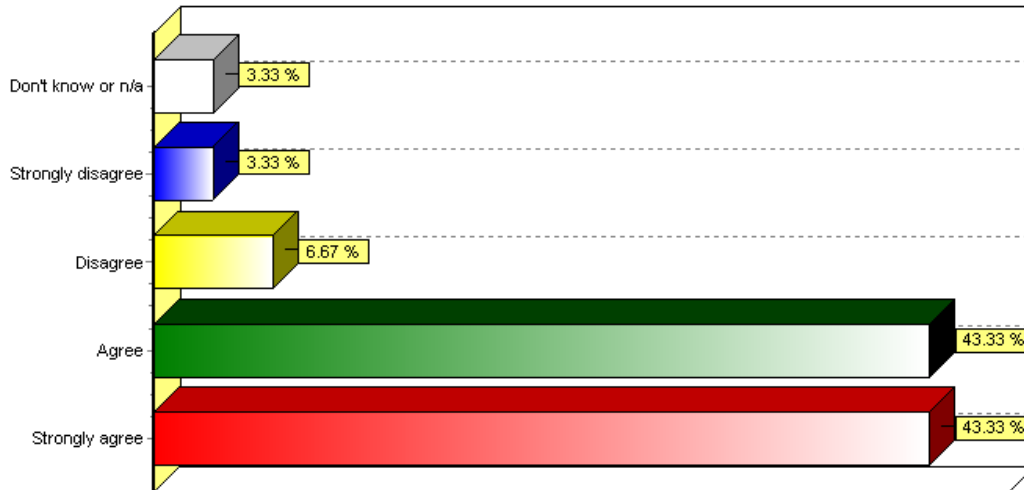


Figure 12 Satisfied with Amount of Interaction with Instructor and Fellow Students in DL Course

5. Partnerships

There currently exists a project (Proposal Concept for a Community Oriented Arab Studies Program) headed by Tom Snyder to promote cooperative agreements between Coastline and selected universities in the Arab world. This project sets the stage for enhancing the academic offerings of Coastline in the area of Arabic/Islamic studies. Amer El-Ahraf, our Arabic language instructor, is working on this project and by his own efforts publicizes the Arabic classes through his contacts within the Orange County and Southern California Arab American community. He is presently in the process of soliciting advisory committee members for this project and is engaged in dialogs with music and arts professors as well as with historians and journalists from the Arabic community. Mr. El-Ahraf notes the potential for facilitating relationships with Arab universities through the Egyptian Cultural Office in Washington, DC.

Other members of the foreign language faculty promote classes by their personal contacts within their language communities to encourage the second and third generation family members to pursue the language of their forebears. In addition, Distance Learning Dean Ted Boehler and staff are working in conjunction with the military and independent software designers to produce foreign language offerings that can be accessed by PDA.

6. Professional Development

Faculty members in foreign languages report participation in a wide variety of professional development activities. All 12 survey respondents indicate that they participate in Coastline's General Faculty Meeting; 8, in discipline-related workshops; and 9, in technology-related workshops. Fewer than half indicate that they have received any student learning outcomes training.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

Respondents: 12

CCC General Faculty Meeting	12	100.00 %
Discipline-related workshops	8	66.67 %
Technology-related workshops	9	75.00 %
Student learning outcomes workshops/training	5	41.67 %
Other workshops	4	33.33 %
Membership in professional associations	3	25.00 %
Professional conferences	4	33.33 %
Graduate classes/program	1	8.33 %
Other classes	1	8.33 %
Professional training	2	16.67 %
Discipline-related reading	5	41.67 %
Technology-related reading	5	41.67 %
Other	2	16.67 %
Total Responses	61	100 %

7. Diversity

Based on responses to the student survey, the Foreign Languages Program is serving a diverse group of students in terms of age, ethnicity, and background.

One-third of the students enrolled in foreign language classes at Coastline fall between the ages of 18 and 30. Age distribution in classes is fairly evenly spread among the older students, with 22% being between 31-45, 21% between 46-60, and 18% being 61 or older. Just over 6% of the students were under the age of 18.

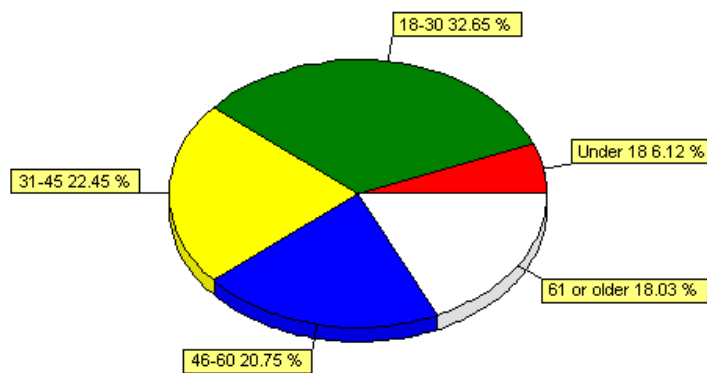


Figure 13 Age

Foreign language classes at Coastline are serving greater numbers of women students than men, with women accounting for almost 58% of all students.

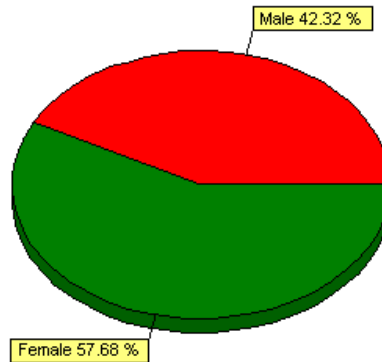


Figure 14 Gender

There is considerable ethnic diversity within the student population. Students who describe themselves as white account for 44% of the students who responded to the Program Review survey. Vietnamese students represented the second largest group at 28.5%, and Hispanic students accounted for 8% of the program's students.

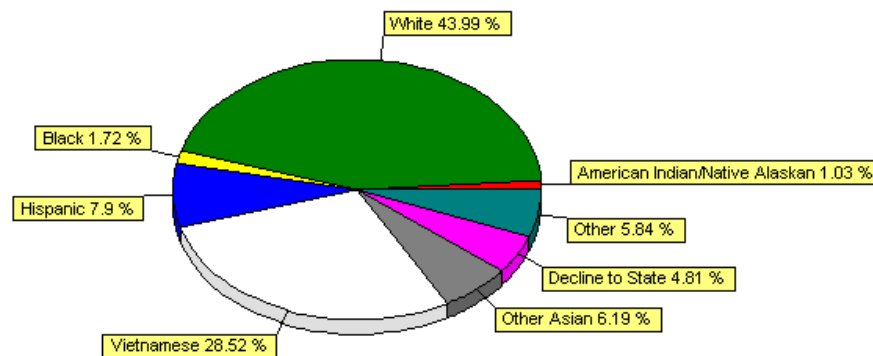


Figure 15 Ethnicity

Student survey respondents were generally quite pleased with the extent to which faculty and staff meet the needs of culturally diverse students. Factoring out students who responded "Don't know or not applicable," fewer than 2% of survey respondents indicated any level of dissatisfaction. Of those four students who indicated they were "somewhat dissatisfied," each was of a different ethnicity (one white, one Hispanic, one Vietnamese, and one "Other Asian." One Vietnamese student indicated that he/she was "very dissatisfied."

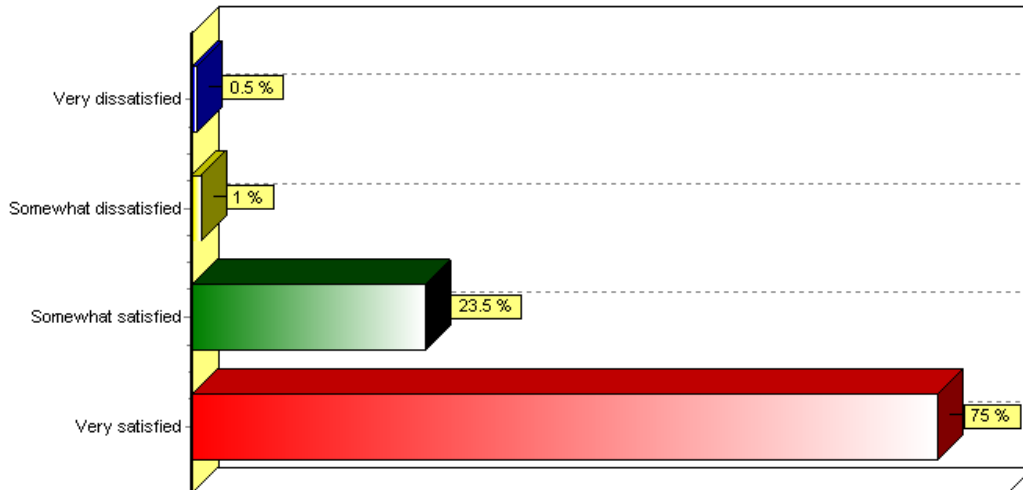


Figure 16 Extent to which faculty and staff meet the needs of culturally diverse students

English is the primary language of 73% of student survey respondents. Vietnamese was the primary language of almost 21% of students enrolled in foreign language classes. Eighty percent of the students who reported Vietnamese as their primary language were enrolled in Vietnamese language classes.

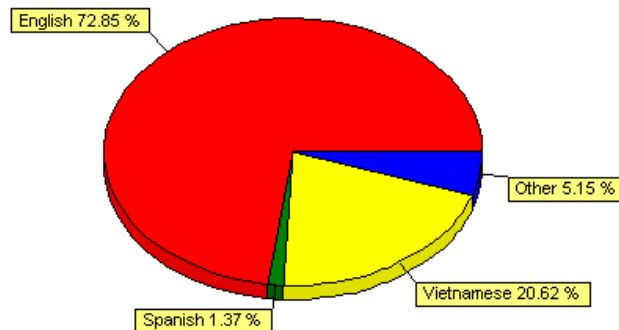


Figure 17 Primary Language

8. Goals

Progress on Prior Goals and Recommendations

Spanish and International Languages were reviewed separately in 2001; and International Languages, in particular, produced an extremely long list of goals and recommendations. All prior goals and recommendations, including those that emerged from the Program Review Steering Committee's Validation Reports, are listed below. Separate progress reports for Spanish and International Languages follow each listing of goals and recommendations.

Spanish Program Review Recommendations (June 2001):

1. Initiation of a concerted search for an instructional site in the south Huntington Beach area to replace Huntington Beach Center (The Spanish Program experienced a huge reduction in students with the loss of that site which no amount of saturation in other areas has managed to mitigate.)
2. Increased access to Garden Grove Center (The Spanish program lost a site at which it offered an average of 5.2 sections per semester (Huntington Beach Center) and has been able to utilize Garden Grove Center for an average of only 1.7 sections per semester, that number being boosted by the offering of 3 sections in the inaugural semester. We strongly recommend that Spanish should be part of the ACCESS program at Garden Grove Center.)
3. Replacement of full-time faculty member leaving at the end of Spring 2001 (We are cognizant of the scheduling problems inherent in a single full-time position (lack of day classes), and therefore recommend that the program be provided with two 50% positions or a shared contract that would effectively replace the lost fulltime position while allowing flexibility of staffing. There is precedent for this less than full-time position. A now retired Spanish full-time professor was allowed to maintain a 50-60% contract. At the present time the full-time faculty member is teaching 9 LHEs, and the 50% full-time faculty member teaches 13 LHEs.)
4. Upgrade/improvement of furniture (chairs and desks/tables), audiovisual equipment, and whiteboards/chalkboards in locations not up to standard
5. Enable student access to the full sequence of Spanish course offerings (It is our consensus of opinion that the Spanish Program has been losing students because of perception that they will be unable to complete a sequence of courses from Spanish 180 to 285 in four semesters. Allow highly enrolled telecourse sections to offset lower enrollment in a higher-level class.)

Prior Spanish Goals (June 2001):

1. Initiate instructor self-study on class retention to raise consciousness in this area (Fall 2001)
2. Seek to grow the program by increased distance learning and online options. Investigate feasibility of expanding telecourse offerings to Spanish 280A and 280B (Fall 2001)
3. Seek partnership with area high school districts to offer dual credit for enrollment in high school Spanish courses in both private and public schools (This process has begun, but a concerted effort at a higher administrative level might be the impetus needed to accomplish this goal.)
4. Explore adoption of new text for classroom courses (Spring 2001)
5. Seek continuing education credit (CEU) for health professionals taking Medical Spanish courses (Fall 2001)
6. Follow-up study on 20% dissatisfaction rate in the area of feedback by telecourse staff (Fall 2001)
7. Include the Department Chair in Annual Reviews [Steering Committee note: Annual Reviews have not been formally instituted.]

Recommendations for Spanish Department from Program Review Steering Committee Validation Report (2001):

1. Explore viability of Spanish inclusion in Access program
2. Explore potential for dual enrollment with HS

3. In spite of current student stated disinterest, explore viability of classes on Saturday including probable greater accessibility to GGC rooms
4. Explore Intersession as a time to recruit or retain students in the program
5. Explore with Facilities Committee feasibility/desirability of locating a HB/CM site to lease for foreign languages.
6. Work with deans to have equipment and furniture needs present in Block Grant and SAC grant requests.
7. Pursue goals 1-6.
8. Request a Students' Grades compilation and assess it for appropriate grade distribution.
9. Strive to offer courses in a sequence
10. Prepare justification of full-time faculty to position to Senate in the Fall of 2001

Progress on Prior Goals/Recommendations for Spanish:

Considerable progress has been made on many of the prior Spanish program review recommendations and goals and the recommendations of the Program Review Steering Committee Validation Report (2001) for the Spanish Department.

Issues pertaining to sites: (improvement in, acquisition of, access to, staff response)

- With the replacement of Huntington Westminster Center by the new and technologically advanced Le-Jao Center, many of the complaints regarding equipment and facilities have dissipated.
- Dean Christiansen also solicited, prioritized, and fulfilled requests for needs from these Block and SAC grants.
- While Le-Jao is an impressive addition to Coastline, it still does not address the need for a south Huntington Beach site. The loss of this popular center and Fountain Valley High School, both of which were popular sites for language learners, is deeply felt in the foreign language area.
- French, Japanese and Spanish were offered at Garden Grove Center; unfortunately these languages did not attract a sufficient number of students to continue. Chinese has attracted a modest student clientele and Vietnamese continues to be the language of choice at Garden Grove Center.
- The Distance Learning Department has initiated and streamlined policies and procedures and hired additional staff which has resulted in a far more efficient and accountable operation.

Issues pertaining to courses: (full range of course sequence, growth in distance learning offerings, adding new class levels in distance learning, dual enrollment, Medical Spanish, text books, class retention, Saturday classes, Access classes, Intersession classes).

- Unfortunately, the bottom line is the number of students in the class and we have been unable to sustain an appropriate number of students who wish to proceed through the entire sequence of available course offerings.
- Reorganization of Spanish telecourses did, however, result in the extension of telecourse offerings through the 185 level. With the recent growth in enrollment of the 185 level (from the mid 30s to the mid 80s), it is now feasible to explore expanding the telecourse to the 280 level. Low enrollment of the 185 level precluded that possibility before this time.
- We anticipate offering an online Spanish course in 2007.
- Dean Christiansen worked tirelessly to promote dual enrollment as a way to grow course offerings to no avail. The Early College High School Grant may yet prove the doorway to a fruitful partnership of benefit to both high schools and Coastline.

- Prior to initiating an effort to obtain CEUs for Medical Spanish, we discontinued this class offering due to a decline in enrollment.
- New texts and text editions have been adopted.
- Class retention continues to be an issue of discussion at discipline meetings and instructors are doing a good job of retaining students.
- Due in part to student disinterest, extended class hours necessary, faculty availability, and heavy usage of GGC at midterm and final exam times (distance learning courses), the issue of Saturday classes was tabled.
- Spanish was offered in Access, but did not prove to be successful.
- Spanish and Italian were scheduled for Intersession, but the amount of time the students had to spend during the four-week period of time made them unpopular offerings.

Issues pertaining to faculty: (hiring of full-time faculty)

There has been continued degradation in the number of full-time faculty in the Foreign Language Department. Our last full-time Spanish professor transferred to a sister college in 1993 and our 50% full-time faculty member retired in 2004 and currently serves in a part-time capacity. We are now at 0% full-time faculty in a program that represents 6.8% of the college's credit FTES. Spanish alone was the eighth highest credit FTES-generating department in Fall 2005. When all languages are combined, foreign language FTES for Fall 2005 totaled 114.66—placing the program third, behind only ESL and Math, both of which have full-time faculty members (four in ESL and two in Math).

International Languages Recommendations from June, 2001, review:

1. Make available for study at Coastline all languages previously offered
2. Develop alternative modes of delivery for all languages
3. Provide online labs, adjuncts, and/or mini-courses for special skills practice
4. Add courses in "new", as-yet-unoffered languages
5. Increase College and community awareness concerning language programs
6. Split "sacred"/"literary" studies in certain languages from "colloquial" ones
7. "Stack" levels of study in certain languages
8. Develop ways for students to continue language study at Coastline, including offering courses already described in the College Catalog
9. Articulate with high schools, religious schools, and universities
10. Articulate/communicate with sister colleges within the Coast District
11. Take advantage of Coastline students as linguistic, conversational resources
12. Determine area business and community needs, desires, and demands

International Languages Goals from 2001 review:

1. Update course outlines for languages not recently offered
2. Develop new courses for "new" languages
3. Render all course offerings consistent throughout the range of languages
4. Ascertain hiring-pool availability of quality instructors in all languages
5. Develop courses and course adjuncts using Distance learning modalities
6. Offer open-entry open-exit options
7. Develop "piggy-back" courses dependent upon current courses for full understanding, academic/intellectual enhancement, etc.
8. Create a communication system, a "linguafiles", informing the College and the community of International Languages successes and events
9. Improve retention and completion

10. Improve course continuation, permitting students who begin the study of a language to pursue it
11. Create language-tutoring program to hone linguistic skills, including a "LAB"
12. Institute SST (Students Speaking Together) program to practice conversation with native speakers
13. Continue/expand upon the College's "Foreign Film Series"
14. Create at least one full-time faculty position in International Languages/linguistics
15. Provide a "first dibs" "first rejection" policy to part-time instructors for courses they may have developed or have taught for a long time

Recommendations for International Languages Department from Program Review Steering Committee Validation Report, 2001:

1. Explore best courses/areas for trying out distance learning deliveries. (Challenges: orienting language teachers to computers and to distance learning modality)
2. Pursue the online lab concept: how to configure so that FTES can support instructor costs, student desirability, additional costs, feasibility for grant seed money, etc. Explore possible support from Library resources and from collaboration with Student Success projects
3. Explore feasibility of recommendation #7 (split levels) -- from student learning and faculty willingness perspectives; draw up a proposal of how this would work.
4. Resolve how to offer continued opportunities for language learning without forcing game-playing (i.e., dropping or asking for an F)
5. Explore feasibility of #8 -- advanced-level study and #11 -- conversants (explore possibility of grant to provide stipends for the "volunteers")
6. Pursue setting agreed upon standards (pg. 15, pp 2 and 3)
7. Identify "partners" such as churches or cultural societies to lend focused recruitment support of a given language series
8. Continue to work with Coastline's Public Relations department to market foreign language courses
9. Follow-up on CSUD's offer of equipment and advice
10. Reopen issue of offering German telecourse; there is a good telecourse on German, Fokus Deutsch
11. Explore ways to utilize native speakers as resources.
12. Explore with the Distance Learning Department the feasibility of offering Korean and Vietnamese online
13. International Language Dept. should consider discontinuing the offering of courses with enrollment problems (e.g., Korean, Persian) and use funds to offer other languages (e.g.: Norwegian, Swedish, German)
14. Explore scheduling curriculum and options to allow students to build skill and confidence
15. Possibly offer on-site classes at businesses with populations large enough to support them.
16. Work with C-TOOLS regarding a language-tutoring program
17. Consider non-transfer courses to attract students who want less rigorous language courses

Progress on Prior Goals/Recommendations for International Languages:

Considerable progress has been made on many of the prior International Language program review recommendations and goals and recommendations for the International Language Department from the Program Review Steering Committee Validation Report (2001):

Issues pertaining to sites: (improvement in, acquisition of, and access to, staff response)

- With the replacement of Huntington Westminster Center by the new and technologically advanced Le-Jao Center, many of the complaints regarding equipment and facilities have dissipated.
- Dean Christiansen also solicited, prioritized, and fulfilled requests for needs from these Block and SAC grants.
- While Le-Jao is an impressive addition to Coastline, it still does not address the need for a south Huntington Beach site. The loss of this popular center and Fountain Valley High School, both of which were popular sites for language learners, is deeply felt in the foreign language area.
- French, Japanese and Spanish were offered at Garden Grove Center; unfortunately these languages did not attract a sufficient number of students to continue. Chinese has attracted a modest student clientele and Vietnamese continues to be the language of choice at Garden Grove Center.
- The Distance Learning Department has initiated and streamlined policies and procedures and hired additional staff which has resulted in a far more efficient and accountable operation.

Issues pertaining to courses: (full range of course sequence, growth in distance learning offerings, adding new class levels in distance learning, class retention, discontinuing low enrollment classes and reinstating other LCTLs, online language lab, less rigorous non-transfer courses, foreign film series, course numbering, course outlines, partnerships and publicity, "stacked" classes, articulation).

- Our enrollment decline at upper levels (280 and 285) of the course sequence makes access to the full range of course offerings unlikely in Spanish, Italian, French and Chinese. Vietnamese and Arabic are the exceptions and students may proceed through all levels of these languages in a timely fashion.
- Persian, Korean and Japanese have been discontinued, but no new languages have been reinstated since 2001.
- We have extended distance learning modes of delivery to Italian (currently telecourse, online in Fall 2006) and Vietnamese 180 and 185 are currently offered online. With this expansion of distance learning offerings we have added and trained new instructors who are able to manage the distance learning modality.
- The online Language Lab is an idea whose time has come. Most new texts come complete with an eSAM (electronic student activities manual) which will incur no costs to the college and current online and telecourses make available interactive practice. In another application of this idea, Dean Boehler is working on a PDA interactive language lab.
- Class retention continues to be an issue of discussion at discipline meetings and instructors are doing a good job of retaining students.
- French, Spanish and Chinese currently have less rigorous or more specific content-based non-transfer courses.
- Choice of the expansion of the foreign film series is best addressed within the scope of each class.
- Our foreign language course numbering sequence is consistent throughout all languages, both within our college and within the District.
- Many language courses which had not been offered for a lengthy period of time were archived and other outlines were updated and revised to reflect new requirements of the State Academic Senate.
- Partnerships within the community, between faculty and organizations, have been invaluable in publicizing language programs, as has been our new Public Relations department.

- “Stacking” of classes as a last resort in Japanese and Korean in an attempt to rescue the classes, but did not prove successful. It is the current Department Chair’s opinion that this is a detriment to the student to be in a “stacked” class (one with disparate levels of language proficiency).
- Articulation is an ongoing process and is in the hands of our Articulation Officer.

Issues pertaining to faculty: (hiring of full-time faculty, right of first-refusal to teach class, faculty hiring pool)

- There has been continued degradation in the number of full-time faculty in the Foreign Language Department. Our last full-time Spanish professor transferred to a sister college in 1993 and our 50% full-time faculty member retired in 2004 and currently serves in a part-time capacity. We are now at 0% full-time faculty in a program that represents 6.8% of the college’s credit FTES.
- The hiring of a full-time faculty member remains of the highest priority, not so much in language/linguistics, but with an instructor able to teach two of our commonly taught languages. We have been fortunate in being able to staff classes with instructors taking into consideration their preferences as to time, location and class.
- The District maintains a hiring pool of instructors in all languages that is available when a need arises.

New Five-Year Goals and Recommendations

Recommendations include:

1. Acquisition of a south Huntington Beach site to mitigate the still experienced loss of Huntington Beach Center and Fountain Valley High School
2. Increased access and a steady presence at Garden Grove Center and the newly opened Le-Jao Center in Westminster
3. Replacement of the full-time position lost in Spring 2001 and the 50% full-time position lost in 2005 with two 50% positions (shared with other disciplines) or one full-time instructor to teach two different languages
4. Student access to the full sequence of foreign language course offerings

Goals:

1. Continued improvement of class retention
2. Growth of the program by increased distance learning and online options
3. Reinstatement of some LCTLs
4. Development of alternative modes of delivery for all languages
5. Development of/access to “virtual” online labs for special skills practice
6. Revision of all course outlines to reflect current course outline format and student learning outcomes and assessment
7. Development of supplemental materials and instructional procedures to increase student to student contact in distance learning classes, particularly in telecourses
8. Continue to advocate for at least one full-time faculty position in foreign languages

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Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
In which foreign language classes are you currently enrolled?	Respondents: 296	
French, Italian, or German	62	20.95 %
Spanish	101	34.12 %
Vietnamese	75	25.34 %
Other	60	20.27 %
Total Responses	298	100 %

Why are you taking a foreign language course? (Mark all that apply.)	Respondents: 296	
To satisfy A.A. degree requirements	42	14.19 %
To satisfy general education requirements for transfer	67	22.64 %
To prepare for a new job	15	5.07 %
To improve my skills for my current job	29	9.80 %
To obtain a promotion	3	1.01 %
To prepare for travel to another country	88	29.73 %
For personal interest	190	64.19 %
Other	23	7.77 %
Total Responses	457	100 %

To what extent does the content of your current course meet your expectations?	Respondents: 296	
The course is even better than I expected	166	56.08 %
The course is pretty much what I expected	123	41.55 %
The course is not what I expected	7	2.36 %
Total Responses	296	100 %

How many foreign language courses have you taken at Coastline?	Respondents: 294	
None	20	6.80 %
This is my first	119	40.48 %
2	83	28.23 %
3	30	10.20 %
4	14	4.76 %
5 or more	28	9.52 %
Total Responses	294	100 %

How many Coastline foreign language courses have you taken through distance learning?	Respondents: 288	
None	194	67.36 %
1 course	40	13.89 %
2 courses	30	10.42 %
3 courses	14	4.86 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
How many Coastline foreign language courses have you taken through distance learning?	Respondents: 288	
4 courses	7	2.43 %
5 or more courses	3	1.04 %
Total Responses	288	100 %

	Count	Percent
At which location does your current foreign language class(es) meet or in which delivery mode are you taking your current foreign language class(es)? (Mark all that apply.)	Respondents: 297	
Coastline Costa Mesa Center	49	16.50 %
Coastline Garden Grove Center	41	13.80 %
Coastline Huntington Westminster Center	124	41.75 %
Costa Mesa Senior Center	19	6.40 %
Fountain Valley High School	6	2.02 %
Seal Beach Leisure World	12	4.04 %
Telecourse or cable	27	9.09 %
WWW (Internet class)	35	11.78 %
Other	3	1.01 %
Total Responses	316	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Costa Mesa	Respondents: 227	
Preferred	99	43.61 %
OK	62	27.31 %
Not preferred	51	22.47 %
Don't know or n/a	15	6.61 %
Total Responses	227	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Fountain Valley	Respondents: 223	
Preferred	84	37.67 %
OK	83	37.22 %
Not preferred	39	17.49 %
Don't know or n/a	17	7.62 %
Total Responses	223	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Garden Grove	Respondents: 224	
Preferred	67	29.91 %
OK	54	24.11 %
Not preferred	88	39.29 %
Don't know or n/a	15	6.70 %
Total Responses	224	100 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Huntington Beach	Respondents: 225	
Preferred	87	38.67 %
OK	71	31.56 %
Not preferred	52	23.11 %
Don't know or n/a	15	6.67 %
Total Responses	225	100 %

Table 1 Preferred Locations/Delivery Modes - Newport Beach	Respondents: 211	
Preferred	53	25.12 %
OK	50	23.70 %
Not preferred	77	36.49 %
Don't know or n/a	31	14.69 %
Total Responses	211	100 %

Table 1 Preferred Locations/Delivery Modes - Seal Beach	Respondents: 205	
Preferred	19	9.27 %
OK	30	14.63 %
Not preferred	123	60.00 %
Don't know or n/a	33	16.10 %
Total Responses	205	100 %

Table 1 Preferred Locations/Delivery Modes - Westminster	Respondents: 249	
Preferred	94	37.75 %
OK	70	28.11 %
Not preferred	71	28.51 %
Don't know or n/a	14	5.62 %
Total Responses	249	100 %

Table 1 Preferred Locations/Delivery Modes - WWW (Online)	Respondents: 210	
Preferred	71	33.81 %
OK	39	18.57 %
Not preferred	71	33.81 %
Don't know or n/a	29	13.81 %
Total Responses	210	100 %

Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online)	Respondents: 203	
Preferred	29	14.29 %
OK	66	32.51 %
Not preferred	71	34.98 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online)		
Respondents: 203		
Don't know or n/a	37	18.23 %
Total Responses	203	100 %

Table 1 Preferred Locations/Delivery Modes - Telecourse or Cable		
Respondents: 208		
Preferred	44	21.15 %
OK	51	24.52 %
Not preferred	73	35.10 %
Don't know or n/a	40	19.23 %
Total Responses	208	100 %

You indicated you may be interested in taking a hybrid foreign language class that divides class time between classroom sessions and work and activities conducted online. If you took a hybrid class, how often would you want to meet in the classroom?		
Respondents: 90		
Once a week for about half the class time	38	42.22 %
Once every two weeks	29	32.22 %
Once a month	16	17.78 %
Other	7	7.78 %
Total Responses	90	100 %

Table 2 General Satisfaction - Quality of instruction		
Respondents: 284		
Very satisfied	236	83.10 %
Somewhat satisfied	39	13.73 %
Somewhat dissatisfied	6	2.11 %
Very dissatisfied	1	0.35 %
Don't know or N/A	2	0.70 %
Total Responses	284	100 %

Table 2 General Satisfaction - Variety of classes		
Respondents: 281		
Very satisfied	142	50.53 %
Somewhat satisfied	89	31.67 %
Somewhat dissatisfied	21	7.47 %
Very dissatisfied	6	2.14 %
Don't know or N/A	23	8.19 %
Total Responses	281	100 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Table 2 General Satisfaction - Adequacy of instructional facilities		
	Respondents: 278	
Very satisfied	170	61.15 %
Somewhat satisfied	78	28.06 %
Somewhat dissatisfied	12	4.32 %
Very dissatisfied	1	0.36 %
Don't know or N/A	17	6.12 %
Total Responses	278	100 %

	Count	Percent
Table 2 General Satisfaction - Quality of general instructional equipment		
	Respondents: 277	
Very satisfied	137	49.46 %
Somewhat satisfied	94	33.94 %
Somewhat dissatisfied	17	6.14 %
Very dissatisfied	1	0.36 %
Don't know or N/A	28	10.11 %
Total Responses	277	100 %

	Count	Percent
Table 2 General Satisfaction - Staff support for the program and classes		
	Respondents: 279	
Very satisfied	162	58.06 %
Somewhat satisfied	73	26.16 %
Somewhat dissatisfied	7	2.51 %
Very dissatisfied	4	1.43 %
Don't know or N/A	33	11.83 %
Total Responses	279	100 %

	Count	Percent
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 275	
Very satisfied	155	56.36 %
Somewhat satisfied	50	18.18 %
Somewhat dissatisfied	4	1.45 %
Very dissatisfied	1	0.36 %
Don't know or N/A	65	23.64 %
Total Responses	275	100 %

	Count	Percent
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 278	
Very satisfied	184	66.19 %
Somewhat satisfied	48	17.27 %

Count and Percent

Foreign Languages Student Survey 2005

Count Percent

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.) Respondents: 278

Somewhat dissatisfied	4	1.44 %
Very dissatisfied	2	0.72 %
Don't know or N/A	40	14.39 %
Total Responses	278	100 %

Table 2 General Satisfaction - Opportunities for oral language practice Respondents: 281

Very satisfied	157	55.87 %
Somewhat satisfied	76	27.05 %
Somewhat dissatisfied	21	7.47 %
Very dissatisfied	9	3.20 %
Don't know or N/A	18	6.41 %
Total Responses	281	100 %

Table 2 General Satisfaction - Opportunities for written language practice Respondents: 277

Very satisfied	181	65.34 %
Somewhat satisfied	75	27.08 %
Somewhat dissatisfied	7	2.53 %
Very dissatisfied	2	0.72 %
Don't know or N/A	12	4.33 %
Total Responses	277	100 %

Table 2 General Satisfaction - Overall quality of the program Respondents: 279

Very satisfied	200	71.68 %
Somewhat satisfied	71	25.45 %
Somewhat dissatisfied	4	1.43 %
Very dissatisfied	2	0.72 %
Don't know or N/A	2	0.72 %
Total Responses	279	100 %

Table 2 General Satisfaction - Your own success in the program Respondents: 277

Very satisfied	165	59.57 %
Somewhat satisfied	101	36.46 %
Somewhat dissatisfied	6	2.17 %
Very dissatisfied	1	0.36 %
Don't know or N/A	4	1.44 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Table 2 General Satisfaction - Your own success in the program		
	Respondents: 277	
Total Responses	277	100 %
Table 3 Distance Learning - Overall, the caliber of my distance learning foreign language course at Coastline is equivalent to or better than the quality of my classroom-based courses.		
	Respondents: 62	
Strongly agree	27	43.55 %
Agree	23	37.10 %
Disagree	7	11.29 %
Don't know or n/a	5	8.06 %
Total Responses	62	100 %
Table 3 Distance Learning - The caliber of the distance learning foreign language courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.		
	Respondents: 62	
Strongly agree	20	32.26 %
Agree	21	33.87 %
Disagree	2	3.23 %
Don't know or n/a	19	30.65 %
Total Responses	62	100 %
Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning foreign language courses as I do with instructors in classroom-based courses.		
	Respondents: 62	
Strongly agree	20	32.26 %
Agree	23	37.10 %
Disagree	10	16.13 %
Strongly disagree	4	6.45 %
Don't know or n/a	5	8.06 %
Total Responses	62	100 %
Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning foreign language courses as I do with students in classroom-based courses.		
	Respondents: 62	
Strongly agree	13	20.97 %
Agree	17	27.42 %
Disagree	16	25.81 %
Strongly disagree	9	14.52 %
Don't know or n/a	7	11.29 %
Total Responses	62	100 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning foreign language class(es).		
Respondents: 60		
Strongly agree	26	43.33 %
Agree	26	43.33 %
Disagree	4	6.67 %
Strongly disagree	2	3.33 %
Don't know or n/a	2	3.33 %
Total Responses	60	100 %

Table 3 Distance Learning - The technology used to deliver my distance learning foreign language course(s) has been reliable.		
Respondents: 62		
Strongly agree	27	43.55 %
Agree	31	50.00 %
Disagree	3	4.84 %
Don't know or n/a	1	1.61 %
Total Responses	62	100 %

Age		
Respondents: 294		
Under 18	18	6.12 %
18-30	96	32.65 %
31-45	66	22.45 %
46-60	61	20.75 %
61 or older	53	18.03 %
Total Responses	294	100 %

Gender		
Respondents: 293		
Male	124	42.32 %
Female	169	57.68 %
Total Responses	293	100 %

Ethnicity		
Respondents: 291		
American Indian/Native Alaskan	3	1.03 %
White	128	43.99 %
Black	5	1.72 %
Hispanic	23	7.90 %
Vietnamese	83	28.52 %
Other Asian	18	6.19 %
Decline to State	14	4.81 %
Other	17	5.84 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Ethnicity	Respondents: 291	
	Total Responses	291
		100 %
Primary Language	Respondents: 291	
English	212	72.85 %
Spanish	4	1.37 %
Vietnamese	60	20.62 %
Other	15	5.15 %
	Total Responses	291
		100 %
Are you active duty military?	Respondents: 295	
Yes	1	0.34 %
No	294	99.66 %
	Total Responses	295
		100 %
What is your current employment status?	Respondents: 294	
Not working	105	35.71 %
Working as a volunteer (non-paid position)	11	3.74 %
Working 20 hours or less per week	47	15.99 %
Working between 21-30 hours per week	27	9.18 %
Working full-time	104	35.37 %
	Total Responses	294
		100 %
What is your highest level of education?	Respondents: 288	
Less than high school completion	20	6.94 %
High school diploma	96	33.33 %
Associate in Arts degree	50	17.36 %
Bachelor's degree	69	23.96 %
Master's degree	39	13.54 %
Doctorate	14	4.86 %
	Total Responses	288
		100 %
Are you currently enrolled at another college in addition to your Coastline classes?	Respondents: 271	
(Mark all that apply.)		
Golden West College	34	12.55 %
Irvine Valley College	2	0.74 %
Orange Coast College	27	9.96 %
Saddleback College	1	0.37 %
Santa Ana College	7	2.58 %

Count and Percent

Foreign Languages Student Survey 2005

	Count	Percent
Are you currently enrolled at another college in addition to your Coastline classes?	Respondents: 271	
(Mark all that apply.)		
Santiago Canyon College	2	0.74 %
Other community college	9	3.32 %
A four-year college or university	25	9.23 %
No: Enrolled only at Coastline	181	66.79 %
Total Responses	288	100 %

Crosstabs Based on Non-Traditional Students

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Very satisfied	184	184	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	66.19 %	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		66.19 %	0.00 %	0.00 %	0.00 %	0.00 %
Somewhat satisfied	48	0	48	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	17.27 %	0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	17.27 %	0.00 %	0.00 %	0.00 %
Somewhat dissatisfied	4	0	0	4	0	0
Row %		0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Col %	1.44 %	0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	1.44 %	0.00 %	0.00 %
Very dissatisfied	2	0	0	0	2	0
Row %		0.00 %	0.00 %	0.00 %	100.00 %	0.00 %
Col %	0.72 %	0.00 %	0.00 %	0.00 %	100.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.72 %	0.00 %
Don't know or N/A	40	0	0	0	0	40
Row %		0.00 %	0.00 %	0.00 %	0.00 %	100.00 %
Col %	14.39 %	0.00 %	0.00 %	0.00 %	0.00 %	100.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	14.39 %
Totals	278	184	48	4	2	40
		66.19 %	17.27 %	1.44 %	0.72 %	14.39 %

Crosstabs Based on Non-Traditional Students

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

Age

	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Under 18	16	7	2	0	0	7
Row %		43.75 %	12.50 %	0.00 %	0.00 %	43.75 %
Col %	5.82 %	3.83 %	4.35 %	0.00 %	0.00 %	17.50 %
Total %		2.55 %	0.73 %	0.00 %	0.00 %	2.55 %
18-30	93	65	12	1	1	14
Row %		69.89 %	12.90 %	1.08 %	1.08 %	15.05 %
Col %	33.82 %	35.52 %	26.09 %	25.00 %	50.00 %	35.00 %
Total %		23.64 %	4.36 %	0.36 %	0.36 %	5.09 %
31-45	61	41	11	1	0	8
Row %		67.21 %	18.03 %	1.64 %	0.00 %	13.11 %
Col %	22.18 %	22.40 %	23.91 %	25.00 %	0.00 %	20.00 %
Total %		14.91 %	4.00 %	0.36 %	0.00 %	2.91 %
46-60	57	34	15	1	0	7
Row %		59.65 %	26.32 %	1.75 %	0.00 %	12.28 %
Col %	20.73 %	18.58 %	32.61 %	25.00 %	0.00 %	17.50 %
Total %		12.36 %	5.45 %	0.36 %	0.00 %	2.55 %
61 or older	48	36	6	1	1	4
Row %		75.00 %	12.50 %	2.08 %	2.08 %	8.33 %
Col %	17.45 %	19.67 %	13.04 %	25.00 %	50.00 %	10.00 %
Total %		13.09 %	2.18 %	0.36 %	0.36 %	1.45 %
Totals	275	183	46	4	2	40
		66.55 %	16.73 %	1.45 %	0.73 %	14.55 %

Crosstabs Based on Non-Traditional Students

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

Gender	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Male	113	83	18	1	1	10
Row %		73.45 %	15.93 %	0.88 %	0.88 %	8.85 %
Col %	40.94 %	45.36 %	38.30 %	25.00 %	50.00 %	25.00 %
Total %		30.07 %	6.52 %	0.36 %	0.36 %	3.62 %
Female	163	100	29	3	1	30
Row %		61.35 %	17.79 %	1.84 %	0.61 %	18.40 %
Col %	59.06 %	54.64 %	61.70 %	75.00 %	50.00 %	75.00 %
Total %		36.23 %	10.51 %	1.09 %	0.36 %	10.87 %
Totals	276	183	47	4	2	40
		66.30 %	17.03 %	1.45 %	0.72 %	14.49 %

Crosstabs Based on Non-Traditional Students

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

What is your current employment status?

	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Not working	98	70	15	3	0	10
Row %		71.43 %	15.31 %	3.06 %	0.00 %	10.20 %
Col %	35.51 %	38.04 %	31.91 %	75.00 %	0.00 %	25.64 %
Total %		25.36 %	5.43 %	1.09 %	0.00 %	3.62 %
Working as a volunteer (non-paid position)	11	7	2	0	0	2
Row %		63.64 %	18.18 %	0.00 %	0.00 %	18.18 %
Col %	3.99 %	3.80 %	4.26 %	0.00 %	0.00 %	5.13 %
Total %		2.54 %	0.72 %	0.00 %	0.00 %	0.72 %
Working 20 hours or less per week	45	31	7	0	0	7
Row %		68.89 %	15.56 %	0.00 %	0.00 %	15.56 %
Col %	16.30 %	16.85 %	14.89 %	0.00 %	0.00 %	17.95 %
Total %		11.23 %	2.54 %	0.00 %	0.00 %	2.54 %
Working between 21-30 hours per week	26	14	8	0	0	4
Row %		53.85 %	30.77 %	0.00 %	0.00 %	15.38 %
Col %	9.42 %	7.61 %	17.02 %	0.00 %	0.00 %	10.26 %
Total %		5.07 %	2.90 %	0.00 %	0.00 %	1.45 %
Working full-time	96	62	15	1	2	16
Row %		64.58 %	15.63 %	1.04 %	2.08 %	16.67 %
Col %	34.78 %	33.70 %	31.91 %	25.00 %	100.00 %	41.03 %
Total %		22.46 %	5.43 %	0.36 %	0.72 %	5.80 %
Totals	276	184	47	4	2	39
		66.67 %	17.03 %	1.45 %	0.72 %	14.13 %

Crosstabs Related to Ethnicity

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Very satisfied	155	155	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	56.36 %	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		56.36 %	0.00 %	0.00 %	0.00 %	0.00 %
Somewhat satisfied	50	0	50	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	18.18 %	0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	18.18 %	0.00 %	0.00 %	0.00 %
Somewhat dissatisfied	4	0	0	4	0	0
Row %		0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Col %	1.45 %	0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	1.45 %	0.00 %	0.00 %
Very dissatisfied	1	0	0	0	1	0
Row %		0.00 %	0.00 %	0.00 %	100.00 %	0.00 %
Col %	0.36 %	0.00 %	0.00 %	0.00 %	100.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.36 %	0.00 %
Don't know or N/A	65	0	0	0	0	65
Row %		0.00 %	0.00 %	0.00 %	0.00 %	100.00 %
Col %	23.64 %	0.00 %	0.00 %	0.00 %	0.00 %	100.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	23.64 %
Totals	275	155	50	4	1	65
		56.36 %	18.18 %	1.45 %	0.36 %	23.64 %

Crosstabs Related to Ethnicity

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

Ethnicity	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
American Indian/Native Alaskan	3	2	0	0	0	1
Row %		66.67 %	0.00 %	0.00 %	0.00 %	33.33 %
Col %	1.11 %	1.31 %	0.00 %	0.00 %	0.00 %	1.59 %
Total %		0.74 %	0.00 %	0.00 %	0.00 %	0.37 %
White	119	66	14	1	0	38
Row %		55.46 %	11.76 %	0.84 %	0.00 %	31.93 %
Col %	44.07 %	43.14 %	28.57 %	25.00 %	0.00 %	60.32 %
Total %		24.44 %	5.19 %	0.37 %	0.00 %	14.07 %
Black	5	3	1	0	0	1
Row %		60.00 %	20.00 %	0.00 %	0.00 %	20.00 %
Col %	1.85 %	1.96 %	2.04 %	0.00 %	0.00 %	1.59 %
Total %		1.11 %	0.37 %	0.00 %	0.00 %	0.37 %
Hispanic	23	11	3	1	0	8
Row %		47.83 %	13.04 %	4.35 %	0.00 %	34.78 %
Col %	8.52 %	7.19 %	6.12 %	25.00 %	0.00 %	12.70 %
Total %		4.07 %	1.11 %	0.37 %	0.00 %	2.96 %
Vietnamese	72	43	24	1	1	3
Row %		59.72 %	33.33 %	1.39 %	1.39 %	4.17 %
Col %	26.67 %	28.10 %	48.98 %	25.00 %	100.00 %	4.76 %
Total %		15.93 %	8.89 %	0.37 %	0.37 %	1.11 %
Other Asian	18	9	5	1	0	3
Row %		50.00 %	27.78 %	5.56 %	0.00 %	16.67 %
Col %	6.67 %	5.88 %	10.20 %	25.00 %	0.00 %	4.76 %
Total %		3.33 %	1.85 %	0.37 %	0.00 %	1.11 %
Decline to State	14	7	0	0	0	7
Row %		50.00 %	0.00 %	0.00 %	0.00 %	50.00 %
Col %	5.19 %	4.58 %	0.00 %	0.00 %	0.00 %	11.11 %
Total %		2.59 %	0.00 %	0.00 %	0.00 %	2.59 %

Crosstabs Related to Ethnicity

Foreign Languages Student Survey 2005

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

<i>Ethnicity</i>	Total	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know or N/A
Other	16	12	2	0	0	2
Row %		75.00 %	12.50 %	0.00 %	0.00 %	12.50 %
Col %	5.93 %	7.84 %	4.08 %	0.00 %	0.00 %	3.17 %
Total %		4.44 %	0.74 %	0.00 %	0.00 %	0.74 %
Totals	270	153	49	4	1	63
		56.67 %	18.15 %	1.48 %	0.37 %	23.33 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
In which foreign language classes are you currently enrolled?	Respondents: 62	
French, Italian, or German	17	27.42 %
Spanish	33	53.23 %
Vietnamese	13	20.97 %
Total Responses	63	100 %

	Count	Percent
Why are you taking a foreign language course? (Mark all that apply.)	Respondents: 62	
To satisfy A.A. degree requirements	19	30.65 %
To satisfy general education requirements for transfer	27	43.55 %
To prepare for a new job	3	4.84 %
To improve my skills for my current job	6	9.68 %
To obtain a promotion	2	3.23 %
To prepare for travel to another country	11	17.74 %
For personal interest	37	59.68 %
Other	9	14.52 %
Total Responses	114	100 %

	Count	Percent
To what extent does the content of your current course meet your expectations?	Respondents: 62	
The course is even better than I expected	26	41.94 %
The course is pretty much what I expected	35	56.45 %
The course is not what I expected	1	1.61 %
Total Responses	62	100 %

	Count	Percent
How many foreign language courses have you taken at Coastline?	Respondents: 62	
None	4	6.45 %
This is my first	22	35.48 %
2	19	30.65 %
3	6	9.68 %
4	4	6.45 %
5 or more	7	11.29 %
Total Responses	62	100 %

	Count	Percent
How many Coastline foreign language courses have you taken through distance learning?	Respondents: 61	
None	10	16.39 %
1 course	16	26.23 %
2 courses	18	29.51 %
3 courses	8	13.11 %
4 courses	6	9.84 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
How many Coastline foreign language courses have you taken through distance learning?	Respondents: 61	
5 or more courses	3	4.92 %
Total Responses	61	100 %

At which location does your current foreign language class(es) meet or in which delivery mode are you taking your current foreign language class(es)? (Mark all that apply.)	Respondents: 62	
Coastline Costa Mesa Center	2	3.23 %
Coastline Garden Grove Center	6	9.68 %
Coastline Huntington Westminster Center	4	6.45 %
Costa Mesa Senior Center	2	3.23 %
Seal Beach Leisure World	1	1.61 %
Telecourse or cable	27	43.55 %
WWW (Internet class)	35	56.45 %
Total Responses	77	100 %

Table 1 Preferred Locations/Delivery Modes - Costa Mesa	Respondents: 56	
Preferred	10	17.86 %
OK	18	32.14 %
Not preferred	20	35.71 %
Don't know or n/a	8	14.29 %
Total Responses	56	100 %

Table 1 Preferred Locations/Delivery Modes - Fountain Valley	Respondents: 55	
Preferred	14	25.45 %
OK	15	27.27 %
Not preferred	17	30.91 %
Don't know or n/a	9	16.36 %
Total Responses	55	100 %

Table 1 Preferred Locations/Delivery Modes - Garden Grove	Respondents: 54	
Preferred	7	12.96 %
OK	16	29.63 %
Not preferred	20	37.04 %
Don't know or n/a	11	20.37 %
Total Responses	54	100 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Huntington Beach Respondents: 54		
Preferred	12	22.22 %
OK	18	33.33 %
Not preferred	15	27.78 %
Don't know or n/a	9	16.67 %
Total Responses	54	100 %

Table 1 Preferred Locations/Delivery Modes - Newport Beach Respondents: 54		
Preferred	7	12.96 %
OK	10	18.52 %
Not preferred	25	46.30 %
Don't know or n/a	12	22.22 %
Total Responses	54	100 %

Table 1 Preferred Locations/Delivery Modes - Seal Beach Respondents: 52		
Preferred	4	7.69 %
OK	8	15.38 %
Not preferred	28	53.85 %
Don't know or n/a	12	23.08 %
Total Responses	52	100 %

Table 1 Preferred Locations/Delivery Modes - Westminster Respondents: 56		
Preferred	10	17.86 %
OK	18	32.14 %
Not preferred	19	33.93 %
Don't know or n/a	9	16.07 %
Total Responses	56	100 %

Table 1 Preferred Locations/Delivery Modes - WWW (Online) Respondents: 57		
Preferred	43	75.44 %
OK	9	15.79 %
Not preferred	1	1.75 %
Don't know or n/a	4	7.02 %
Total Responses	57	100 %

Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online) Respondents: 52		
Preferred	10	19.23 %
OK	24	46.15 %
Not preferred	10	19.23 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online)	Respondents: 52	

Don't know or n/a	8	15.38 %
Total Responses	52	100 %

Table 1 Preferred Locations/Delivery Modes - Telecourse or Cable	Respondents: 58	
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Preferred	28	48.28 %
OK	22	37.93 %
Not preferred	6	10.34 %
Don't know or n/a	2	3.45 %
Total Responses	58	100 %

You indicated you may be interested in taking a hybrid foreign language class that divides class time between classroom sessions and work and activities conducted online. If you took a hybrid class, how often would you want to meet in the classroom?	Respondents: 34	
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Once a week for about half the class time	6	17.65 %
Once every two weeks	10	29.41 %
Once a month	12	35.29 %
Other	6	17.65 %
Total Responses	34	100 %

Table 2 General Satisfaction - Quality of instruction	Respondents: 61	
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Very satisfied	51	83.61 %
Somewhat satisfied	7	11.48 %
Somewhat dissatisfied	2	3.28 %
Don't know or N/A	1	1.64 %
Total Responses	61	100 %

Table 2 General Satisfaction - Variety of classes	Respondents: 62	
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Very satisfied	30	48.39 %
Somewhat satisfied	18	29.03 %
Somewhat dissatisfied	6	9.68 %
Very dissatisfied	2	3.23 %
Don't know or N/A	6	9.68 %
Total Responses	62	100 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
Table 2 General Satisfaction - Adequacy of instructional facilities Respondents: 60		
Very satisfied	31	51.67 %
Somewhat satisfied	14	23.33 %
Somewhat dissatisfied	2	3.33 %
Don't know or N/A	13	21.67 %
Total Responses	60	100 %

Table 2 General Satisfaction - Quality of general instructional equipment Respondents: 61		
Very satisfied	25	40.98 %
Somewhat satisfied	14	22.95 %
Somewhat dissatisfied	4	6.56 %
Don't know or N/A	18	29.51 %
Total Responses	61	100 %

Table 2 General Satisfaction - Staff support for the program and classes Respondents: 61		
Very satisfied	36	59.02 %
Somewhat satisfied	18	29.51 %
Somewhat dissatisfied	3	4.92 %
Don't know or N/A	4	6.56 %
Total Responses	61	100 %

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students Respondents: 60		
Very satisfied	27	45.00 %
Somewhat satisfied	9	15.00 %
Don't know or N/A	24	40.00 %
Total Responses	60	100 %

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.) Respondents: 62		
Very satisfied	35	56.45 %
Somewhat satisfied	11	17.74 %
Somewhat dissatisfied	1	1.61 %
Don't know or N/A	15	24.19 %
Total Responses	62	100 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
Table 2 General Satisfaction - Opportunities for oral language practice		
	Respondents: 62	
Very satisfied	16	25.81 %
Somewhat satisfied	19	30.65 %
Somewhat dissatisfied	8	12.90 %
Very dissatisfied	3	4.84 %
Don't know or N/A	16	25.81 %
Total Responses	62	100 %
Table 2 General Satisfaction - Opportunities for written language practice		
	Respondents: 61	
Very satisfied	45	73.77 %
Somewhat satisfied	12	19.67 %
Don't know or N/A	4	6.56 %
Total Responses	61	100 %
Table 2 General Satisfaction - Overall quality of the program		
	Respondents: 61	
Very satisfied	40	65.57 %
Somewhat satisfied	18	29.51 %
Somewhat dissatisfied	1	1.64 %
Don't know or N/A	2	3.28 %
Total Responses	61	100 %
Table 2 General Satisfaction - Your own success in the program		
	Respondents: 61	
Very satisfied	37	60.66 %
Somewhat satisfied	19	31.15 %
Somewhat dissatisfied	2	3.28 %
Don't know or N/A	3	4.92 %
Total Responses	61	100 %
Table 3 Distance Learning - Overall, the caliber of my distance learning foreign language course at Coastline is equivalent to or better than the quality of my classroom-based courses.		
	Respondents: 62	
Strongly agree	27	43.55 %
Agree	23	37.10 %
Disagree	7	11.29 %
Don't know or n/a	5	8.06 %
Total Responses	62	100 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
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Table 3 Distance Learning - The caliber of the distance learning foreign language courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

Respondents: 62

Strongly agree	20	32.26 %
Agree	21	33.87 %
Disagree	2	3.23 %
Don't know or n/a	19	30.65 %

Total Responses	62	100 %
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Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning foreign language courses as I do with instructors in classroom-based courses.

Respondents: 62

Strongly agree	20	32.26 %
Agree	23	37.10 %
Disagree	10	16.13 %
Strongly disagree	4	6.45 %
Don't know or n/a	5	8.06 %

Total Responses	62	100 %
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Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning foreign language courses as I do with students in classroom-based courses.

Respondents: 62

Strongly agree	13	20.97 %
Agree	17	27.42 %
Disagree	16	25.81 %
Strongly disagree	9	14.52 %
Don't know or n/a	7	11.29 %

Total Responses	62	100 %
------------------------	-----------	--------------

Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning foreign language class(es).

Respondents: 60

Strongly agree	26	43.33 %
Agree	26	43.33 %
Disagree	4	6.67 %
Strongly disagree	2	3.33 %
Don't know or n/a	2	3.33 %

Total Responses	60	100 %
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Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
Table 3 Distance Learning - The technology used to deliver my distance learning foreign language course(s) has been reliable.		
	Respondents: 62	
Strongly agree	27	43.55 %
Agree	31	50.00 %
Disagree	3	4.84 %
Don't know or n/a	1	1.61 %
Total Responses	62	100 %
Age		
	Respondents: 62	
Under 18	7	11.29 %
18-30	18	29.03 %
31-45	18	29.03 %
46-60	10	16.13 %
61 or older	9	14.52 %
Total Responses	62	100 %
Gender		
	Respondents: 62	
Male	18	29.03 %
Female	44	70.97 %
Total Responses	62	100 %
Ethnicity		
	Respondents: 62	
White	31	50.00 %
Hispanic	9	14.52 %
Vietnamese	11	17.74 %
Decline to State	10	16.13 %
Other	1	1.61 %
Total Responses	62	100 %
Primary Language		
	Respondents: 61	
English	45	73.77 %
Spanish	2	3.28 %
Vietnamese	9	14.75 %
Other	5	8.20 %
Total Responses	61	100 %
Are you active duty military?		
	Respondents: 62	
No	62	100.00 %
Total Responses	62	100 %

Distance Learning Only: Count and Percent Foreign Languages Student Survey 2005

	Count	Percent
What is your current employment status?	Respondents: 61	
Not working	15	24.59 %
Working as a volunteer (non-paid position)	3	4.92 %
Working 20 hours or less per week	11	18.03 %
Working between 21-30 hours per week	8	13.11 %
Working full-time	24	39.34 %
Total Responses	61	100 %
What is your highest level of education?	Respondents: 61	
Less than high school completion	8	13.11 %
High school diploma	20	32.79 %
Associate in Arts degree	13	21.31 %
Bachelor's degree	8	13.11 %
Master's degree	9	14.75 %
Doctorate	3	4.92 %
Total Responses	61	100 %
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 60	
Golden West College	4	6.67 %
Irvine Valley College	1	1.67 %
Orange Coast College	8	13.33 %
Saddleback College	1	1.67 %
Santa Ana College	1	1.67 %
Santiago Canyon College	1	1.67 %
Other community college	2	3.33 %
A four-year college or university	12	20.00 %
No: Enrolled only at Coastline	36	60.00 %
Total Responses	66	100 %

Comments

Foreign Languages Student Survey 2005

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

I'm not quite sure if anybody could take this course without prior knowledge of the language.

Would prefer to have ONE textbook and corresponding CDs to work with. It is time-consuming and confusing going back and forth. Would also prefer the class to be offered in a classroom setting for more student interaction and ability to practice the language.

I think that the class level is too high for the person to start with intermediate Vietnamese.

class is designed for Vietnamese speaking student.

I feel that the class is geared towards students with previous Spanish experiences, and I'm in the basic Spanish class. I feel the class is too advanced.

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Hearing my instructor speak the language and explain concepts is more effective for me to understand the language. I mispronounce words a lot because I don't hear them spoken. I think a class once a week would be most beneficial.

I do not feel that I have learned as much oral language as I would want, but I know that is mainly caused by the distance learning format. Other than that, I am very satisfied with the classes I have taken.

unfortunatley, the flexibility of online classes also eliminates the opportunities for oral language practice that a classroom environment might provide.

I would prefer that live, more advanced language classes are available in the evenings for working people. My classes have all been on-line and therefore I don't have the opportunity to speak or hear the language, although my writing skills have really improved. I would like to be even better than I am in writing and reading.

I would like more daytime classes.

The only thing that dissatisfies is the speed with which changes can be made to our class assignments when our instructors tells to us that this will happen.

I did not have anyone to work with outside of class to improve my performance and i did not have as much time to study as I would have liked.

CLASS ROOM AIR CONDITIONER RUNS ALL THE TIME AND IS VERY NOISEY AT GOLDEN WEST COLLEGE.

I would like to know why it is the case that there is not a labo that is available to students in online courses. I would like to be able to use a Coastline place late at night, or at least until our chat session might finish.

Have only taken two classes by which I was very impressed with the quality of instructors. Have not had much contact outside the classroom.

I beleve the teaching staff does a very good job; but the book is lacking.

my concern is the CANCELLATION of the advanced class of Spanish
@ Mc Fadden facility

I would like to know if there is a chance that we could have some oral practice integrated into our online class? There is software available to do that?

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Would like more 185 and 280 (and eventually 285) classes

I am very dissatisfied the number of iINTERMEDIATE Spanish classes offered. I love Lynn Baker's class, but not everyone can come on Wed., plus it is predominantly seniors. It is very large because she is a good teacher, but also because there are few alternatives. MORE SPANISH CLASSES NEEDED.!

I need more written practice.

Constant changing of text books make it difficult to participate especially when due to work schedule or other adult responsibilities one has to skip a semester. Too much time wasted trying to get material at a reasonable price. Ultimately, texts don't change enough to merit "new" prices and slowing the class momentum i.e. poeple sharing etc.

Over the years, I have enrolled in several foreign languages classes. Without a doubt, the quality of instruction provided by Marty Dusserre is above excellent. Accordingly, it is difficult to rate any of your listed areas less than "very satisfied". Marty explains, encourages, listens, supports, stimulates, challanges, all with compassion, enjoyment and humor. So, why not study Spanish with him at Coastline!!!!

I enjoy Destinos and the telecourse format very much, especially since I live in San Clemente. The telecourse helps me develop reading, writing, and listening skills, but I feel there is not much opportunity to improve speaking skills.

I would like to have some place to be able to have access to the equipemts for online studies all the time, especially on the weekends. Our professor meets us sometimes at the Jackinthebox in Irvine that is open 24 hours a day, and she works at a computer laboratory that is open 24 hours a day in Irvine. We need something like this so tghat we can do our work directly with people in other countries.

I wish I had the option to take Spanish 185 (16 weeks) versus the 185A & B (8 weeks each).

Web classes are convenient for those that are already familiar with the language, but again, not much help to those that are trying to learn.

I felt that the class did satisfy the requirements for a spanish 185A course however, being that I have taken an equivalent spanish class before, it seemed like this class was confusing and used vocabulary not standard for this level of spanish. I think the class could be more effective if a more conversational approach is taken. A lot of the vocabulary is non-traditional vocabulary and is not what you would find in everyday use.

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

I had friends help me with assignments who were enrolled in an equivalent class at a UC and we constantly looked to the back of the book to find words that we did not know and that he thought were strange to be in this level class.

I am so thankful to have my Spanish class offered by telecourse! If it were not for this I would not be able to take the class. So far, I've found it extremely informative! I can pause and rewind parts I need more help with - MUCH better than a class setting where I learn almost nothing.

I would like to practice the pronunciation of the words
more oral practice if possible

With telecourses, one seems to always be running a week behind and progress is not quickly accessible. It was very frustrating to show up for a Review and mid-term test and not have the instructor show up ...worse we sat in the classroom for one hour, before we turned in a sign-in sheet to the office and left.

Learning a new language is hard especially learning by distance learning, I would prefer more feedback on my work: Grades being posted faster, I would like to view my test/quizzes to see what I need to practice more, even if it is in PDF file and I can only view it one time or something just to know where my weaknesses are, I would also like to see my other work graded again to know where my weakness is at.

It is challenging to learn a foreign language without working with a professor. By not meeting in class, students lack getting help in class on sounding out words or getting questions answered as the students come across a problem. However listening to the CDs do help in this situation when it comes down to doing the quizzes and written assignments.

It is frustrating to be not able to have oral practices. Also, it would be a good idea to have more alternatives in the classes that the College offers to the students.

Would like to be able to converse to practice pronunciation. The online chat is really excellent, though. Dr. Watson is excellent.

The online environment provided by Coastline has enabled me to graduate at least 6 months earlier than scheduled due to work and home responsibilities. Although, it has been a challenge with self discipline, it has benefitted me extremely with my diploma that will be received in May. Thank you.

I would like to be able to go to a language lab, preferably at the main location in

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Fountain Valley so that I may obtain help in person.

I think there should be more online classes for working adults. And for foreign language classes online there should be more instructional materials such as cd's, tapes and so on. This would help working adults with their studies, whenever their away from there computers. I have programs keeping up with my Vietnamese language class. I feel the class is filled with students that already speak the language. They are not there to learn, they are only there to fill there foreign language.

the professor is very good and friendly

Need more interaction with students to practice. Having trouble studying.

Recordings or music in class to reinforce sounds

Some of the facilities are run down.

The course was rushed each evening.

College needs to update equipment used to instruct class. Need more visual aids.

I was expecting the Spanish class to start with the basics first--because I have no Spanish experience. The class if for students with some Spanish experience.

Teacher was having trouble with overhead projector, etc.--couldn't get a decent one for the class! Other than that, nothing.

Italian and all language classes need to meet at least twice a week. Once a week courses are not preferrable

I believe I should be doing much better in the class than I am. This is because of my other classes and extracurricular activities that take up much of my time, so i cannot give this class all the time it needs.

The college administrators and staff should be more supportive of the instructors and their concerns as far as scheduling classes for multiple days a week, rather than one and class sizes.

I am understading the language better and better.the instructor is wonderful.plese dont drop any classes unless they have less then 4 students.

I would like the college to be really committed to offer all levels of a foreign language class, once it let students enroll in the first level. Considering how much a text book cost,

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

it would be very disappointing to be able to just use it for one semester, and not knowing when the next level course is offered or if at all.

I think it would be best to have class two times a week. I do not think distance learning is the best way to learn a language it could be a good addition but not a substitute for classroom experience. I think there should be conversation and phonetics classes added.

It would be nice if we were required to give short speeches or oral essays where we would be "forced" to speak nothing but the language we are studying. I find I need more oral practice - and most people in my class don't want to speak unless we are doing oral exercises from the book.

Would like to be better at fluent Italian.

I believe Italian class should be publicized better at "Sons of Italy" and "Italian Catholic Federation" Groups.... as well as publicized in the O.C. Register and local newspapers i.e. Garden Grove, Cypress, Anaheim papers ... as well as the "Pennysaver" for several weeks way before the Classes are Offered. I know Ital. people that want to learn the language of their parents (immigrants) & may want to go to Italy to visit with relatives and tour all the museums, Vatican, Capri and especially where our American soldiers were stationed all over Italy during the last World War II.

Markers and erasers are a pretty basic classroom supply, but were not readily available most nights.

While staff may passively support the program, it is not clear what active role staff or administration takes in promoting classes and facilitating class activities or the language or other departments.

There should be more variety of online classes for those with busy schedules between school and work.

More oral participation

Not enough conversational opportunities (classes-day-time).

Not enough written opportunities (classes-day-time).

There just isn't enough time in my schedule to do as much practice. I love my class and am enjoying the progress I'm making.

I have not been told of any opportunities for further oral or written practice, but this may not be part of evening courses, which is OK.

Comments

Foreign Languages Student Survey 2005

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

There were no computers or TVs for the teacher to show us foreign language films. The building is nice but lacks technological resources that can be used.

We don't practice written characters as much as I wanted.

On the first day, I had problem with the parking lot.

The Chinese teacher in our class makes the learning experience very fun and enjoyable.

I wanted to take Arabic and Chinese this semester, but only Arabic 2 was offered.

I have to drive more than an hour to get to class, and this is the only campus that offered Chinese this semester.

Language is a course in memorization--age preclude rapid assimilation of a vocabulary.

Chairs are uncomfortable. Need more one-on-one practice speaking.

It is tough when classmates are at various levels. It holds the class back and takes a lot to get everyone on the same page.

More variety is needed; more oral practice

My level of satisfaction for success is only due to my limited time in personal study.

I would like to write more compositions or stories in class and have a teacher correct my mistakes so I can learn from them.

The projector up top wasn't hooked up.

I love Coastline very much but it doesn't offer that many classes. This semester alone, 3 classes were cancelled on me and I have to take classes at different colleges. I wish I could've done it all at Coastline.

Comments

Foreign Languages Student Survey 2005

Question: If you experienced any technical difficulties or if you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain the problems you encountered or the nature of your concerns.

The Java version for the online chat rooms (at least the one in French) is outdated and won't work with later versions of Internet Explorer and Netscape.

Two times when I have submitted my quiz results, I have not received the results on my E-mail.

Motivation for online learning was opportunity for self-instruction at own pace; therefore, although instructor -- and presumably fellow students which whom to interact -- were always available, I didn't not seek to take advantage of that available resource.

Some of the times that I have sent to Coastline my electronic assignments, it has seemed that they are not recorded quickly. It seems to me that if I do the assignments online, I should be able to see that I have done them, and my score should be recorded for me to be able to see.

We have had to use our own "technologies" as students. We have not been able to use the Coastline facilities. It would be a good idea if we could use the Coastline facilities.

There was little or no interaction with other students, other than the discussion board. Overall, I don't recommend a foreign language as a telecourse, I just think that direct instructional support is the best approach for foreign language.

Little opportunity for interaction with other students in my WWW course

I have had to depend on my own technology. The school does not allow students to use computers unless they are in computer classes, according to the people there. I think that our class is a computer class.

In a distance-learning foreign language class there is not the oral interaction with instructor and fellow-students that there is in a classroom-based course.

Every aspect of the class was more than satisfactory except that after the class ended and I emailed the professor for the cable course I took concerning the grade (2x). I didn't know I had a missing assignment. I didn't have a dispute, but only a question I needed answered concerning submitting assignments. That is my only disappointment. I had a solid 'A', but due to a lost assignment I my total points at the end of the course were 1 point below a required 'A'. When I received the official grading, I saw there was a missing assignment.

I have less interaction with the instructor and especially with other students, but this hasn't been a problem for me.

Comments

Foreign Languages Student Survey 2005

Question: If you experienced any technical difficulties or if you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain the problems you encountered or the nature of your concerns.

The students have to depend upon their own technologies too much. Also, we have a free live chat room that does not always work, and it would help that it did work.

I have less interaction with fellow students and my distance learning instructor than with people from classroom-based courses but I do not consider that a problem. I expected less interaction when I signed up for this kind of courses. Please keep the interaction level the same.

There is no interaction with other students in the course except via discussion board which is not very active.

Sometimes we cannot gain access to the class information from the class website. Our instructor has us go to another website that she says is from Canada. That one always works, but it is kind of hard to use sometimes.

I have no interaction with other students in the class because I am not local. Unfortunately I think I am the only one besides the teacher who uses the discussion forum for comments or questions.

It is harder to interact with other students when you don't get together very often.

I have depended upon the connections and the equipment: (1) That our professor provides to us (for example, "Classe Branchee", from Canada, and Lycos) (2) That my workplace provides to me

I do not have as much student interaction, but that is to be expected, as I knew what I was getting into by enrolling in an online course. I have no problem with the limited student interaction.

Of course you never have as much interaction with fellow students when you're taking a classes online. However online classes are much easier for working adults with kids.

I do not think distance learning is the best vehicle to learn a foreign language. Speech is a fundamental part of any language and with distance learning that is null.

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

I would like Coastline to offer an elementary Latin course.

none

I would like the second half of French 185 (French In Action) offered in a classroom setting, preferably at Estancia High School where it used to take place.

Spanish 280

Italian, Korean, additional Arabic courses

no

no

no

Vietnamese

Yes. German, Russian, Hebrew.

Italian

No

Italian

Yes. More French language courses that are at a higher level. More study of literature or of culture or of film (all for French). More languages to study, perhaps: Russian, Polish, Hebrew, some Scandinavian languages.

Perhaps a Spanish Literature course

no

French culture and French literature, with literature online. Perhaps a survey in linguistics.

French

No

no

Spanish @ Leisure World, but not basic.

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

More online classes, maybe in French literature and culture. Also French pronunciation. In the last questionnaire that I did, I wrote that a short course in pronunciation, like in summer or in the January classes.

none

chinese

spanish 185a, 185B, 280A, 280B and later 285A, 285B

I am personally only interested in Spanish, but I think the district should offer French, German, and perhaps even Arabic in this era.

Italian and Japanese

I would definitely like to see Coastline offer Spanish 280 and German 180 through 280. I wanted to enroll at OCC but the classes filled up too soon.

I would like more language courses to be offered online.

More Italian
Portuguese??

Arabic

Hebrew, German, Russian, Farsi

Not at this point.

No

Spanish 3

no

no

nope spanish is fine

no

Korean, Japanese

Korean and Japanese

Russian and Greek

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

Hebrew, German, more French literature

no

Don't know.

no

Spanish, Japanese, Chinese

Not that I can think of.

Thai

Linguistics, if you would call that a foreign language. Hebrew. More French, perhaps French language history or French history.

French history--no one in our class knows much.

French language sounds and structure

No

I have not looked into it, sorry.

japanese, Spanish

Chinese, Korein, French

French

no

Other Vietnamese course

N/A, haven't looked into it.

No

no

N/A

no.

Viet 280

Viet 285

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

chinese, german,

no

LATIN!!!

I would like to take Japanese at Coastline if offers.

yes

Latin

No.

No

None

No

I am just interested in Spanish, and it seems to have adequate class selection thus far.

Portuguese

Would like to continue my Spanish classes through the next levels at this location or Newport/Mesa area.

No

Please make sure you offer the course following beginning Spanish would like to continue!

Chinese

Ancient celtic, Latin, and elvish

Spanish and French

Italian and french conversation.

Not at this time. Want to be better at Italian at this time.

advanced Italian courses that follow 180 A and B

French; Chinese

Spanish; Japanese

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

Many Vietnamese classes. Language, literature, culture, history.

I would like it a lot more if Coastline College to have more classes like Golden West and Orange Coast.

English

French

No Spanish

No, thanks.

Spanish

French

Chinese; French

Not that I concern with.

Spanish

Italian, sign language, French, German

Sign language

Arabic

Arabic

Sign language (not really a foreign language but I would be interested in taking a course in sign language)

French--in class

Conversational Spanish

Full year of Spanish 185A and 185B.

Chinese Cantonese

Japanese; Spanish

Japanese

Russian; Farsi; Pashto

Comments

Foreign Languages Student Survey 2005

Question: Are there other foreign language courses in that you would like Coastline to offer?

Cantonese

English for the elder

Continue with Italian 185B and maybe one higher online or a hybrid class. Higher-level classes are needed in Italian, French, and Spanish. I would like to see Japanese also.

Chinese

Persian (Farsi); Portuguese (Brazilian)

Farci or Dari

Urdu

No, I just want to learn Arabic.

More Arabic

More community based Arabic classes at different hours.

More Arabic language classes, speech classes

Phace [?]

Arabic language course (in-depth speech class)

Italian

Hebrew

Hebrew

Advanced Arabic courses

Not really.

More Arabic classes

Further educational classes in Arabic beyond those offered now.

Persian/Farsi

Farsi; Conversational Arabic; Latin

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

I have been very satisfied with the Foreign Language Program so far. My only suggestion is that there should be more class meetings (instead of just reviews and finals) in order for students to practice their language skills with one another.

none

-

no

should add activities that would require interaction between students to practice the language.

offer more in class classes instead of on line classes

No

More levels of the language. More opportunities to write and to study literature in the language. More opportunities to speak with and to write to speakers of the language. Our instructor has invited speakers of the language to join us, but she has told us that the College does not permit registrations from these people. On another subject, I would like that you know: Our instructor is excellent! we learn something new all the time.

Continue to use Madrigel's book - it's very well organized. Continue with Rosemary Miller - She is a wonderful teacher.

Incorporate even more day-to-day vocabulary and not as much historical information.

No

Rosemary Miller is an awesome teacher who brings humor into the lesson and makes learning Spanish a wonderful cultural experience,... and her fiestas are great

I was quite satisfied with the instructions that my teacher provided. I will be returning to complete the remaining portions of my Spanish class.

LEASURE WORLD SEAL BEACH NEEDS A BETTER BOOK WITH A WORK BOOK.
I REALIZE THIS MAY NOT SUIT ALL THOSE THAT ATTEND THERE BUT I ENJOYED THE "DOS MUNDOS EN BREVE" BOOK AND WORK BOOK AT GOLDEN WEST COLLEGE.

It would be nice if the online courses materials were accessible at Coastline somewhere. It seems that the college does not have any place where online students might use computers to do online class work. The Garden Grove Center is not open to us on the

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

weekends, and we are limited to a small number of hours of use. Also, if we could have access to oral language practice, that would be helpful, I believe.

More variety of classes

Lynne is awesome!!!

no. I am extremely happy with the content of the program and with our instructor. Rosemary Miller is an excellent instructor. Each day in class is something different all the while teaching from the book. She is very innovative and succeeds in keeping my interest each class. I applaud her!!!!

Thank you to our professor.

Not really.

no

Do not cancel existing classes.

More variety. More languages. Maybe a class of linguistics. Isn't that to study all languages?

Am extremely satisfied with the Language program

no

[Instructor name deleted] class was not helpful to me. (I dropped it this semester.) Ms Miller's and Ms. Baker's classes are very helpful and enjoyable. I currently take Ms Baker's class and plan to continue with it. I'm not taking Ms Miller's class this semester only because it is so far from where I live. I'd like to have another series of classes similar to those of Mr. Houghton's.

More classes ij Spainsih should be offered. There is also a need for classes in writing for publication or for personal enrichment. There is Betty Edwards Life History, which is very good, but we need classes in writing for children, poetry, etc. Thanks

Thank you for offering foreign language.

No.

Just don't let the programs die! Languages are so important!

Have more Italian classes, locations, instructors and levels available. Keep same text

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

books, workbooks. Things don't change that much. Consider the variances when you travel to other countries and the cultural/dialectical differences inherent everywhere. Just the basics please. The motivated student will go on from there.

Hire more in the mold of Marty Dusserre.

I am not happy with the decision to not email quiz results to students. Without knowing what mistakes were made, I don't know how learning can be achieved. I understand the issue of cheating.

Perhaps results could be delayed until the due date has passed, and penalty points could be assessed for late homework and quizzes.

Give us more variety? The Coastline catalogue has a lot of courses in it that are not ever in the Coastline schedule.

I like the current program as it is. Keep it up.

No

Maybe make instructional cd's. Where we actually get a couple of lessons from our instructor.

Nope, done quite well!

wish the movies were newer for the distance learning program. They seem a bit old and so I find that I'm somewhat disinterested in the content and subject matter in the movies

online, as opposed to broadcast/webcast instruction

Good and helpful materials

Have more than one level of the languages for us to study. Have pronunciation and conversation practice.

More variety, more literature

Classroom instruction with instructor on board.

This works great for the working individual.

Just maybe a little more feedback on assignments, quizzes, and test. I would like to be able to view my mistakes and my correct answers. I would also like grades posted not 10 days after due date but within that week or every Friday.

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

no

No comment

No

Add more courses and more varieties of courses. Permit the modular idea.

Do not keep offering only the same classes all the time. Have more than beginning classes. Have a class about languages in general (linguistics, our professor says).

No. It already very good.

In my last class the teacher did not advise of the websites offered by the text in the class. This semester the text website is going to certainly be something that assures my passing. I think the professors should stress the opportunity to learn through those websites, as well as the instruction.

No

so far so good

no comment

Please build a language lab!!

no

No

no

N/A

Open more courses

none

no

have more foreign language classes like LATIN

no

More economical books and CDs

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

Yes, please offer more in classroom courses for beginners, rather than just online ones.

Carryover of activities outside classroom. Meet at restaurant, etc.

No

Field trip to restaurants, museums, etc.

None

You absorb more when it's [number of weeks] longer.

No

More access to evening classes (more variety). Foreign language clubs and/or workshops or lab sessions.

Just giving a good variety of options--time, duration, etc.--for working adults so they can continue foreign language education.

New overhead projectors?

We have an excellent instructor and a very motivated student group. It is very enjoyable and worthwhile.

No. very satisfied.

No

Increase the frequency that the class meets. two or more days a week would be better.

ahve more weekened course aviliable

It would be great if there was an interactive language lab. Or even a meeting place for language students. Perhaps an "International" coffee house area at one of the campuses for students with similar study interests to interact more.

I love the way it is right now; maybe have my class meet twice a week for less time (instead of only once a week f+or 3 hours)

Offer twice a week Italian classes

Offer continuing levels of advanced courses in french and italian.

Advertise more. I have taken similar language courses at other community college and I

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

think the instruction at Coastline is the best one I've encountered. I just wish more people knew about it.

We should be able to visit Italian movies (even with English subtitles at bottom). Able to read newspapers (current events) - listen to Italian operas - and the latest songs being sung by the young people in Italy.

Meet more than once per week...twice is better for retention

Most classes could benefit from a specific language lab time (not necessarily a regular language lab) where speaking, comprehension, and listening for understanding are promoted. Perhaps an optional "social hour" for conversing in Italian (with Italian cookies or pasta brought by student volunteers?) Other students talk too slowly and without correct accents. The teacher is excellent, but tries (sometimes too hard) to make sure we can all understand. In Italian, we need to listen to RAI, for example.

Dr. David C. Nguyen. He the best. I enjoyed very much. He very patient and caring teacher. He the best!!

Should have a computer lab where everybody can come in at Westminster Center.

No, my instructor is very good at clarifying and discussing about the Vietnamese language and traditional.

Good

No

OK. Exelent.

I believe that foreign language classes should have field trips in order to learn the tradition of the culture.

No, it is exelent.

Online classes, hybrid classes more available classes for online courses for the higher classes 200 series would be nice.

Please keep offering classes one night a week.

More diversity in Arabic/different level classes

I would like more Spanish spoken in class vs. English. Not a big problem just a suggestion.

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

More conversational classes in Spanish

Hire more instructors like Marty Dussere and you could forget about surveys. Then all classrooms would be filled. He is excellent!

I enjoy my instructor Marty Dussere. I hope to be in his next class also.

The Spanish course is terrific with Marty Dussere. I hope he will teach the next level.

None. It's great.

Please continue evening language courses. They are my only opportunity to take a language course.

I have been unable to complete the full sequence of Spanish because 185B was disenrolled because only 15 of the required 18 students enrolled. Now I have to re-learn what I forgot in 180A, 180B, and 185A.

I want to learn to know English!

More audio-visual materials are highly desirable.

Create classes during the day.

you should have some review days or some open lab so that students can get together to make group study.

Teach the classes in Italy.

Teach some in Italy!

Would like to see a class in conversational only with more one-on-one time with teacher. Tutors?

Please allow the Arabic instructor to add additional courses as deemed necessary.

Maybe you could make two classes instead of one to learn more.

I like the instructor.

Keep it up.

Everything is good (excellent).

Expand Arabic program and offer an Arabic study abroad (short session).

Comments

Foreign Languages Student Survey 2005

Question: Do you have any comments or suggestions for improving the Foreign Language Program at Coastline?

Twice a week classes would be preferred in order to keep material fresh in the mind (i.e., 5-unit course).

More compositions and more field trips to places of high language concentration.

The volume for the "ceiling projector" needs improvement. Specifically, the quality of the speaker.

No, everything is perfect.

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Language and Location: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Which foreign languages are you currently teaching at Coastline?	Respondents: 12	
French, Italian, or German	3	25.00 %
Spanish	5	41.67 %
Vietnamese	1	8.33 %
Other	3	25.00 %
Total Responses	12	100 %

	Count	Percent
At which location or in which delivery mode are you currently teaching foreign language classes? (Mark all that apply.)	Respondents: 12	
Coastline Costa Mesa Center	2	16.67 %
Coastline Garden Grove Center	4	33.33 %
Coastline Le-Jao Center In Westminster	4	33.33 %
Costa Mesa Senior Center	1	8.33 %
Seal Beach Leisure World	1	8.33 %
TV or Cable	5	41.67 %
WWW (Internet class)	1	8.33 %
Total Responses	18	100 %

Other Language

Foreign Languages Faculty 2006

Question: Which foreign languages are you currently teaching at Coastline?

Chinese

Arabic

Arabic

General Satisfaction: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Table 1 General Satisfaction - Variety of classes		
	Respondents: 12	
Very satisfied	7	58.33 %
Somewhat satisfied	3	25.00 %
Somewhat dissatisfied	1	8.33 %
Very dissatisfied	1	8.33 %
Total Responses	12	100 %

Table 1 General Satisfaction - Adequacy of instructional facilities		
	Respondents: 12	
Very satisfied	7	58.33 %
Somewhat satisfied	5	41.67 %
Total Responses	12	100 %

Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)		
	Respondents: 12	
Very satisfied	4	33.33 %
Somewhat satisfied	6	50.00 %
Somewhat dissatisfied	1	8.33 %
Don't know or N/A	1	8.33 %
Total Responses	12	100 %

Table 1 General Satisfaction - Staff support for the program and classes		
	Respondents: 12	
Very satisfied	8	66.67 %
Somewhat satisfied	4	33.33 %
Total Responses	12	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 12	
Very satisfied	9	75.00 %
Somewhat satisfied	1	8.33 %
Don't know or N/A	2	16.67 %
Total Responses	12	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 12	
Very satisfied	11	91.67 %
Somewhat satisfied	1	8.33 %
Total Responses	12	100 %

General Satisfaction: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Table 1 General Satisfaction - Overall quality of the program	Respondents: 12	
Very satisfied	10	83.33 %
Somewhat satisfied	1	8.33 %
Somewhat dissatisfied	1	8.33 %
Total Responses	12	100 %

Table 1 General Satisfaction - Your own success teaching in the program	Respondents: 12	
Very satisfied	11	91.67 %
Very dissatisfied	1	8.33 %
Total Responses	12	100 %

General Satisfaction: Comments

Foreign Languages Faculty 2006

Question: If you indicated that you were "Somewhat Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

I feel as if i could and should be doing more; moreover, i would really like to be better able to include in our discussions people from other countries, synchronously and asynchronously. In addition, completing the enrollment procedure to join our courses continues to be difficult for many, they say.

Variety of Classes. There was a time that Coastline offered a very large number of classes in a wide variety of languages. Now, there are just a few. I'm not sure what caused the shift but it seems that the emphasis changed because other programs (technology, distance learning, etc.) started getting more of the funding, leaving foreign languages (and probably others) behind.

The offerings of the foreign language classes has really diminished over the years. Fulltime faculty who have left or retired have not been replaced.

Distance Learning: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Table 2 Distance Learning - Overall, the caliber of the distance learning foreign language courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.		
	Respondents: 5	
Strongly agree	4	80.00 %
Disagree	1	20.00 %
Total Responses	5	100 %

Table 2 Distance Learning - I have as much or more interaction with students in my distance learning courses as I do with students in classroom-based courses.		
	Respondents: 5	
Strongly agree	3	60.00 %
Agree	1	20.00 %
Strongly disagree	1	20.00 %
Total Responses	5	100 %

Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning course.		
	Respondents: 5	
Strongly agree	3	60.00 %
Agree	2	40.00 %
Total Responses	5	100 %

Table 2 Distance Learning - The technology used to deliver my distance learning course has been reliable.		
	Respondents: 5	
Strongly agree	3	60.00 %
Agree	1	20.00 %
Neutral	1	20.00 %
Total Responses	5	100 %

Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.		
	Respondents: 5	
Strongly agree	4	80.00 %
Neutral	1	20.00 %
Total Responses	5	100 %

Distance Learning: Comments

Foreign Languages Faculty 2006

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

In Kentucky and in Florida, statewide initiatives include students from a lot of different colleges and faculty therefrom; the instructor participation leads to collaboration, and the student participation leads to greater diversity/interactivity. Kentucky also allows students from neighboring states to enroll in courses at an in-Kentucky rate. In Virginia, programs exist that incorporate language study into an entire cultural co-operative. In Switzerland, language study online is used as a conduit to understanding math and science. In France, language study online is used to broaden the study of France's various "sub-cultures", such as those of the Bretons and the Basques. In Burundi, in Africa, language study is used to help women gain understanding of their rights as people and it is also used to help young boys and girls gain an awareness of the history of Africa and the need to improve its natural resources. In Senegal, also in Africa, the literature and folklore of the area, as well as technological initiatives to leap the gap of the "digital divide" have been put into play through OSIRIS. Canada's Office de la langue française is adding new ideas every day, including free-access Web-based materials for education. There is more, but it would be nice if Coastline could do or participate in any of these things.

I have almost no personal contact with my Distance Learning students.

Other Delivery Formats

Foreign Languages Faculty 2006

Question: Are there other delivery formats in which you would be interested?

Online with field trips, such as visits to museums or other events related to what is being discussed online

no

Delivery Mode Preferences: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Table 3 Scheduling or Delivery Mode Preferences - Classroom-based courses Respondents: 12		
Very Interested	10	83.33 %
Somewhat Interested	1	8.33 %
Not Interested	1	8.33 %
Total Responses	12	100 %
Table 3 Scheduling or Delivery Mode Preferences - Telecourse or cable Respondents: 12		
Very Interested	7	58.33 %
Less Interested	2	16.67 %
Not Interested	3	25.00 %
Total Responses	12	100 %
Table 3 Scheduling or Delivery Mode Preferences - CD-ROM Respondents: 11		
Very Interested	1	9.09 %
Somewhat Interested	3	27.27 %
Less Interested	3	27.27 %
Not Interested	4	36.36 %
Total Responses	11	100 %
Table 3 Scheduling or Delivery Mode Preferences - WWW (online) Respondents: 11		
Very Interested	4	36.36 %
Somewhat Interested	1	9.09 %
Less Interested	1	9.09 %
Not Interested	5	45.45 %
Total Responses	11	100 %
Table 3 Scheduling or Delivery Mode Preferences - Hybrid courses combining Internet and classroom instruction Respondents: 11		
Very Interested	3	27.27 %
Somewhat Interested	2	18.18 %
Not Interested	6	54.55 %
Total Responses	11	100 %

Summary of Ranking Responses

Foreign Languages Faculty 2006

	Rank	Respondents	Score
Please rank the following scheduling formats for language classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.			
16-week classes	1	8	56
	2	3	18
	3	0	0
	4	0	0
	5	1	3
	6	0	0
	7	0	0
	Total	12	77
12-week classes	1	3	21
	2	5	30
	3	3	15
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	11	66
8-week classes	1	1	7
	2	2	12
	3	8	40
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	11	59
4-week classes	1	0	0
	2	0	0
	3	0	0
	4	7	28
	5	0	0
	6	0	0
	7	0	0
	Total	7	28
Intensive week-long classes that meet daily	1	0	0
	2	1	6
	3	0	0
	4	0	0
	5	0	0
	6	4	8
	7	0	0
	Total	5	14

Summary of Ranking Responses

Foreign Languages Faculty 2006

	Rank	Respondents	Score
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Please rank the following scheduling formats for language classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

Intensive weekend classes

1	0	0
2	0	0
3	0	0
4	0	0
5	4	12
6	1	2
7	0	0
Total		5
		14

Other

1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
Total		0
		0

Formats and Military: Count/Percent

Foreign Languages Faculty 2006

	Count	Percent
You indicated an interest in a hybrid format that divides class time between classroom sessions and work and activities conducted online. If a hybrid class were offered in your discipline, how often do you believe the class should meet in the classroom?	Respondents: 5	

Once a week for about half the class time	4	80.00 %
Once a month	1	20.00 %

Total Responses	5	100 %
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Do you teach any foreign languages classes for Coastline's Military Program?	Respondents: 12	
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Yes	1	8.33 %
No	11	91.67 %

Total Responses	12	100 %
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To the best of your knowledge, do you have any incarcerated students enrolled in any of your Coastline foreign language classes?	Respondents: 12	
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Yes	6	50.00 %
Don't know	6	50.00 %

Total Responses	12	100 %
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You indicated that you teach classes in Coastline's Military Program. Are you satisfied with the way in which you are able to deliver instruction for military students?	Respondents: 1	
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Very satisfied	1	100.00 %
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Total Responses	1	100 %
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Military Classes: Comments

Foreign Languages Faculty 2006

Question:

Incarcerated Students: Count and Percent Foreign Languages Faculty 2006

	Count	Percent
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You indicated that you have incarcerated students enrolled in one or more of the foreign language classes that you teach. Approximately how many incarcerated students are enrolled in your classes? (Provide a single estimated total for all of your...) Respondents: 6

11-20 students	3	50.00 %
31-40 students	1	16.67 %
41-50 students	1	16.67 %
More than 50 students	1	16.67 %
Total Responses	6	100 %

Are you satisfied with the way in which you are able to deliver instruction for incarcerated students? Respondents: 6

Very satisfied	1	16.67 %
Somewhat satisfied	2	33.33 %
Very dissatisfied	3	50.00 %
Total Responses	6	100 %

Incarcerated Student Classes: Comments

Foreign Languages Faculty 2006

Question: Do you have any comments or concerns specifically related to foreign language classes that enroll incarcerated students?

- 1) Security of exams
- 2) Difficulty in communicating with incarcerated students (i.e. their mail is slow and unreliable)
- 3) Difficulty on the part of students to meet deadlines of class due to unforeseen "lockdowns", etc.
- 4) Meeting grade submission deadlines at course completion due to the above problems.

Receiving their information late is a frustration for them and for me; inability to communicate with them unless they have a friend outside is also a real problem, especially for a language course. Might it be possible to arrange telephone conference calls with these people? CCC used to have this capacity more than a decade ago... no longer?

Not having e-mail contact with the students is very unsatisfactory. Also, their assignments arrive very late because of snail mail or lock-downs, etc., and they must therefore get preferential treatment. Their final exams always arrive so late that I must assign failing grades and then submit a grade change later - a big pain! I think they should be required to abide by the timelines prescribed in the student handbook.

Incarcerated students have special needs. Many enroll and never have access to videos. Proctoring of tests and security is questionable. Because of Lockdowns or problems with guards and educational officers, assignments come in late.

no

SLOs: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
Table 4 Importance of Specific SLOs - Construct sentences in the target language that demonstrate an understanding of vocabulary, grammatical structure, and cultural context		
	Respondents: 12	
Very important	8	66.67 %
Important	4	33.33 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Respond with understanding to written, spoken, and visual cues presented in the target language		
	Respondents: 12	
Very important	11	91.67 %
Important	1	8.33 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Use interpersonal, interpretive, and presentational skills and strategies to communicate in the target language		
	Respondents: 12	
Very important	7	58.33 %
Important	4	33.33 %
Less important	1	8.33 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Speak, read, and write at an intermediate or higher level in the target language		
	Respondents: 12	
Very important	7	58.33 %
Important	3	25.00 %
Less important	1	8.33 %
Not important	1	8.33 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Satisfy social needs in the target language		
	Respondents: 12	
Very important	6	50.00 %
Important	6	50.00 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Use the target language to accomplish basic communication tasks, including understanding a newspaper, technical reports, and everyday instructions		
	Respondents: 12	
Very important	6	50.00 %
Important	6	50.00 %
Total Responses	12	100 %

SLOs: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
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Table 4 Importance of Specific SLOs - Interact successfully with people of other cultures, backgrounds, and nationalities

Respondents: 12

Very important	8	66.67 %
Important	4	33.33 %
Total Responses	12	100 %

Table 4 Importance of Specific SLOs - Demonstrate appropriate international etiquette in business and social situations

Respondents: 12

Very important	8	66.67 %
Important	4	33.33 %
Total Responses	12	100 %

Other SLOs

Foreign Languages Faculty 2006

Question: Are there other skills or learning outcomes that you think are important for individuals completing foreign language courses?

Learning patience....

Learning/accepting the complications of and difficulties in effective communication in a language other than one's first one....

Awareness of and ability to integrate alternative worldviews

Understand the cultural context of the language

Methods of Assessment: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
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Table 5 Methods Used for Assessing Student Learning Outcomes - Participation Respondents: 12

Frequently	10	83.33 %
Sometimes	2	16.67 %
Total Responses		
	12	100 %

Table 5 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.) Respondents: 12

Frequently	4	33.33 %
Sometimes	7	58.33 %
Not at all	1	8.33 %
Total Responses		
	12	100 %

Table 5 Methods Used for Assessing Student Learning Outcomes - Skill demonstration Respondents: 12

Frequently	10	83.33 %
Sometimes	2	16.67 %
Total Responses		
	12	100 %

Table 5 Methods Used for Assessing Student Learning Outcomes - Essay tests Respondents: 12

Frequently	4	33.33 %
Sometimes	4	33.33 %
Rarely	2	16.67 %
Not at all	2	16.67 %
Total Responses		
	12	100 %

Table 5 Methods Used for Assessing Student Learning Outcomes - Case studies Respondents: 12

Frequently	1	8.33 %
Sometimes	4	33.33 %
Rarely	2	16.67 %
Not at all	5	41.67 %
Total Responses		
	12	100 %

Table 5 Methods Used for Assessing Student Learning Outcomes - Individual projects Respondents: 12

Frequently	3	25.00 %
Sometimes	4	33.33 %
Rarely	4	33.33 %
Not at all	1	8.33 %

Methods of Assessment: Count and Percent

Foreign Languages Faculty 2006

Count Percent

Table 5 Methods Used for Assessing Student Learning Outcomes - Individual projects Respondents: 12

Total Responses	12	100 %
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Table 5 Methods Used for Assessing Student Learning Outcomes - Group projects Respondents: 12

Frequently	4	33.33 %
Sometimes	6	50.00 %
Not at all	2	16.67 %

Total Responses	12	100 %
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Table 5 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life Respondents: 12

Frequently	8	66.67 %
Sometimes	2	16.67 %
Rarely	2	16.67 %

Total Responses	12	100 %
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Table 5 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities Respondents: 12

Frequently	3	25.00 %
Sometimes	8	66.67 %
Not at all	1	8.33 %

Total Responses	12	100 %
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Table 5 Methods Used for Assessing Student Learning Outcomes - Portfolios Respondents: 12

Frequently	2	16.67 %
Sometimes	5	41.67 %
Not at all	5	41.67 %

Total Responses	12	100 %
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Other Methods of Assessment

Foreign Languages Faculty 2006

Question: Are there any other methods you use to assess student learning outcomes?

Research done in the language online, evidencing students' understanding of and ability in evaluating the credibility of online-sourced, Web-based information, news, etc.

Professional Development: Count and Percent

Foreign Languages Faculty 2006

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 12	
CCC General Faculty Meeting	12	100.00 %
Discipline-related workshops	8	66.67 %
Technology-related workshops	9	75.00 %
Student learning outcomes workshops/training	5	41.67 %
Other workshops	4	33.33 %
Membership in professional associations	3	25.00 %
Professional conferences	4	33.33 %
Graduate classes/program	1	8.33 %
Other classes	1	8.33 %
Professional training	2	16.67 %
Discipline-related reading	5	41.67 %
Technology-related reading	5	41.67 %
Other	2	16.67 %
Total Responses	61	100 %

Other Professional Development Activities

Foreign Languages Faculty 2006

Question: In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

publication of research (this implies that i have done the research...)

Incorporating SLOs: Count and Percent Foreign Languages Faculty 2006

	Count	Percent
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents: 12	
I haven't yet identified expected student learning outcomes.	1	8.33 %
I am attempting to identify expected SLOs but need some assistance.	2	16.67 %
I have identified expected SLOs.	6	50.00 %
I have updated my course outline(s) to include expected SLOs.	7	58.33 %
I have developed a plan for assessing SLOs.	4	33.33 %
I have assessed students based on expected SLOs.	2	16.67 %
I use results from SLO assessments to modify my instruction.	4	33.33 %
Total Responses	26	100 %

Retention, Goals, Comments, and Suggestions

Foreign Languages Faculty 2006

Question: What do you believe the program could do to attract and retain students in classroom-based foreign language courses?

Provide a sequence of courses that allow a student to progress through the language offerings within a reasonable time.

Offer something besides a single course, the most elementary one, and offer more than that single course in more than one delivery mode. Perhaps interact/collaborate with other institutions. Perhaps offer outside activities "en groupe" as options.

Offer a range of courses to afford students better options.

Offer a greater variety of classes that will allow students to continue their studies beyond our present offerings. To become proficient in a foreign language, a student needs years of practice.

better advertizement of course offerings

More advertising would be nice.

Advertising the foreign language program through school media. Offering more classes in the near future.

Learning environment:

Release students from the pressure of memorizing vocabulary. Make students enjoy learning the language through the cultural awareness of a country. Not the instructors but students are the ones who ask the vords and develop their vocabulary.

The administration must be willing to start all over again. Hold smaller classes in the classroom and average the enrollment with Distance Learning. Hire fulltime faculty.

Cancellation of courses has been a detriment.

Continue the current spirit of providing support to the faculty who create a positive learning experience for the students. That is a sure way to attract and retain students.

The Chair has been wonderful in her support.

Continue the Department's policy of faculty support and helping them create a positive learning environment for the studets. These are among the most effective ways to attract and retain students.

The Chair has been wonderful in supporting these concepts.

Retention, Goals, Comments, and Suggestions

Foreign Languages Faculty 2006

Question: As part of this review, the Foreign Languages Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

1) Hire a full-time faculty member who has the qualifications to teach two different foreign languages commonly offered here.

2) Re-introduce some of the less commonly taught foreign languages that have been dropped over the years.

Increase quality of and diversity of fl offerings. That is, have more than one course as an elementary one; the current elem course has suffered declining enrollments in large parts because: (1) there is no place/level to go next... (2) it is a telecourse only... (3) it ends half-way through a text/program... (4) it offers insufficient face-to-face practice/interaction. The online courses suffer because: (1) updating/changing/adding to materials is a laborious process; (2) sound/pronunciation incorporation has been difficult...

To offer more daytime classroom classes in Spanish.

offer students an option of a two nights course per week as well as continuing one night course per week .

For me I think it's important to learn the different teaching methods from the other foreign language teachers in order to make the Chinese program grow.

Application of their language knowledge and skills: Organize trips to a country where students can use the language related to that country; Organize frequent social gatherings where students can meet native people speaking the language that students are learning.

Hire faculty

Invest in the program.

Allow smaller classes.

Assure students of sequence availability.

Provide technology support for all professors(FT & PT) including computers, language software support, etc.

Provide and update computer support to all faculty (both FT and PT) including foreign languages software, keyboards if different from English, etc

Retention, Goals, Comments, and Suggestions

Foreign Languages Faculty 2006

Question: Are there other foreign language courses or course levels that you would like Coastline to offer?

Hebrew, German (a telecourse exists for German; i would like to help get it up...(!)),
Japanese, Farsi, Russian, Norwegian, Polish....

not at this time

Internet course
Italian for travelers

Chinese 180A for the summer program. Chinese 185A for the regular semesters.

Online Spanish 180

n/a

There is a plan to expand Conversation Arabic that is supported by the Dept. Chair.

Question: Do you have any other comments or suggestions for improving the Foreign Languages Program at Coastline?

The Foreign Language Department currently has no full-time faculty member and that is a detriment to the department.

Make it live? I tried to have a film series; that was stopped. I tried to have a cultural events series; that was stopped; i suggested having a twenty-four-hour-a-day live online chat in multiple languages; that went nowhere. I suggested creating an online journal or blog or news outlet for languages; that went nowhere. I have suggested an international communications network offering pen-pals to our students from elsewhere; although i have done this to some extent on my own, and the students who have participated have liked it, it has had not much institutional support, except from a university in Japan and from France Telecom. These are some ideas, and i have more.

No.

I really enjoy the support I got from the director, Rosemary.

Organize language and culture study tours in Asia.

n/a

Continue what you are doing.

Blank Survey

Foreign Languages Faculty 2006

1. Which foreign languages are you currently teaching at Coastline?

(Choose all that apply)

- 1. French, Italian, or German
- 2. Spanish
- 3. Vietnamese
- 4. Other

2. At which location or in which delivery mode are you currently teaching foreign language classes? (Mark all that apply.)

(Choose all that apply)

- 1. Coastline Costa Mesa Center
- 2. Coastline Garden Grove Center
- 3. Coastline Le-Jao Center In Westminster
- 4. Costa Mesa Senior Center
- 5. Fountain Valley High School
- 6. Seal Beach Leisure World
- 7. STAR (Hybrid)
- 8. TV or Cable
- 9. CD-ROM
- 10. WWW (Internet class)
- 11. Other

3. Table 1 General Satisfaction - Variety of classes

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

4. Table 1 General Satisfaction - Adequacy of instructional facilities

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

5. Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

6. Table 1 General Satisfaction - Staff support for the program and classes

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

7. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

8. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

9. Table 1 General Satisfaction - Overall quality of the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

10. Table 1 General Satisfaction - Your own success teaching in the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

11. If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

12. Table 2 Distance Learning - Overall, the caliber of the distance learning foreign language courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

13. Table 2 Distance Learning - I have as much or more interaction with students in my distance learning courses as I do with students in classroom-based courses.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

14. Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning course.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

15. Table 2 Distance Learning - The technology used to deliver my distance learning course has been reliable.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

16. Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

17. If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

18. Please rank the following scheduling formats for language classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

(Rank the following from 1 to 7)

- 1. 16-week classes
- 2. 12-week classes
- 3. 8-week classes
- 4. 4-week classes
- 5. Intensive weekend classes
- 6. Intensive week-long classes that meet daily
- 7. Other

19. Are there other scheduling formats in which you would be interested?

20. Table 3 Scheduling or Delivery Mode Preferences - Classroom-based courses

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

21. Table 3 Scheduling or Delivery Mode Preferences - Telecourse or cable

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

22. Table 3 Scheduling or Delivery Mode Preferences - CD-ROM

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

23. Table 3 Scheduling or Delivery Mode Preferences - WWW (online)

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

24. Table 3 Scheduling or Delivery Mode Preferences - Hybrid courses combining Internet and classroom instruction

(Choose one)

- 1. *Very Interested*
- 2. *Somewhat Interested*
- 3. *Less Interested*
- 4. *Not Interested*

25. Are there other delivery formats in which you would be interested?

26. You indicated an interest in a hybrid format that divides class time between classroom sessions and work and activities conducted online. If a hybrid class were offered in your discipline, how often do you believe the class should meet in the classroom?

(Choose one)

- 1. *Once a week for about half the class time*
- 2. *Once every two weeks*
- 3. *Once a month*
- 4. *Other*

27. Do you teach any foreign languages classes for Coastline's Military Program?

(Choose one)

- 1. *Yes*
- 2. *No*

28. To the best of your knowledge, do you have any incarcerated students enrolled in any of your Coastline foreign language classes?

(Choose one)

- 1. *Yes*
- 2. *No*
- 3. *Don't know*

29. You indicated that you teach classes in Coastline's Military Program. Are you satisfied with the way in which you are able to delivery instruction for military students?

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*

30. Do you have any comments or concerns specifically related to foreign language classes for military students?

31. You indicated that you have incarcerated students enrolled in one or more of the foreign language classes that you teach. Approximately how many incarcerated students are enrolled in your classes? (Provide a single estimated total for all of your...

(Choose one)

- 1. 1-10 students
- 2. 11-20 students
- 3. 21-30 students
- 4. 31-40 students
- 5. 41-50 students
- 6. More than 50 students

32. Are you satisfied with the way in which you are able to delivery instruction for incarcerated students?

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied

33. Do you have any comments or concerns specifically related to foreign language classes that enroll incarcerated students?

34. Table 4 Importance of Specific SLOs - Construct sentences in the target language that demonstrate an understanding of vocabulary, grammatical structure, and cultural context

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

35. Table 4 Importance of Specific SLOs - Respond with understanding to written, spoken, and visual cues presented in the target language

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

36. Table 4 Importance of Specific SLOs - Use interpersonal, interpretive, and presentational skills and strategies to communicate in the target language

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

37. Table 4 Importance of Specific SLOs - Speak, read, and write at an intermediate or higher level in the target language

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

38. Table 4 Importance of Specific SLOs - Satisfy social needs in the target language

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

39. Table 4 Importance of Specific SLOs - Use the target language to accomplish basic communication tasks, including understanding a newspaper, technical reports, and everyday instructions

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

40. Table 4 Importance of Specific SLOs - Interact successfully with people of other cultures, backgrounds, and nationalities

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

41. Table 4 Importance of Specific SLOs - Demonstrate appropriate international etiquette in business and social situations

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

42. Are there other skills or learning outcomes that you think are important for individuals completing foreign language courses?

43. Table 5 Methods Used for Assessing Student Learning Outcomes - Participation

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

44. Table 5 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

45. Table 5 Methods Used for Assessing Student Learning Outcomes - Skill demonstration

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

46. Table 5 Methods Used for Assessing Student Learning Outcomes - Essay tests

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

47. Table 5 Methods Used for Assessing Student Learning Outcomes - Case studies

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

48. Table 5 Methods Used for Assessing Student Learning Outcomes - Individual projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

49. Table 5 Methods Used for Assessing Student Learning Outcomes - Group projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

50. Table 5 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

51. Table 5 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

52. Table 5 Methods Used for Assessing Student Learning Outcomes - Portfolios

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

53. Are there any other methods you use to assess student learning outcomes?

54. In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

(Choose all that apply)

- 1. *CCC General Faculty Meeting*
- 2. *Discipline-related workshops*
- 3. *Technology-related workshops*
- 4. *Student learning outcomes workshops/training*
- 5. *Other workshops*
- 6. *Membership in professional associations*
- 7. *Professional conferences*
- 8. *Graduate classes/program*
- 9. *Other classes*
- 10. *Professional training*
- 11. *Discipline-related reading*
- 12. *Technology-related reading*
- 13. *None of the above*
- 14. *Other*

55. What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

(Choose all that apply)

- 1. *I haven't yet identified expected student learning outcomes.*
- 2. *I am attempting to identify expected SLOs but need some assistance.*
- 3. *I have identified expected SLOs.*
- 4. *I have updated my course outline(s) to include expected SLOs.*
- 5. *I have developed a plan for assessing SLOs.*
- 6. *I have assessed students based on expected SLOs.*
- 7. *I use results from SLO assessments to modify my instruction.*

56. What do you believe the program could do to attract and retain students in classroom-based foreign language courses?

57. As part of this review, the Foreign Languages Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

58. Are there other foreign language courses or course levels that you would like Coastline to offer?

59. Do you have any other comments or suggestions for improving the Foreign Languages Program at Coastline?

A light blue world map is centered in the background of the slide, showing the continents of North America, South America, Europe, Africa, Asia, and Australia.

Foreign Language Program Review

April 10, 2006



COASTLINE
COMMUNITY COLLEGE

Review Team

- **Rosemary Miller, Department Chair**
- **Shanon Christiansen, Dean of Instruction**
- **Lynne Baker, Spanish Instructor**
- **Margaret Lovig, Paralegal Instructor**
- **Cheryl Stewart, Librarian**
- **Ann Hickey, Administrative Assistant**

At Peak: 19 Languages

- American Sign Language
- Arabic
- Chinese
- Dutch
- French
- German
- Greek
- Hebrew
- Italian
- Japanese
- Korean
- Latin
- Norwegian
- Persian
- Portuguese
- Russian
- Spanish
- Swedish
- Vietnamese



Current Languages

- Arabic
- Chinese
- French
- Italian
- Spanish
- Vietnamese



Teaching Sites

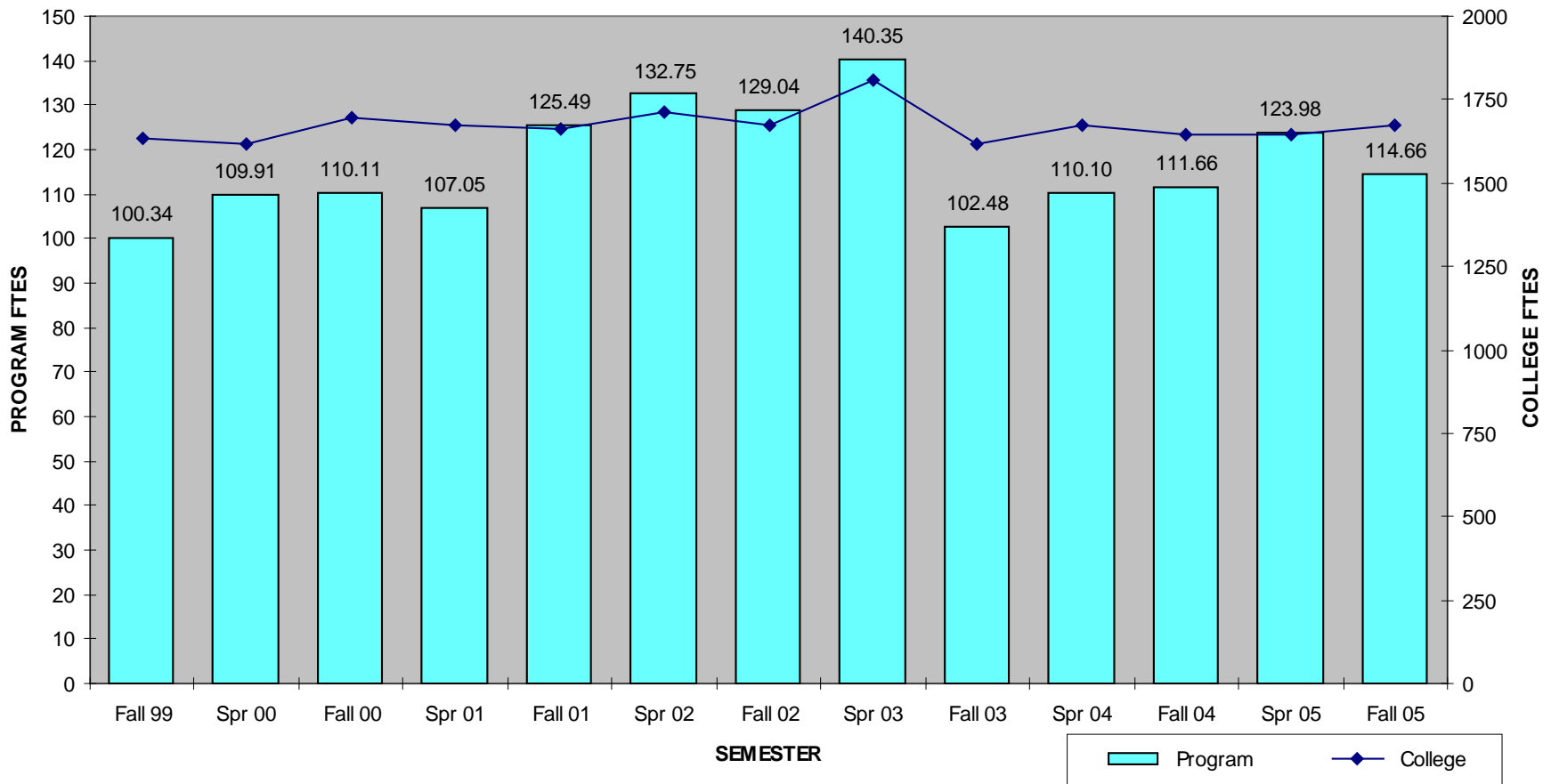
- **Prior Sites (1989-99)**

- CCC Costa Mesa Center
- CCC Huntington Beach Center
- CCC Newport Beach Center
- Bolsa H.S. in Garden Grove
- Corona del Mar H.S.
- Edison H.S. in Huntington Beach
- Estancia H.S. in Costa Mesa
- Fountain Valley H.S.
- Marina H.S. in Westminster
- Westminster H.S.
- Oasis
- Seal Beach Fidelity Federal
- TV

Teaching Sites

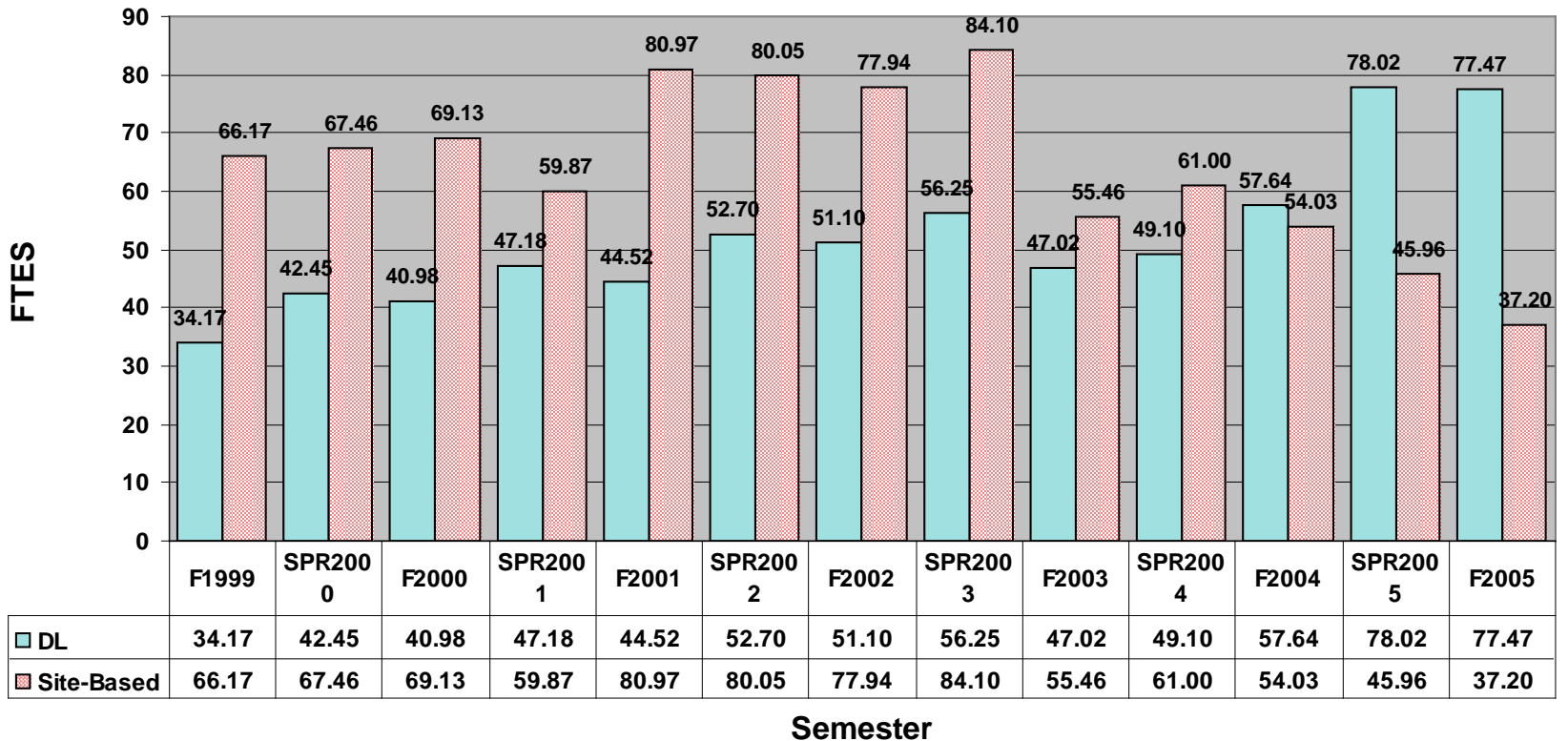
- **Current Sites (2005-06)**
 - **CCC Costa Mesa Center**
 - **CCC Garden Grove Center**
 - **CCC Le-Jao Center in Westminster**
 - **Costa Mesa Senior Center**
 - **Leisure World in Seal Beach**
 - **TV**
 - **WWW**

Enrollments and FTES



Growth in Distance Learning

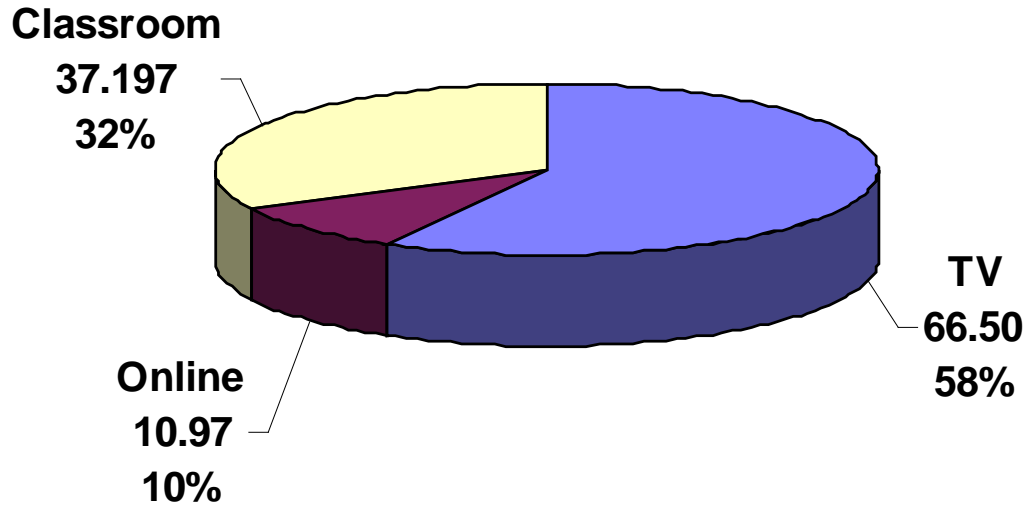
Foreign Languages by Delivery Mode



Delivery Modes ~ Fall 2005

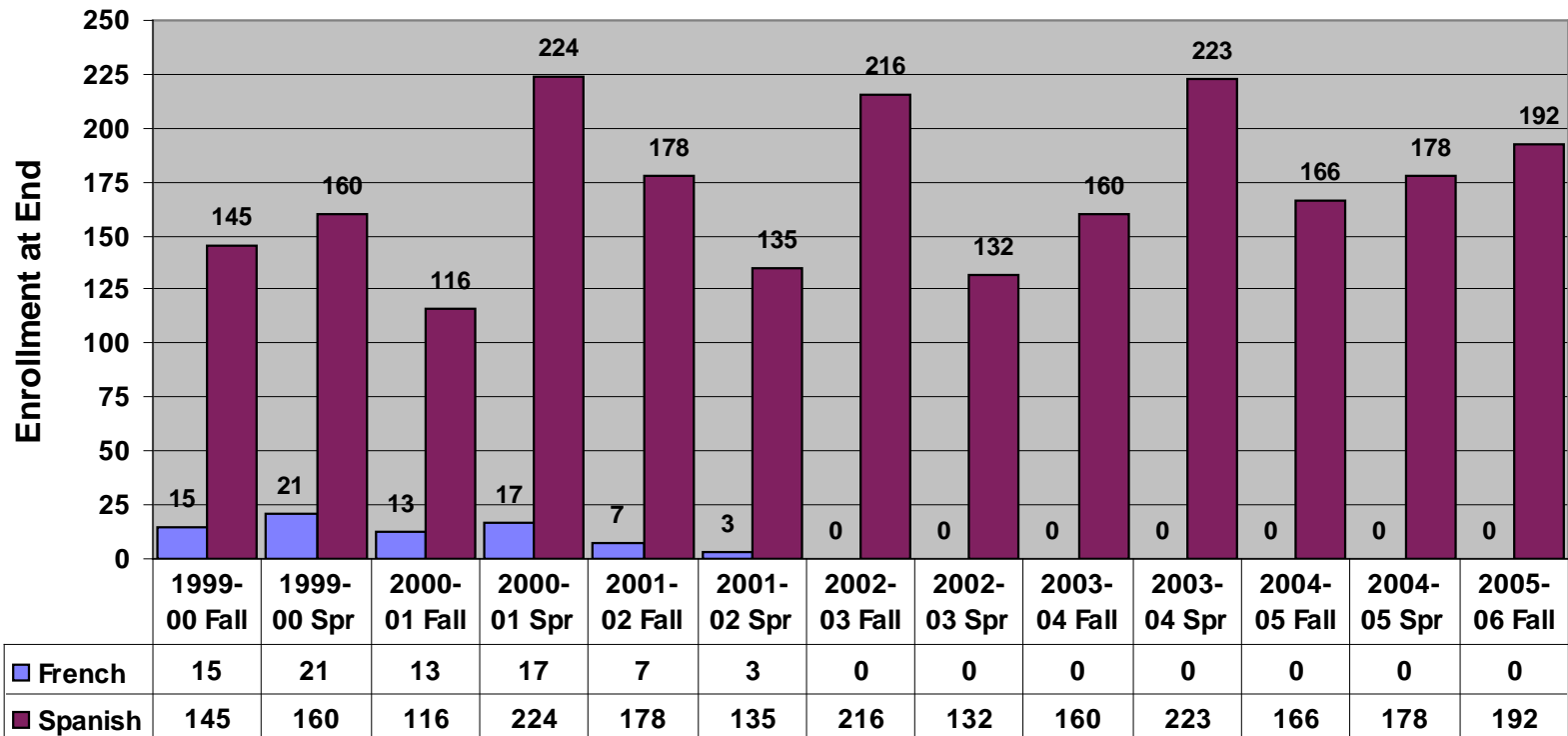
(FTES-Generating)

Fall 2005 FTES by Delivery Mode

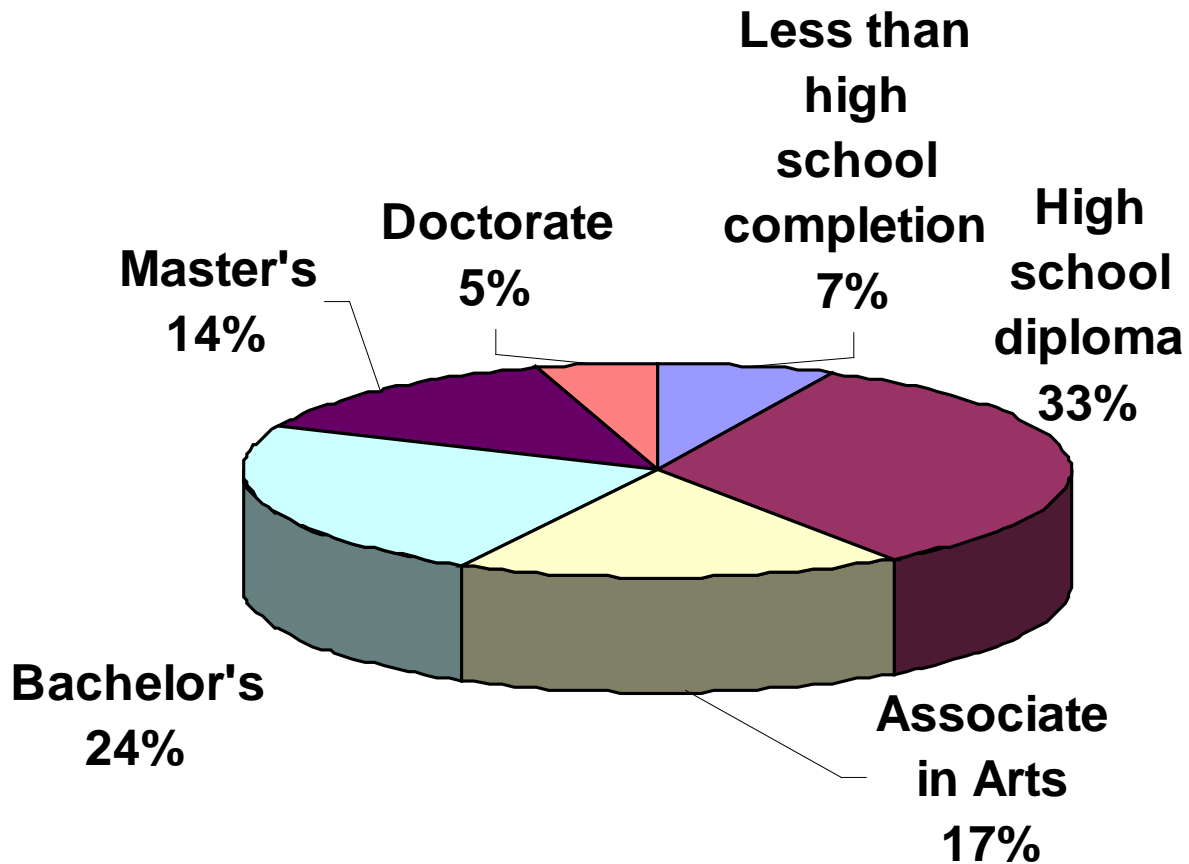


Military Program ~ Fall 2005

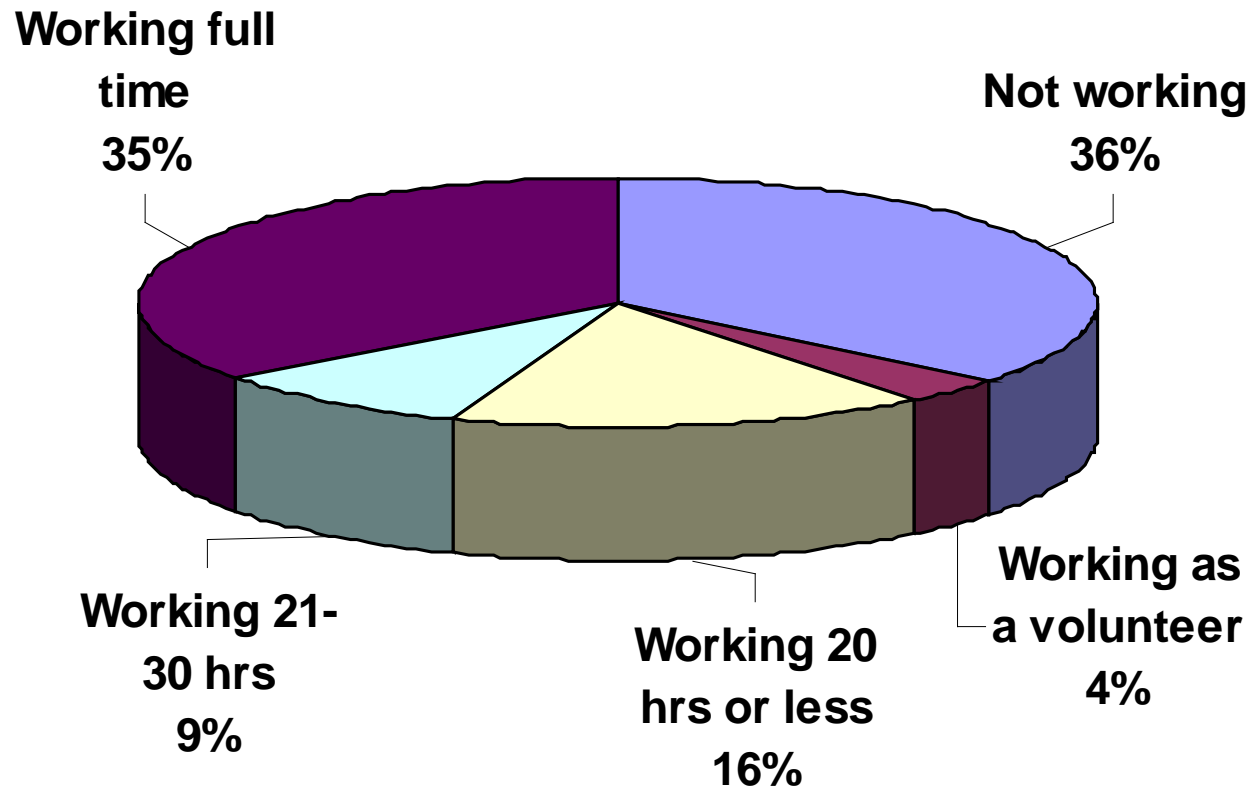
Foreign Language Seat Count in Military Program



Students: Education



Students: Employment



Costs

- Staffed entirely by part-time faculty
 - 2001 retirement of full-time faculty member
 - 2004 retirement of full-time faculty member whose assignment was split between Spanish and ESL
- Part-time costs in Fall 2005: \$98,000
- No ongoing equipment/supply costs

Need

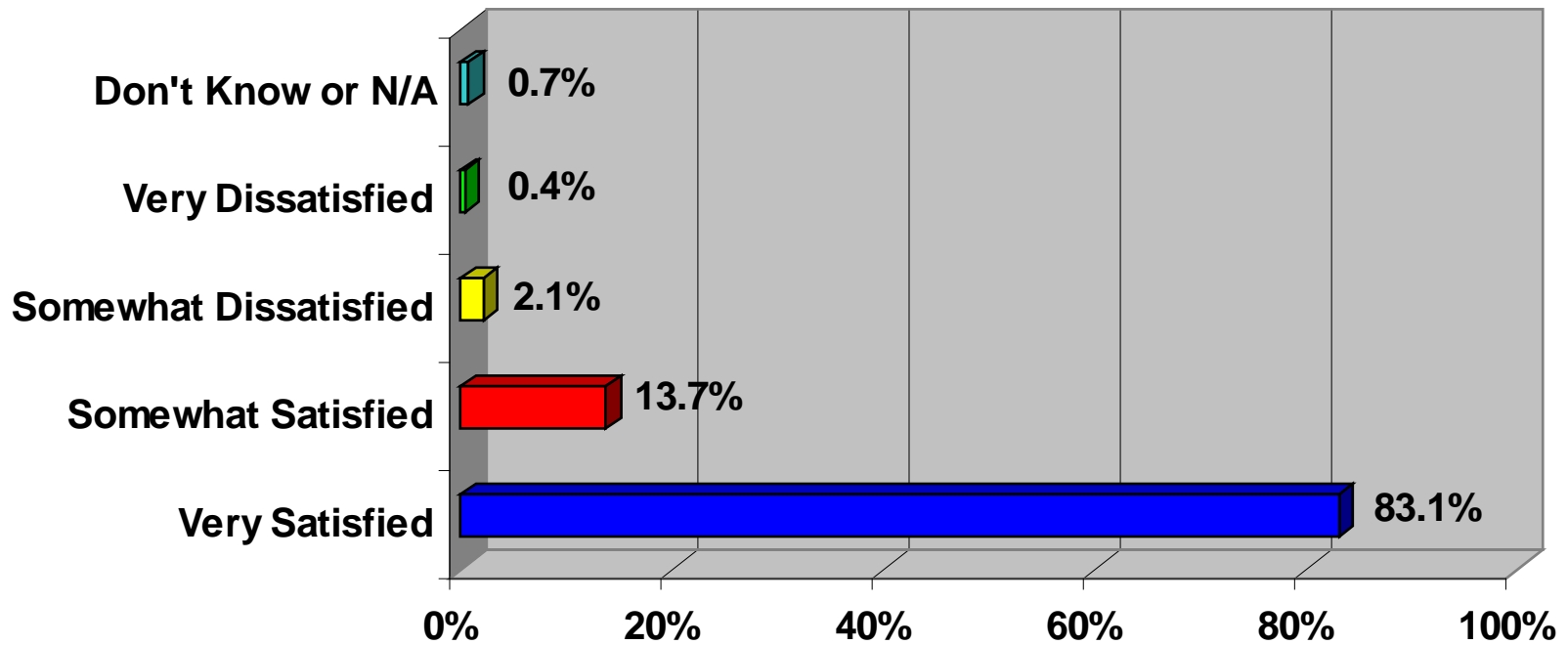
- **Associate in Arts Degree or Transfer**
- **Personal/Travel**
- **Work**



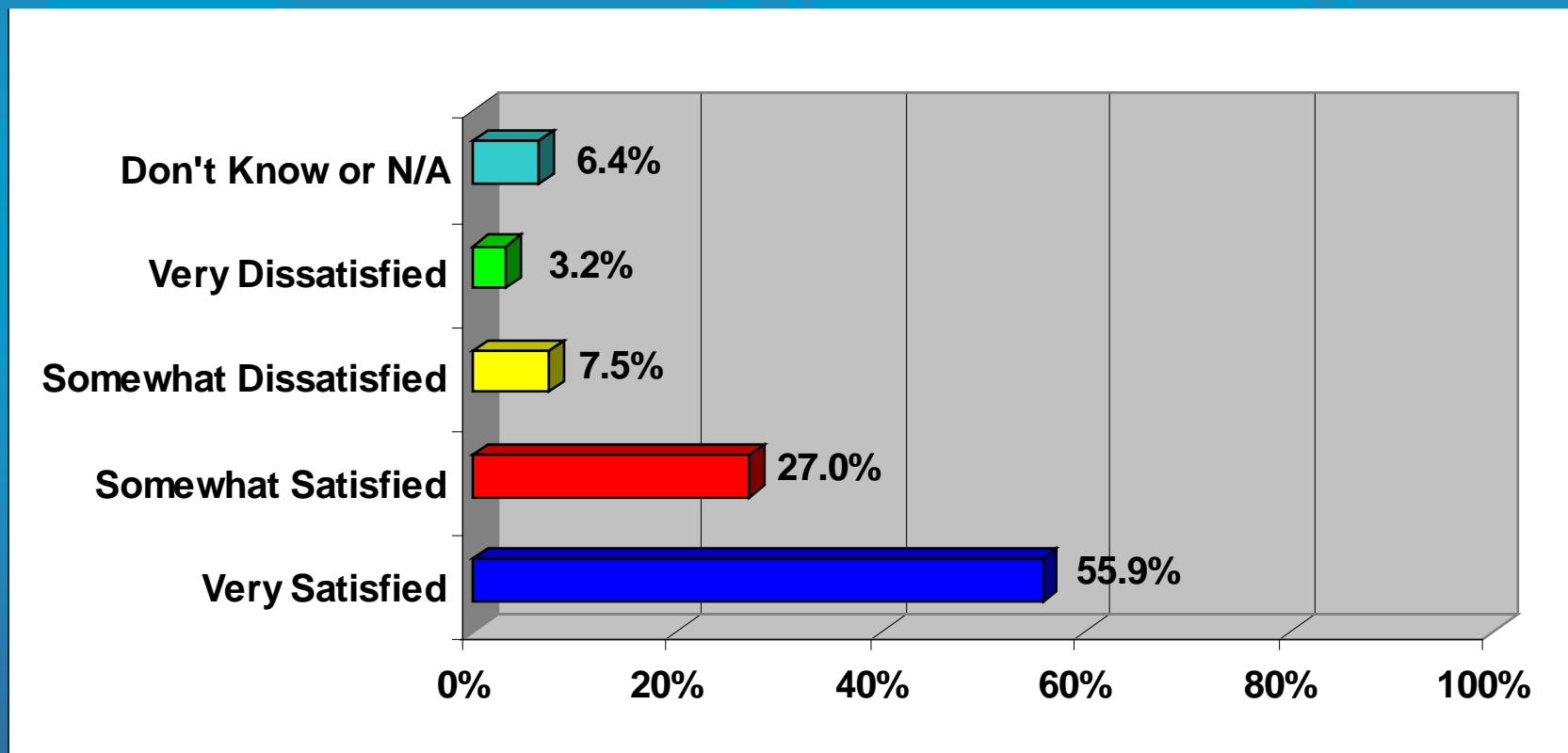
SLOs

- 3 of 12 faculty say they have not yet identified expected SLOs or are trying but need help
- Department Chair participating in SLO Peer-Mentor Training
- Priority: 180 and 185 courses in Spanish, Italian, Vietnamese, French, Chinese, and Arabic

Student Satisfaction: Quality of Instruction



Student Satisfaction: Opportunities for Oral Language Practice



Dissatisfaction twice as high among distance learning as classroom students.

Student Comments

“I have taken similar language courses at other community colleges and I think the instruction at Coastline is the best one I've encountered. I just wish more people knew about it.”

“We have an excellent instructor and a very motivated student group. It is very enjoyable and worthwhile.”

“The online environment provided by Coastline has enabled me to graduate at least 6 months earlier than scheduled due to work and home responsibilities. Although it has been a challenge with self discipline, it has benefited me extremely with my diploma that will be received in May. Thank you.”

Resources

- **Student Satisfaction:**
 - Generally satisfied with instructional facilities (89%)
 - Satisfied with reliability of technology used to deliver distance learning courses (94%)
- **Student Concerns:**
 - Some facilities are rundown (Costa Mesa)
 - Would like labs and/or CDs and tapes

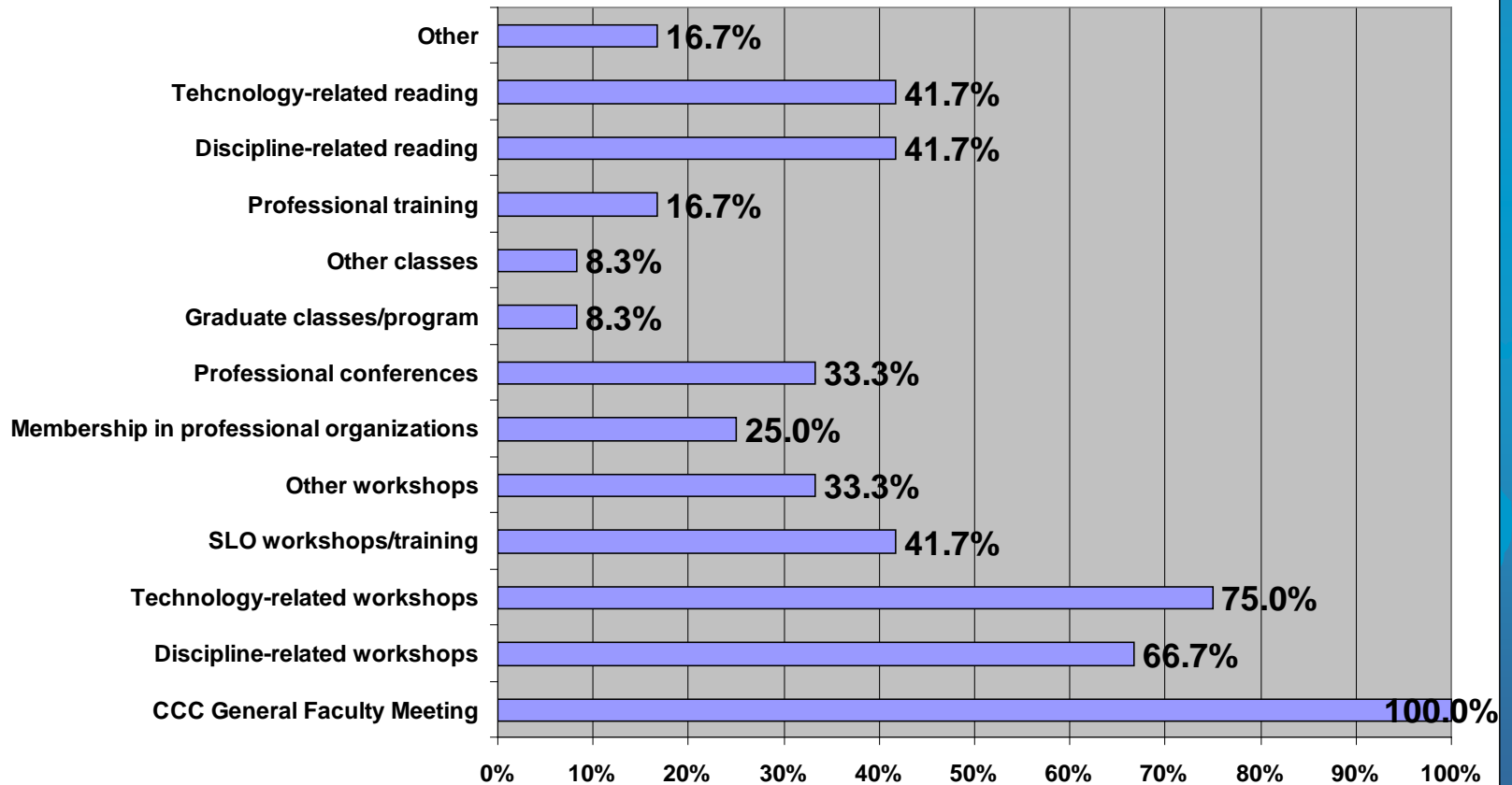
Partnerships

- **Proposal Concept for a Community-Oriented Arab Studies Program**
 - **Orange County and Southern California Arab community**
 - **Egyptian Cultural Office in Washington, DC**

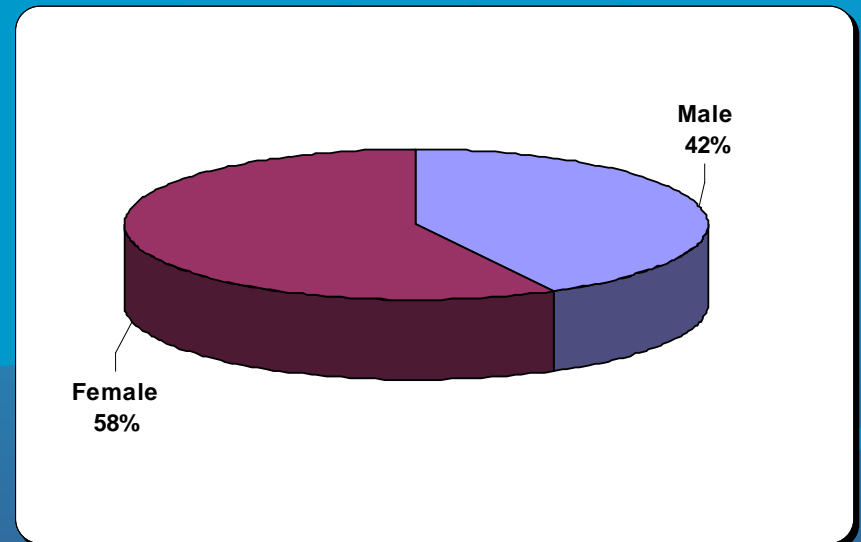
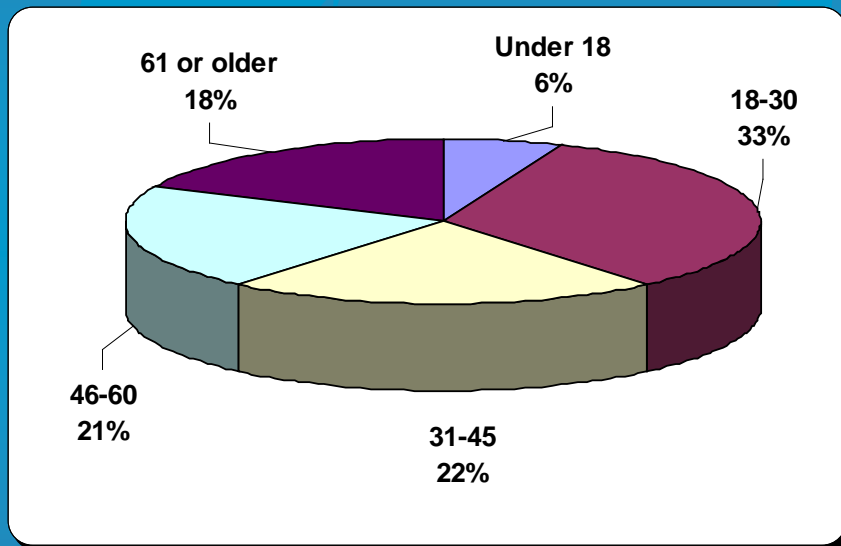


Professional Development

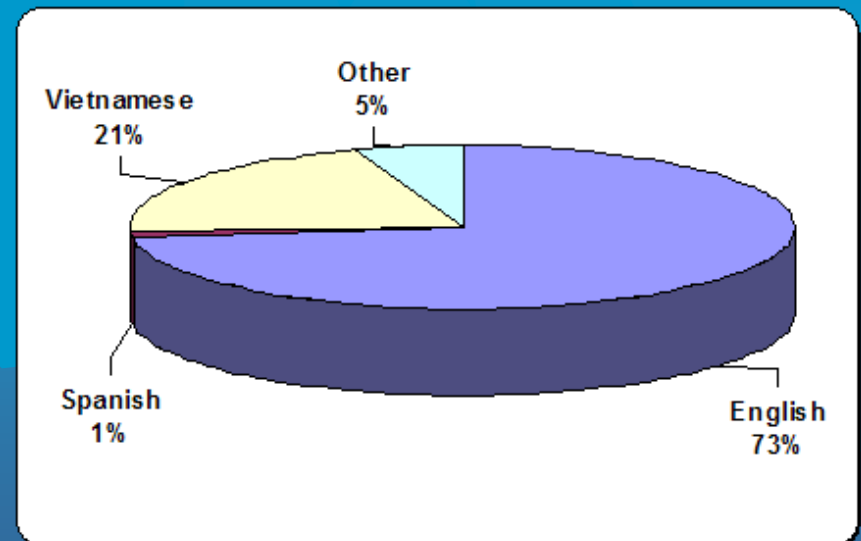
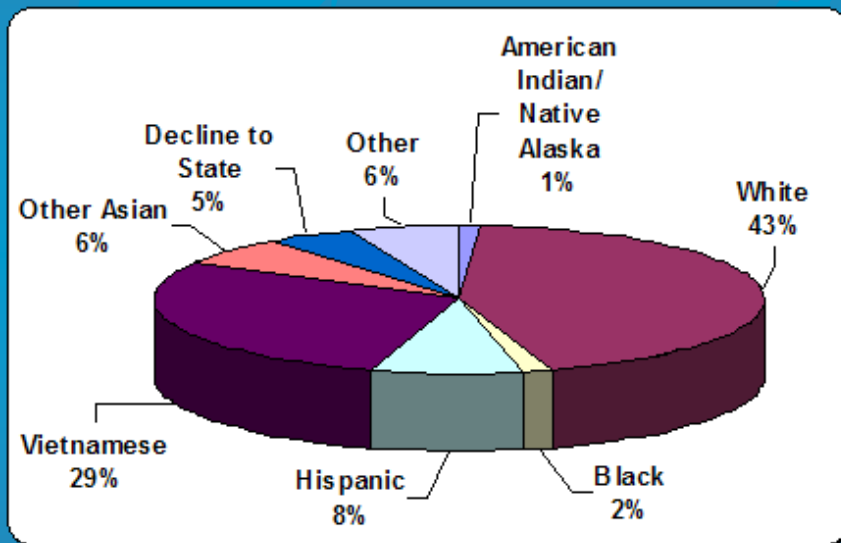
Percentage of Faculty Participation



Diversity: Student Age and Gender



Diversity: Ethnicity and Primary Language

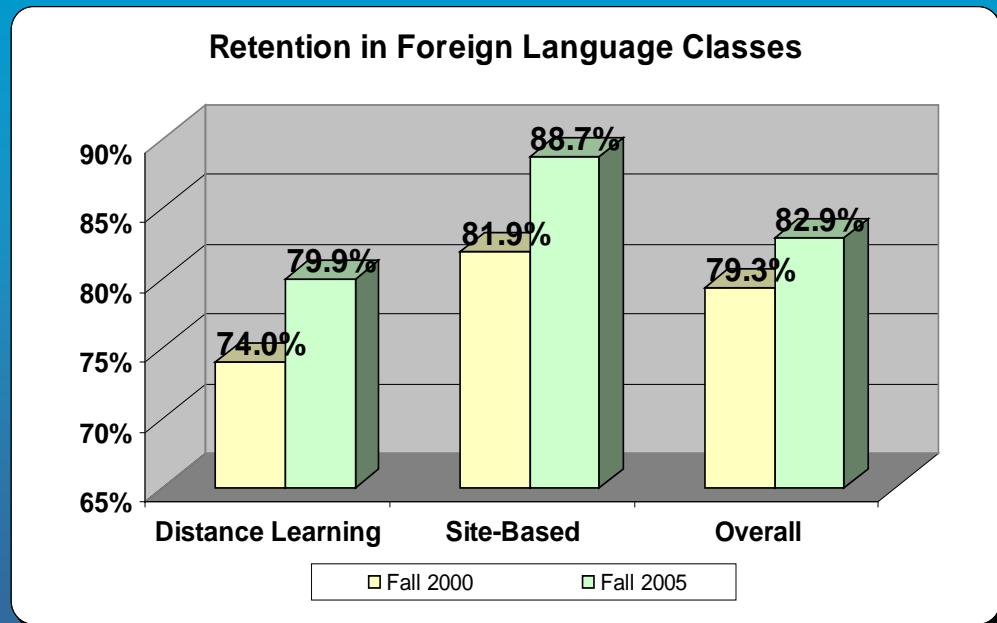


Progress on Prior Goals

- **Sites**
 - **Classes at Le-Jao**
 - **Chinese classes at Garden Grove**
 - **Block and SAC**
 - **Still no site for south Huntington Beach**

Progress on Prior Goals

- Courses
 - Difficulty “making” higher-level courses
 - Emerging possibilities with Early College
 - Improved Retention



Progress on Prior Goals

- **Faculty**
 - Loss of first full-time faculty member in 2001
 - Loss of second full-time faculty member (50% Spanish; 50% ESL) in 2004
 - Spanish is 8th highest FTES generator
 - All languages combined would be in third place in FTES—behind only ESL (4 FT faculty; Math 2 FT faculty)

New Recommendations

1. Acquisition of a south Huntington Beach site
2. Increased access and a steady presence at Garden Grove Center and Le-Jao Center
3. Replacement of the full-time position
 - Two 50% positions (shared with other disciplines) or
 - One full-time instructor to teach two different languages
4. Student access to the full sequence of foreign language course offerings

New Goals

1. Continued improvement of class retention
2. Growth of the program by increased distance learning and online options
3. Reinstatement of some LCTLs
4. Development of alternative modes of delivery for all languages
5. Development of/access to “virtual” online labs
6. Revision/updating of all course outlines with expected SLOs
7. Increase student-to-student contact in DL classes, particularly in telecourses
8. Continue to advocate for new full-time faculty member



COASTLINE
COMMUNITY COLLEGE



**Program Review 2005-06
Validation Report**

Foreign Language Program

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations?

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Most students appear to be taking foreign language classes for personal growth or travel rather than to satisfy A.A. degree or transfer requirements.
 - B. Although an increasingly large share of the world's population speaks English, a great need exists for both the commonly taught languages and the less commonly taught languages (LCTLs); and research studies indicate that individuals who learn a second language (or multiple languages) develop skills and abilities in other areas such as critical thinking, math processing, problem solving, etc.
 - C. The program has experienced a significant increase in distance learning (DL) enrollments, with DL now outnumbering classroom-based enrollments 2 to 1.
 - D. Coastline, once a leader in offering LCTLs, now primarily offers mainstream languages. Arabic and Chinese are the only two currently-offered languages that are outside the mainstream.
 - E. The program continues to have difficulty attracting sufficiently large numbers of students to fill advanced-level language classes.
 - F. The program is drawing an increased number of incarcerated students, particularly in the Spanish telecourses.
3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes No

If yes, note these areas or points:

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.
 - A. In pursuing the goal of continued advocacy for a full-time faculty member in foreign languages (at 114.66 FTES, the third-highest ranked program), address the need for a faculty member who, in addition to being able to teach in two languages, will be able to help the program develop strategies to increase enrollments and retention rates, to work with Distance Learning to develop innovative teaching and learning resources, and to work with other Coastline programs in order to integrate foreign languages.
 - B. Continue to clarify the reasons that students are taking foreign language classes and align the curriculum to best meet those needs.
 - C. Continue to inform the appropriate deans and support staff of facility maintenance needs and work with the site deans and discipline dean to assure that faculty have access to appropriate and functioning instructional equipment.
 - D. Support faculty training and department-wide dialog in identifying expected student learning outcomes (SLOs) and begin tracking outcomes in Fall 2006.
 - E. Explore the possibility of offering some of the less commonly-taught languages (LCTLs) via online courses.
 - F. Increase opportunities for student-to-student communication as well as student-to-faculty communication in distance learning courses, particularly telecourses.
 - G. Explore ways to augment online and classroom instruction through increased availability of tapes and CDs, online voice chat, audio conferences, Web conferences, and/or online language clubs.
 - H. Explore options for attracting more high school students, including offering summer and regular term classes.

5. List program accomplishments and aspects for which the program should be commended.
 - A. Students appear to be very satisfied with the Foreign Language Program at Coastline; and the fact that students not only like distance delivery, but are successful in DL courses, suggests that we have excellent instructors providing rigorous curriculum in delivery modes that meet the needs of classroom, traditional distance learning, military, and incarcerated students.
 - B. The program operates at very low cost; and even without the benefit of any full-time faculty, students continue to learn, succeed, and move on. Kudos to the dedicated and highly-capable part-time faculty for a job well done!
 - C. The program is to be commended for its initiative in attempting to develop a Community-Oriented Arab Studies Program.