International Languages Program Review 2010-11

Review Team
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International Languages

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Executive Summary

The Foreign Language Department is now called the International Languages Department. The current language offerings are American Sign Language, Arabic, Chinese, French, Italian, Spanish and Vietnamese. Spanish is the only language with a full-time faculty member who was hired in 2008. The current Department Chair is a part-time Spanish professor.

At its peak in the 1980s, Coastline offered classes in nineteen different languages. More recently, the program has offered seven different languages each semester. Although it has been of great importance to grow the International Languages and to reinstate some of the less commonly taught foreign languages (LCTFLs), it has proven impossible given our current budget constraints.

Over the past five years, distance learning offerings have continued to increase and now all languages currently taught, with the exception of American Sign Language, offer distance learning as a mode of delivery (online, telecourse, military). This increase in distance learning options has negatively impacted our on-site classes, but with the arrival of our full-time Spanish faculty, our first since 2001, we are currently growing the on-site options in Spanish. The Spring 2011 Schedule of Classes includes four on-site Spanish classes.

Recommendations from the last Program Review included acquiring a site to mitigate the loss of several popular sites in the Huntington Beach/Fountain Valley area. We are optimistic that we will continue to grow our on-site offerings with the opening of the new Newport Beach Center which is located on the border of Costa Mesa.

We continue to strive to offer students access to the full sequence of international language course offerings (180, 185, 280, 285); however, only in Vietnamese has this proven successful.

Summary of Accomplishments

1. The Academic Quality Rubric has greatly heightened instructor awareness in this area by providing a means to assess one's course in every aspect. All instructors within the department have been supplied with this rubric and encouraged to grade themselves using this rubric. Jingfang Satow, our Chinese instructor, received an award from Academic Senate in Spring 2010 for her outstanding online Chinese 180 course which was judged using this rubric.
2. Early College High School offers two sections of Spanish. This year, the Spanish class was able to take a Field Trip to Olvera Street in Los Angeles and had a spirited celebration of Día de los Muertos (Day of the Dead), a Mexican cultural icon.
3. We continue to increase our online course offerings: Now available are Spanish 180 and 185, French 180, 185 (and others), Italian 180 and 185, Vietnamese 180 and 185 and Chinese 180 and 185. Arabic is offered to the military in a distance learning mode of delivery.

4. Course outlines have been revised to reflect new student learning outcomes and other changes in preparation Program Review. Many went to Curriculum Committee in Spring 2010, to the September, October, and December 2010 meetings. The remainder are scheduled to go to the February 2011 Curriculum Committee Meeting. At that time, all International Languages course outlines will have been updated with robust student learning outcomes and other changes, as needed.
5. Student and faculty surveys were conducted in May 2010 in preparation for the next year's Program Review. The faculty completion rate was 100%.
6. Participation in the district-wide Course Audit meeting for foreign languages. This meeting was held to standardize course names and numbers to allow students' ease of entry and choice district-wide to the course offerings within the discipline. Course outlines were amended to reflect this consensus.
7. All instructors in our normal distance learning and on-site courses have been tutored in the process for completing Progress Notes for their SLOs on Seaport and were requested to do so beginning in Fall 2009; however, 100% compliance has not been attained. Part of the difficulty lies in the fact that our International Language offerings include course offerings in Early College High School, Credits for College, and the Military Program, in addition to our normal distance learning and on-site courses. The oversight for Early College High School, Credits for College, and Military courses lies in those three disparate areas.

New Five-Year Goals
1. Improve communication with faculty in Early College High School, the Military Program and Credits for College.
2. Expand languages offered as the budget permits.
3. Continue to strive to offer the 180, 185, 280 and 285 course sequence in all languages (distance learning and site-based).
4. Continue to support community based actions and involvement including offering an International Celebration to promote our program.
5. Work with the Articulation Officer to ensure that our courses match transfer requirements. Continue training instructors in the many avenues for online instruction, including the use of the Virtual Library.
6. Request that technical staff design an online student sign-in window on Seaport so instructors may ascertain that students are "attending" class.

Process

Following an initial discussion with Coastline's Instructional Researcher in Spring 2010, International Languages Department Chair Rosemary Miller established a review team that included faculty members Dung Tran (Vietnamese), Sandra Basabe (Spanish), Dean of Instruction Vinicio López, Staff Aide Marilyn Bailey, and Pat Arlington (Business Computing).

The Department Chair led the curriculum review and with help from the instructors in the various languages, course outlines were updated to include robust SLOs. At the end of the Fall 2010 semester, the department chair emailed each instructor individually and included the pertinent SLOs for each section taught during that semester. The instructors were provided with detailed instructions on where to go to evaluate the SLO or SLOs for each section.

Surveys of students and faculty were conducted in late Spring 2010. The student survey had 109 responses, and all 14 instructors responded to the faculty survey.

Description

Overview

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 nineteen languages, and Coastline was recognized as a leader in the offering of "Less Commonly Taught Foreign Languages" or LCTFLs.

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. Following the Program Review of 2006, the foreign language faculty voted to use International Languages Department for the 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 Arabic (Military), Chinese (online), French (online), Italian (online), Japanese (online), Spanish (online and telecourse) and Vietnamese (online).
- 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, most recently in Spanish.

Degree Programs

The International Language Program offers majors in Spanish and French, which require completion of C180, C185, C280, and C285, for a total of 18 units in the major. Students are unable to complete this major at Coastline because enrollment will not sustain the offering of C280 and C285. We are exploring the creation of a Vietnamese major. Students are able to complete the 18 unit sequence in the period of four semesters. This has proven problematic because there are few universities which offer a Vietnamese major. The articulation officer is researching this issue.

Curriculum Review

The International Language Program currently includes courses in seven languages: American Sign Language, Arabic, Chinese, French, Italian, Spanish, and Vietnamese. When the department undertook its curriculum review in 2009-10, 42 courses were deleted, including all course offerings in German, Greek, Hebrew, Korean, Persian, and Russian. One additional course (Spanish 184) will be suspended at the March 2011 Curriculum Committee meeting. We will attempt to reinstate some of these courses when the budget allows.

Of the remaining 115 courses, all have been reviewed and updated within the past five years and included student learning outcomes.

* Denotes scheduled Curriculum Committee date

Banner ID	Title	Current Outline	SLO
ARAB C180	Elementary Arabic 1	4/20/2007	Y
ARAB C180A	Elementary Arabic 1A	4/20/2007	Y
ARAB C180B	Elementary Arabic 1B	4/20/2007	Y
ARAB C182	Conversational Arabic (AD)	4/20/2007	Y
ARAB C185	Elementary Arabic 2	4/9/2010	Y
ARAB C185A	Elementary Arabic 2A	10/22/2010	Y
ARAB C185B	Elementary Arabic 2B	10/22/2010	Y
ARAB C280	Intermediate Arabic 1	10/22/2010	Y

Banner ID	Title	Current Outline	SLO
ARAB C280A	Intermediate Arabic 1A	10/22/2010	Y
ARAB C280B	Intermediate Arabic 1B	10/22/2010	Y
ARAB C285	Intermediate Arabic 2	10/22/2010	Y
ARAB C285A	Intermediate Arabic 2A	10/22/2010	Y
ARAB C285B	Intermediate Arabic 2B	10/22/2010	Y
CHIN C180	Elementary Chinese 1	2/23/2007	Y
CHIN C180A	Elementary Chinese 1A	1/25/2007	Y
CHIN C180B	Elementary Chinese 1B	1/25/2007	Y
CHIN C182	Conversational Chinese (AB)	9/17/2010	Y
CHIN C185	Elementary Chinese 2	9/19/2008	Y
CHIN C185A	Elementary Chinese 2A	12/10/2010	y
CHIN C185B	Elementary Chinese 2B	12/10/2010	Y
CHIN C280	Intermediate Chinese 1	9/17/2010	Y
CHIN C285	Intermediate Chinese 2	9/17/2010	Y
FREN C061	Intermediate Practical French	2/25/2011*	Y
FREN C107	French Grammar Fundamentals	10/23/2009	Y
FREN C108	French Grammar Practicum	11/20/2009	Y
FREN C109	French Grammar Review	11/20/2009	Y
FREN C119	French Language and Culture Basics	10/23/2009	Y
FREN C120	French Culture in Media	11/20/2009	Y
FREN C144	French Short Story Intro	12/11/2009	Y
FREN C158	French for Business	2/19/2010	Y
FREN C160	Practical French I	12/11/2009	Y
FREN C176	Conversational French for Travel	9/18/2009	Y
FREN C177	Conversational French Intermediate	9/18/2009	Y
FREN C178	Conversational French Advanced	9/18/2009	Y
FREN C179	Conversational	9/18/2009	Y
FREN C180	Elementary French	3/6/2009	Y
FREN C180A	Introductory Elementary French 1A	12/10/2010	Y
FREN C180B	Elementary French 1B	12/10/2010	Y
FREN C183	Review of Elementary French (AD)	2/25/2011*	Y
FREN C184	Introduction to French Phonetics and Phonology	4/18/2008	Y
FREN C185	Elementary French 2	2/19/2010	Y

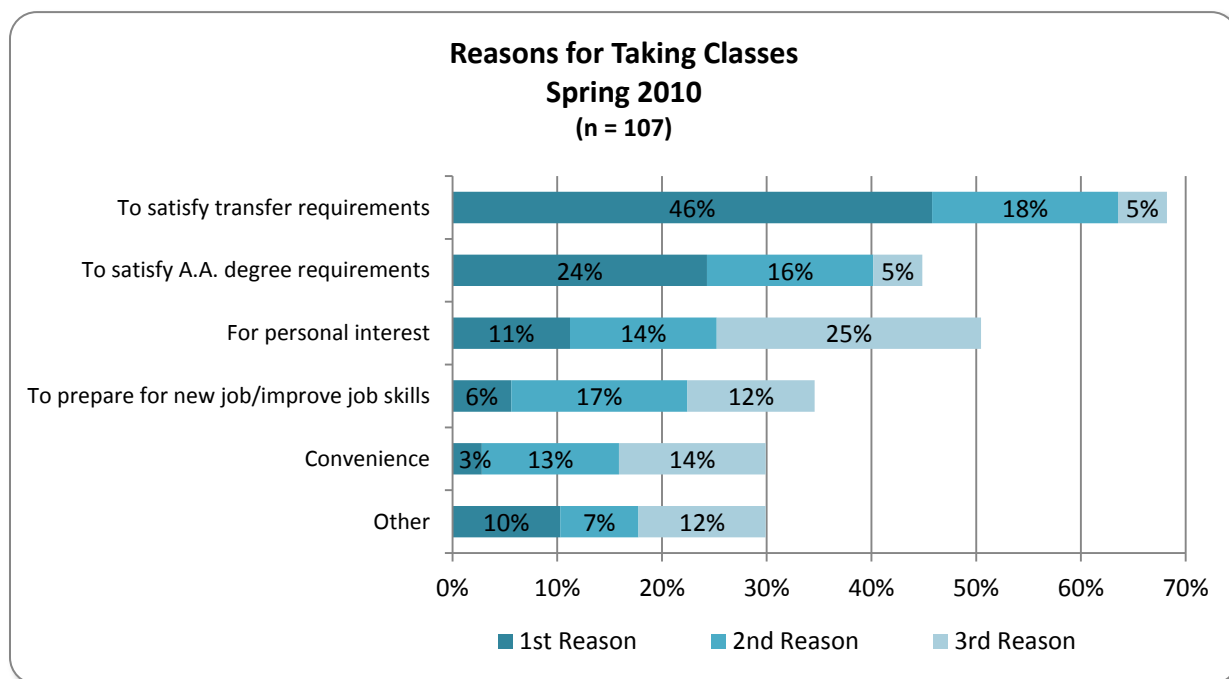| Banner ID	Title	Current Outline	SLO
FREN C185A	Elementary French 2A	2/19/2010	Y
FREN C185B	Elementary French 2B	2/19/2010	Y
FREN C186	Topics in French	2/19/2010	Y
FREN C190	Introduction to French Culture and Geography 1	2/25/2011*	Y
FREN C191	French Culture and Geography 2	2/25/2011*	Y
FREN C193	Introductory Readings in French Culture	9/18/2009	Y
FREN C194	Reading and Writing in French Culture, Intermediate	9/18/2009	Y
FREN C195	Intermediate Readings in French	2/19/2010	Y
FREN C197	CLEF (Culture, Literature, and Writing in French)	5/20/2005	Y
FREN C198	Current Issues in French Culture/Communication	2/25/2011*	Y
FREN C260	French Short Story and Novel	2/25/2011*	Y
FREN C261	French Drama and Poetry	2/25/2011*	Y
FREN C280	Intermediate French	2/25/2011*	Y
FREN C280A	Intermediate French, Part 1	2/25/2011*	Y
FREN C280B	Intermediate French, Part 2	2/25/2011*	Y
FREN C285	Advanced Intermediate French	2/25/2011*	Y
FREN C291	Intro to Methods in Translation and Interpretation	2/25/2011*	Y
FREN C295	Francophone Culture and Civilization	2/25/2011*	Y
ITAL C180	Elementary Italian 1	2/27/2010	Y
ITAL C180A	Elementary Italian 1A	2/27/2010	Y
ITAL C180B	Elementary Italian 1B	2/27/2010	Y
ITAL C182	Conversational Italian	2/27/2010	Y
ITAL C185	Elementary Italian 2	2/27/2010	Y
ITAL C185A	Elementary Italian 2A	2/27/2010	Y
ITAL C185B	Elementary Italian 2B	2/27/2010	Y
ITAL C280	Intermediate Italian 1	9/19/2008	Y
ITAL C285	Intermediate Italian 2	9/19/2008	Y
JAPN C180	Beginning Japanese I	9/19/2008	Y
JAPN C180A	Beginning Japanese IA	9/19/2008	Y
JAPN C180B	Beginning Japanese IB	9/19/2008	Y
JAPN C185	Elementary Japanese 2.	12/10/2010	Y
JAPN C185A	Elementary Japanese 2A	12/10/2010	Y
JAPN C185B	Elementary Japanese 2B	12/10/2010	Y

Banner ID	Title	Current Outline	SLO
SIGN C180	American Sign Language 1	12/10/2010	Y
SIGN C185	American Sign Language 2	12/10/2010	Y
SPAN C055	Spanish for Medical Practitioners 1	9/17/2010	Y
SPAN C056	Spanish for Medical Practitioners 2	9/17/2010	Y
SPAN C060	Beginning Practical Spanish	10/22/2010	Y
SPAN C061	Continuing Practical Spanish	10/22/2010	Y
SPAN C160	Spanish for Spanish Speakers	10/22/2010	Y
SPAN C160A	Spanish for Spanish Speakers 1A	12/10/2010	Y
SPAN C160B	Spanish for Spanish Speakers 1B	12/10/2010	Y
SPAN C165	Spanish for Spanish Speakers 2	10/22/2010	Y
SPAN C165A	Spanish for Spanish Speakers 2A	12/10/2010	Y
SPAN C165B	Spanish for Spanish Speakers 2B	12/10/2010	Y
SPAN C176	Beginning Conversational Spanish 1	10/23/2009	Y
SPAN C177	Beginning Conversational Spanish 2	10/23/2009	Y
SPAN C178	Intermediate Conversational Spanish 1	10/23/2009	Y
SPAN C179	Intermediate Conversational Spanish 2	10/23/2009	Y
SPAN C180	Elementary Spanish	2/19/2010	Y
SPAN C180A	Introductory Elementary Spanish	2/19/2010	Y
SPAN C180B	Elementary Spanish 1B	2/19/2010	Y
SPAN C184	The Hispanic World *(to be suspended)*	3/18/2011*	Y
SPAN C185	Elementary Spanish 2	2/19/2010	Y
SPAN C185A	Elementary Spanish 2	2/19/2010	Y
SPAN C185B	Elementary Spanish 2	2/19/2010	Y
SPAN C186	Topics in Spanish (AD)	10/22/2010	Y
SPAN C280	Intermediate Spanish 1A	10/22/2010	Y
SPAN C280A	Intermediate Spanish	10/22/2010	Y
SPAN C280B	Intermediate Spanish 1B	10/22/2010	Y
SPAN C280B	Intermediate Spanish 1B	10/22/2010	Y
SPAN C285	Intermediate Spanish 2	10/22/2010	Y
SPAN C285A	Intermediate Spanish 2A	10/22/2010	Y
SPAN C285B	Intermediate Spanish 2B	10/22/2010	Y
VIET C180	Elementary Vietnamese 1	10/22/2010	Y
VIET C180A	Elementary Vietnamese 1A	10/22/2010	Y

Banner ID	Title	Current Outline	SLO
VIET C180B	Elementary Vietnamese 1B	10/22/2010	Y
VIET C185	Elementary Vietnamese 2	10/22/2010	Y
VIET C185A	Elementary Vietnamese 2A	10/22/2010	Y
VIET C185B	Elementary Vietnamese 2B	10/22/2010	Y
VIET C260	Vietnamese for Vietnamese Speakers	10/22/2010	Y
VIET C280	Intermediate Vietnamese 1	10/22/2010	Y
VIET C280A	Intermediate Vietnamese 1A	10/22/2010	Y
VIET C280B	Intermediate Vietnamese 1B	10/22/2010	Y
VIET C285	Intermediate Vietnamese 2	10/22/2010	Y

Need

Based on results of the student survey conducted in Spring 2010, 70% of international language students indicated that the primary reasons they are taking classes are to satisfy transfer requirements (46%) or to satisfy A.A. degree requirements (24%).

Reasons for Taking Classes
Spring 2010
(n = 107)

Reason	1st Reason	2nd Reason	3rd Reason
To satisfy transfer requirements	46%	18%	5%
To satisfy A.A. degree requirements	24%	16%	5%
For personal interest	11%	14%	25%
To prepare for new job/improve job skills	6%	17%	12%
Convenience	3%	13%	14%
Other	10%	7%	12%

Ninety-seven percent of the survey respondents indicated that they were "Very Satisfied" or "Satisfied" with the relevance of classes to their academic or vocational needs.
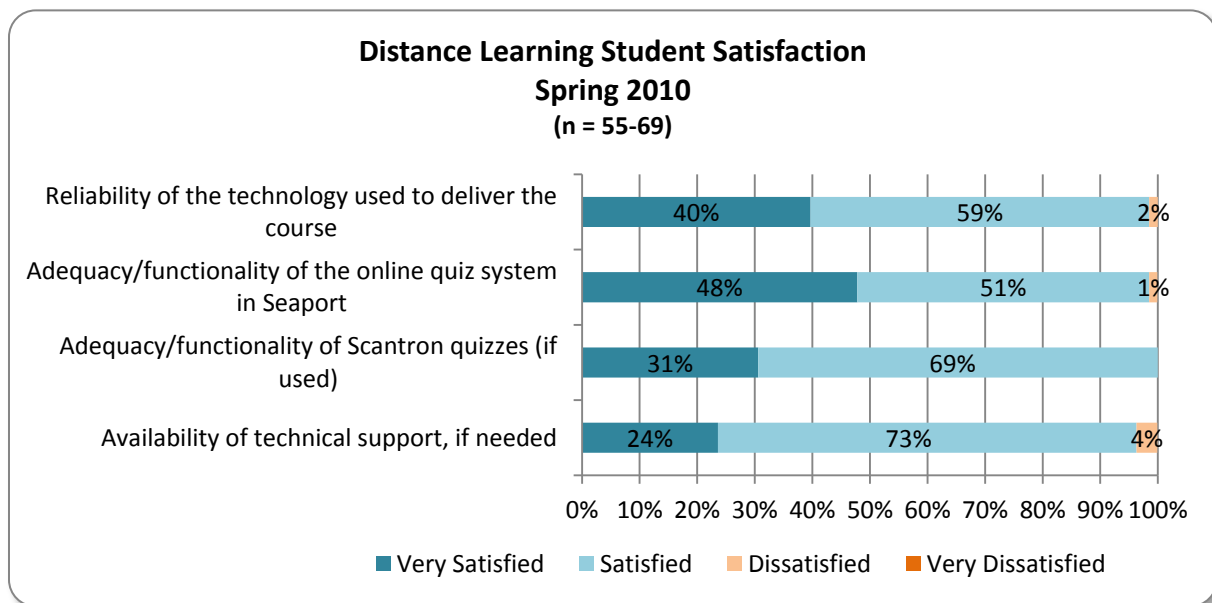
Resources

Coastline's International Language Program is staffed by one full-time faculty member and by 13 part-time faculty members. The Department Chair is a part-time faculty member.
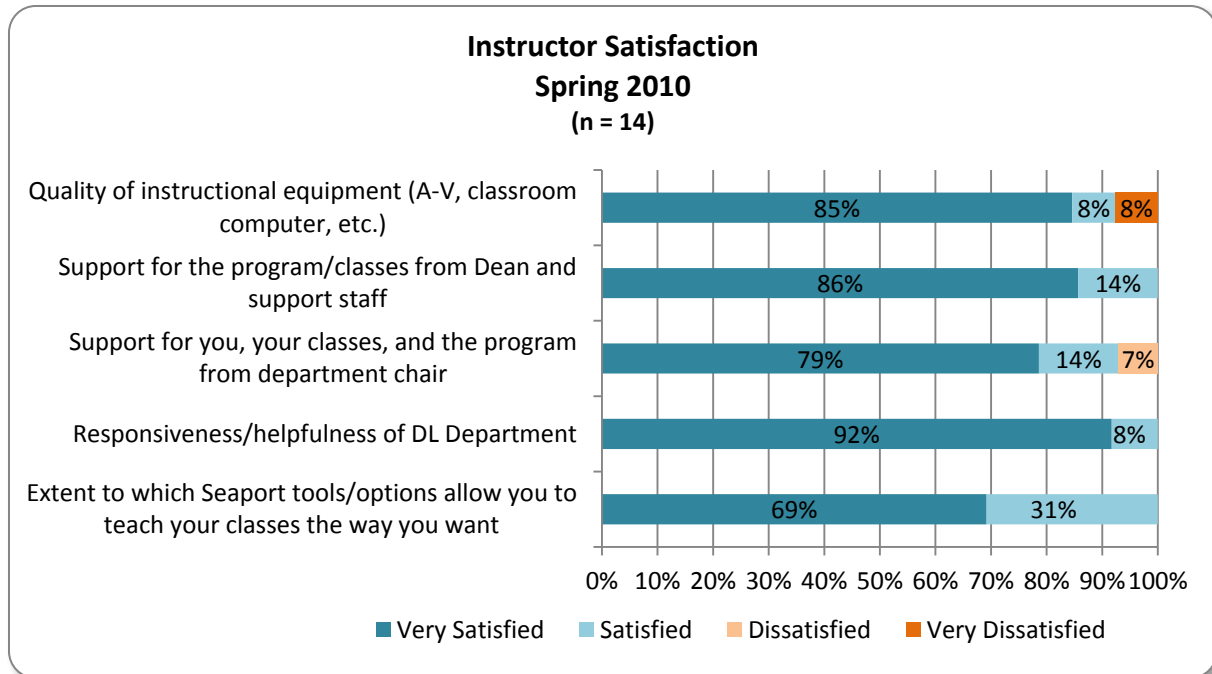
Approximately half of the language sections scheduled each semester are offered on site at the Costa Mesa Center, Le-Jao Center, or Costa Mesa High School. The majority of distance learning sections are online courses, but Elementary Spanish is also offered via telecourse.

Based on survey responses, students and faculty are generally satisfied with the adequacy of instructional facilities. Only 1 of 13 faculty respondents indicated dissatisfaction, and only 1 of 91 students indicated dissatisfaction.

Students taking language classes in a distance learning format expressed high levels of satisfaction with the reliability of the technology and with the adequacy and functionality of technology-supported testing systems. The level of satisfaction was less high with the availability of technical support, but, still only 4% of survey respondents expressed dissatisfaction with that resource.

Distance Learning Student Satisfaction
Spring 2010
(n = 55-69)

Category	Very Satisfied	Satisfied	Dissatisfied
Reliability of the technology used to deliver the course	40%	59%	2%
Adequacy/functionality of the online quiz system in Seaport	48%	51%	1%
Adequacy/functionality of Scantron quizzes (if used)	31%	69%	
Availability of technical support, if needed	24%	73%	4%

Legend: ■ Very Satisfied ■ Satisfied ■ Dissatisfied ■ Very Dissatisfied

Faculty members were unanimously satisfied with the support from the Dean and discipline support staff, from the Distance Learning Department, and with Seaport's tools and options.

Instructor Satisfaction
Spring 2010
(n = 14)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Quality of instructional equipment (A-V, classroom computer, etc.)	85%		8%	8%
Support for the program/classes from Dean and support staff	86%	14%		
Support for you, your classes, and the program from department chair	79%	14%	7%	
Responsiveness/helpfulness of DL Department	92%	8%		
Extent to which Seaport tools/options allow you to teach your classes the way you want	69%	31%		

■ Very Satisfied ■ Satisfied ■ Dissatisfied ■ Very Dissatisfied

One faculty member explained the reasons for dissatisfaction with instructional equipment:

> I teach at the Costa Mesa Center and the audio visual equipment is a joke! The TVs are very old and it's quite embarrassing to have to use such old equipment that on many occasions, for me, has failed to work. There is nothing more frustrating for an instructor than to have prepared the entire lesson around a movie clip, PowerPoint presentation, or a slideshow, and the equipment fails. Unfortunately, I haven't been able to provide my students with all the materials that I would like to share and teach simply because the equipment is so outdated and not working all the time. The Le-Jao Center has more modern equipment, but, unfortunately, the Costa Mesa Center is extremely behind in this. The laptops available have no new software on them, and all the materials I have are current versions. This is such a disservice to students, because I no longer use the video in the classroom due to the equipment issues.

Ten of the fourteen faculty members indicated that they neither use the Virtual Library nor require their students to use the Virtual Library. The reasons for non-use where varied, with 4 faculty members indicating that they do not require research assignments in their classes. An equal number of faculty members (2 each) indicated that they don't know how to access the Library, that the log-in procedure is too complicated, or that they don't understand the organization of the Virtual Library. Faculty comments provided additional information related to use or non-use:

- I use the Vietnamese media rich in the community.
- This is a face-to-face, conversation skill building class.
- Other Internet options are available for student research.
- I don't think there are learning materials in the Virtual Library related to my course.

- I will use the Virtual Library next semester since I was informed of it at the last Distance Learning faculty meeting.

Partnerships

Early College High School

Coastline Community College has partnered with the Newport–Mesa Unified School District to offer a new program that allows students to earn both a high school diploma and an Associate in Arts degree in just five years.

This program, known as Early College High School (ECHS), has been made possible by a grant from the Bill & Melinda Gates Foundation. The establishment of this local ECHS is part of a national Early College High School Initiative, whose plan was to establish 150 Early College High Schools like this one across the country by year 2008.

Early College High School offers both high school and college classes, and allows students to graduate in five years with both a diploma and two years of college credit (usually enough for an Associate in Arts Degree). Students start as 9th-graders and follow the program curriculum for five years.

Since its inception, we have offered international languages as part of the curriculum. Spanish, French and Italian have been offered in the past. Currently two classes of Spanish are offered each semester.

In 2009 Coastline's Early College High School was named a California Distinguished School. The elite list is produced annually by the state education department and only 11% of California's middle and high schools have been selected for the award. This year, 31 out of the 261 distinguished schools were from Orange County and ECHS was the only school in the Newport-Mesa Unified School District to receive the label.

Military Program

A proud educational partner in several programs involving the Navy, the Army, the Marine Corps, Coast Guard, the Army National Guard and the Reserve Components of all the Services, Coastline Community College delivers distance learning college credit courses and occupation related degree programs to Servicemembers worldwide. Our program recognizes the maximum credit awarded for military training and experience and combines technology with academically proven distance learning methods to deliver college-credit courses beyond the traditional classroom. Courses are delivered via Internet, CD, Independent Study Labs and incorporate text materials, instructor contact, assignments and proctored exams. Our Military Outreach Program is set up with a minimum of two representatives for every branch of the Armed Services to assist with either registration and enrollment or with the academic coordination of courses (testing, grades, extensions, access, etc.). In addition, there is a program for Military Spouses which offers the same types of educational support and opportunities enjoyed by Servicemembers.

Both Spanish and Arabic are offered in the Military Program.

Credits for College

The program began five and a half years ago with one high school participating and has rapidly expanded to all of the high schools serving the Garden Grove, Huntington Beach Union, and the Newport Mesa Unified School Districts.

This program, known as *Credits for College*, enables students to earn college credit while still in high school. To do so, students take college-level courses after-school on their high school campus. The courses are taught by Coastline Community College faculty and include core classes that are usually required at any college. These courses are transferable to community colleges and 4-year universities, allowing the high school students to "bank" their units for later use towards a degree or certificate.

As an added benefit, community college per-unit fees are waived for high school students. This means that students can take college courses while they're still in high school at a savings of hundreds of dollars. In addition, the students in Coastline's *Credits for College* program are not responsible for purchasing the college textbooks associated with the class/classes they are taking. Instead, Coastline purchases their textbooks and provides the books free of charge to the students via a book loan program. The books are then returned to the instructor at the end of the semester.
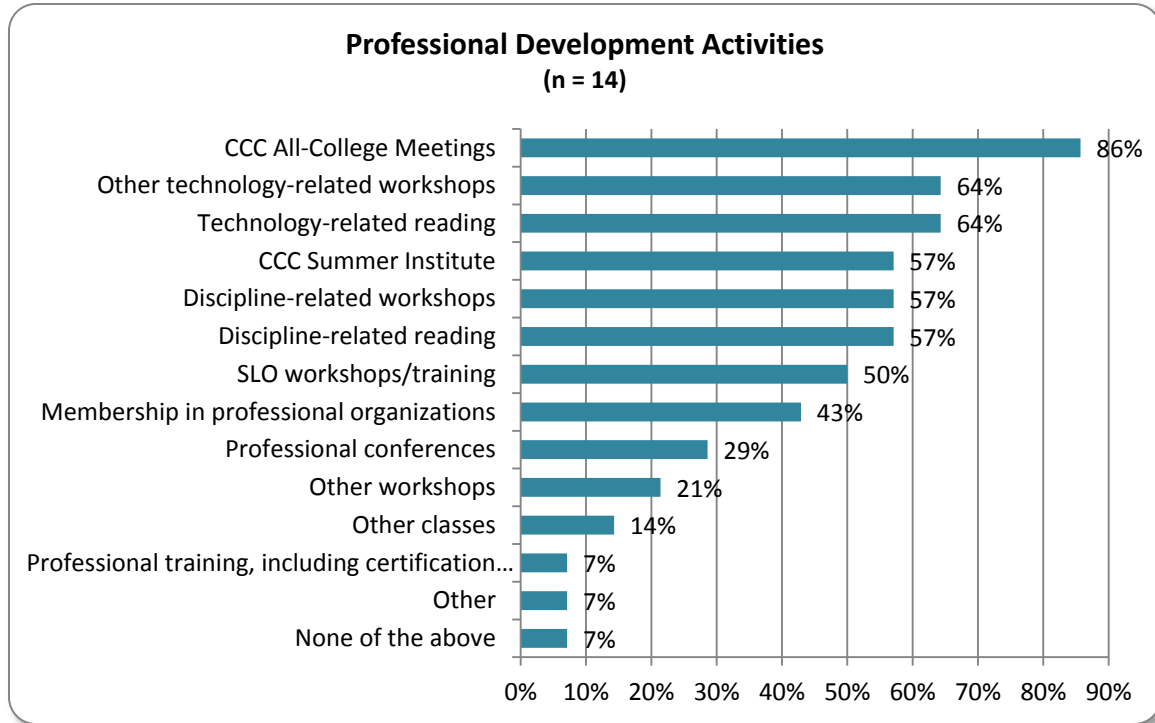
Languages offered through this program include American Sign Language, French, and Spanish. Latin was offered in 2007-08 but has been discontinued.

Incarcerated Student Program

This program reached its height in the Fall Semester of 2008. Students at penal facilities throughout California were able to take courses via telecourse. The education officer at each prison was in charge of proctoring exams and assignments were submitted via US mail. Prisoners purchased their textbooks and other class supplies, but their tuition was waived. Since the worsening of the budget crisis, support for this program at the prison level has dwindled and enrollment is less than one-half of what it once was. Spanish and French were offered to inmates in this program, and Spanish continues to be offered.

Professional Development

The majority of faculty members within the program are actively engaged in professional development. Eight-six percent attend the All-College Meeting, and more than half of the faculty participate in technology-related workshops and reading, the Summer Technology Institute, discipline-related workshops and reading, and student learning outcomes workshops or training.

Professional Development Activities
(n = 14)

Activity	Percentage
CCC All-College Meetings	86%
Other technology-related workshops	64%
Technology-related reading	64%
CCC Summer Institute	57%
Discipline-related workshops	57%
Discipline-related reading	57%
SLO workshops/training	50%
Membership in professional organizations	43%
Professional conferences	29%
Other workshops	21%
Other classes	14%
Professional training, including certification...	7%
Other	7%
None of the above	7%

Faculty members have expressed interest in additional professional development opportunities and support, including:

- I feel we need to have some individual workshops just for International Language Department on various topics, teaching grammar, conversation, culture etc...this would be a great opportunity to share ideas and learn new techniques from faculty members, guest speakers, etc.
- Guidance on implementation and assessments of SLOs.
- Continue to encourage and support travel of faculty to Language Conferences and Workshops
- Innovations in teaching any foreign language.
- I feel that I am very capable of developing curriculum, delivering quality instruction, designing assessments and matching learning activities to pre-established SLOs. I am on staff at three universities as an adjunct professor qualified to present teacher training courses in language acquisition theory, methodology and pedagogy.
- Anything available, i would consider and, i hope, use. I need all the help i can get.
- Taking Online-Teaching classes from the other professionals.
- I need more training in using media in my online courses.

International Language Department faculty members participate in a wide variety of committees and activities and professional organizations.

College/District	Professional Organizations
Language Department Committee International and Intracultural Education Committee	Organisationintergouvernementale de la francophonie (International) Office de la langue française (Canada)

Grant Development	Modern Languages Association (USA)
Curriculum Development	Europa (International)
Diversity Committee	American Council on the Teaching of Foreign
Program Review Committee	Languages (ACTFL, USA)
Faculty Equivalency Committee	Learning Times (USA)
Degree Audit Committee (District)	Innovative Educators (USA)
Academic Senate	
Academic Standards Committee (Senate)	
Community Education (Orange Coast)	

Awards, honors, and/or grants received by faculty within the past three years include:

- The Stu Richardson Educational Award--California Environmental Health Association
- The Outstanding Achievement Award--Egyptian American Organization
- President, Association of Egyptian American Scholars
- Faculty Appreciation Award, Chapman University
- Editorship of the Literature Section of the electronic Newspaper-Al masry Al Mohager--Arabic and English versions
- Editorship of the Science Section of the Al Masry Al Mohager Newspaper, Arabic and English
- Selected as "special presentation" speaker at International Conference on Teaching and Learning each year, with papers published among selected papers (in general, 14-20 papers are jury-selected and published each year from among approximately 2500)
- Selected as honoree by Idea Publishers; papers published as textbook chapters two times during the past three years
- Selected as "new ideas" generator by E World Learning; three squibs to be published this year
- Selected to present papers at Tech Ed each of the past three years, at the League for Innovation in the Community College twice yearly during the past twelve years
- Selected as a "focused speaker" for the TCC Online conference, with paper published in juried edition this year, 2010, and last year 2009 and previous year, with this year's presentation broadcast live simultaneously with a presentation that i was making in Florida on online teaching/learning and the essence of creativity therein
- NISOD-selected paper presentations last year and this, including post-conference publications
- 2009 co-honoree at Coastline's Teacher of the Year ceremonies
- MPI grant to enable students to submit oral assignments via designated computers

- Award from Academic Senate for outstanding online course based on the Academic Quality Rubric

> *Perhaps the biggest honor a professor can receive is what happens to my colleagues through their academic careers when they guide their students to excel in an unexpected way. In my case, I have encouraged and assisted one of my students who entered my Arabic Classes with very limited ability in the language to produce her first children's book in Arabic and English. As the Editor of the book, I am working with her on another book in the series. All revenues go to her and her only. My Editorship of the Children's Book Series is absolutely free of charge or revenue. I consider that to be only a part of my faculty role at Coastline as mentor of my students inside and outside the classroom. The fact that we are fortunate to have Professor Miller as the Chair of the International Language Department and a great Dean for the Le-Jao Center as well working with wonderful faculty and staff in the Department and the College makes it easier for to extend myself in support of our common mission and in service of our students.*
>
> Amer El-Ahraf

Quantitative Elements

Course Data

From a modest offering of five international languages in Coastline Community College's inaugural fall semester of 1976, the then Foreign Language Department's offerings grew to nineteen languages by the mid 1980s. In the early 2000s, the department was still able to offer eleven to twelve different languages each semester. Since fall of 2003, American Sign Language, Arabic, Chinese, French, Italian, Spanish, and Vietnamese have been offered. The Department has shown steady growth since the last Program Review with FTEs increasing from the 114 level to as high as 168. Spring 2010 leveled off at 146, most likely due to the cancelling of all languages offered in the Summer Session.

Total sections scheduled decreased from 30 to 23 over this same period of time; however, although fewer sections were offered, the online and telecourse sections enrolled large numbers of students, sometimes upwards of 200 students in a single section. This is reflected in a class size of 42 students at this time. Fall of 2008, when the Incarcerated Students Program was in full force, showed an average class size of 58 students. This program has dwindled to about half its previous size due to budget cuts at the state level.

As a percentage of college credit FTES, International Languages reached a five-year high of 7.5% in Spring 2005 and, as of Spring 2010, stood at 6.0%.

International Languages
Six and a Half-Year Summary of Enrollment and FTES

PROGRAM AND	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
COLLEGE DATA	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10
FTES												
Program	113.31	126.21	116.88	111.14	132.29	146.52	155.44	155.72	168.08	156.57	153.74	146.12
College	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2336.22	2587.71	2570.74	2697.18	2522.05	2421.00
Program as % of College	6.8%	7.5%	6.9%	6.5%	7.2%	6.8%	6.7%	6.0%	6.5%	5.8%	6.1%	6.0%
Program Sections												
Total Sections Scheduled	30	33	23	27	27	26	27	24	31	25	26	26
Sections Cancelled	2	4	2	2	3	2	2	1	7	6	3	3
cancelled and indiv	25	27	21	23	24	24	25	23	24	19	22	23
Avg. Enroll. All Classes	36	36	42	37	40	43	45	47	45	54	46	42
Seat Count at Census												
Program	911	974	888	858	970	1026	1131	1074	1086	1018	1003	969
College	15776	15699	15927	16188	17220	20458	21779	23535	23493	24420	23105	20709
Program as % of College	5.8%	6.2%	5.6%	5.3%	5.6%	5.0%	5.2%	4.6%	4.6%	4.2%	4.3%	4.7%
Seat Count at Semester End												
Program	750	833	736	724	811	855	970	905	928	822	798	778
College	12915	12964	12829	13239	14418	17334	18512	19464	19915	20522	18953	17227
Program as % of College	5.8%	6.4%	5.7%	5.5%	5.6%	4.9%	5.2%	4.6%	4.7%	4.0%	4.2%	4.5%
Attrition (Cens. To End Seats)												
Program	17.7%	14.5%	17.1%	15.6%	16.4%	16.7%	14.2%	15.7%	14.5%	19.3%	20.4%	19.7%
College	18.1%	17.4%	19.5%	18.2%	16.3%	15.3%	15.0%	17.3%	15.2%	16.0%	18.0%	16.8%

International Languages
## Six and a Half-Year Summary of Enrollment and FTES

FTES	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 010
Program	113.31	126.21	116.88	111.14	132.29	146.52	155.44	155.72	168.08	156.57	153.74	146.12
College	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2336.22	2587.71	2570.74	2697.18	2522.05	2421.00
Program as % of College	6.8%	7.5%	6.9%	6.5%	7.2%	6.8%	6.7%	6.0%	6.5%	5.8%	6.1%	6.0%
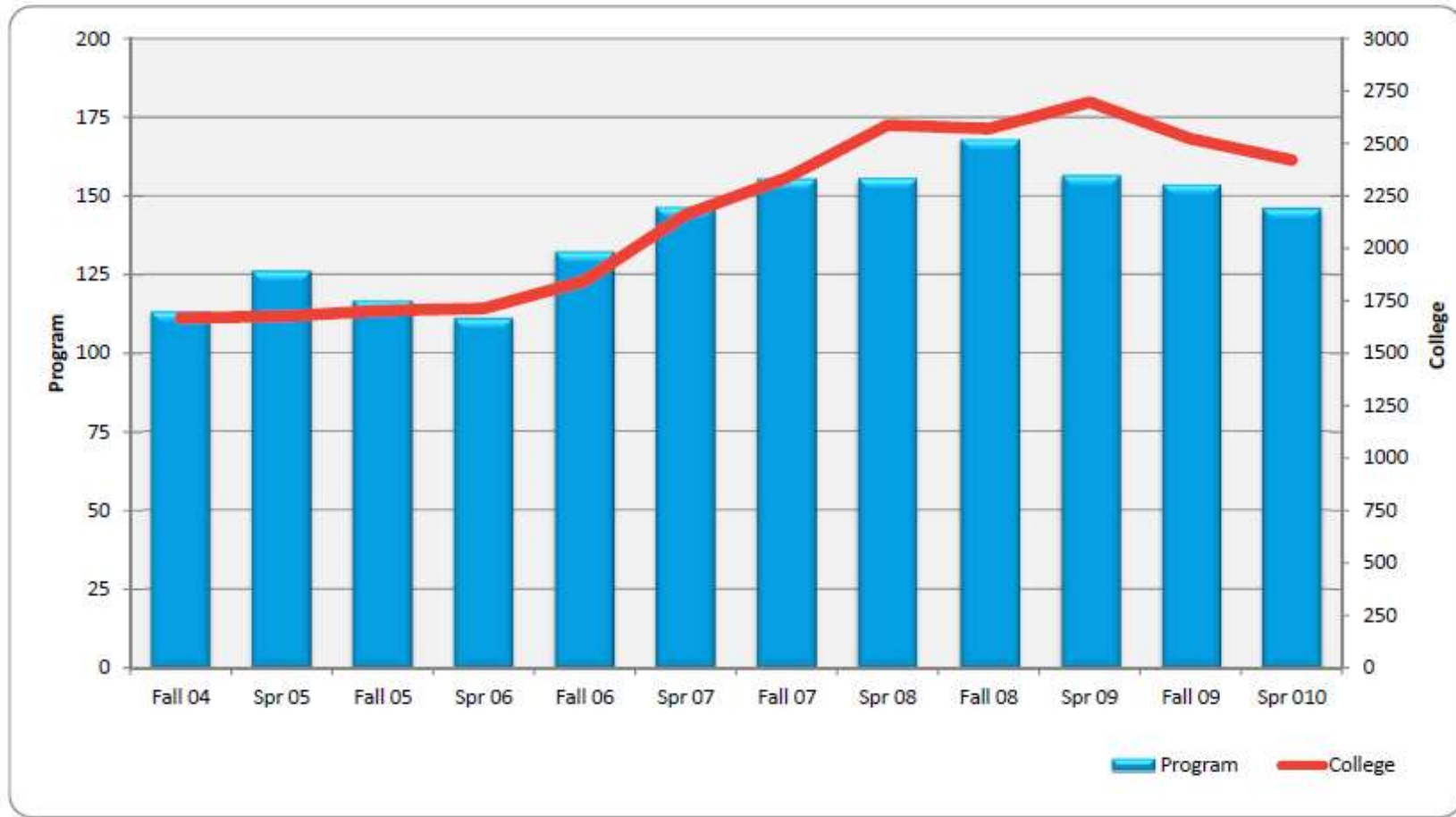
Spanish continues to attract the most students, followed by Vietnamese, French, Italian, Chinese, Arabic, and American Sign Language.

International Languages
Comparison of Languages

| FTES	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10
Amer. Sign Lang.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.75	2.50	2.57	1.76
Arabic	5.70	7.25	3.61	4.24	6.21	3.47	3.83	5.80	3.01	3.42	3.63	4.77
Chinese	2.73	3.05	3.75	4.52	2.22	4.21	7.57	8.17	5.39	6.07	7.50	7.67
French	9.48	11.87	8.02	8.20	7.79	8.40	10.01	8.27	11.04	10.03	16.92	14.95
Italian	8.19	11.26	12.95	12.00	11.62	7.25	7.01	5.47	4.18	5.00	4.67	9.00
Japanese	0.00	0.00	0.00	0.00	1.76	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Latin	0.00	0.00	0.00	0.00	0.00	0.00	3.22	1.22	0.00	0.00	0.00	0.00
Spanish	64.46	66.22	64.67	64.18	79.97	100.87	104.49	98.12	112.42	106.97	89.15	75.39
Vietnamese	22.76	26.55	23.86	18.01	22.72	22.32	19.30	28.68	29.30	22.58	29.30	32.59
Total	**113.31**	**126.21**	**116.88**	**111.14**	**132.29**	**146.52**	**155.44**	**155.72**	**168.08**	**156.57**	**153.74**	**146.12**
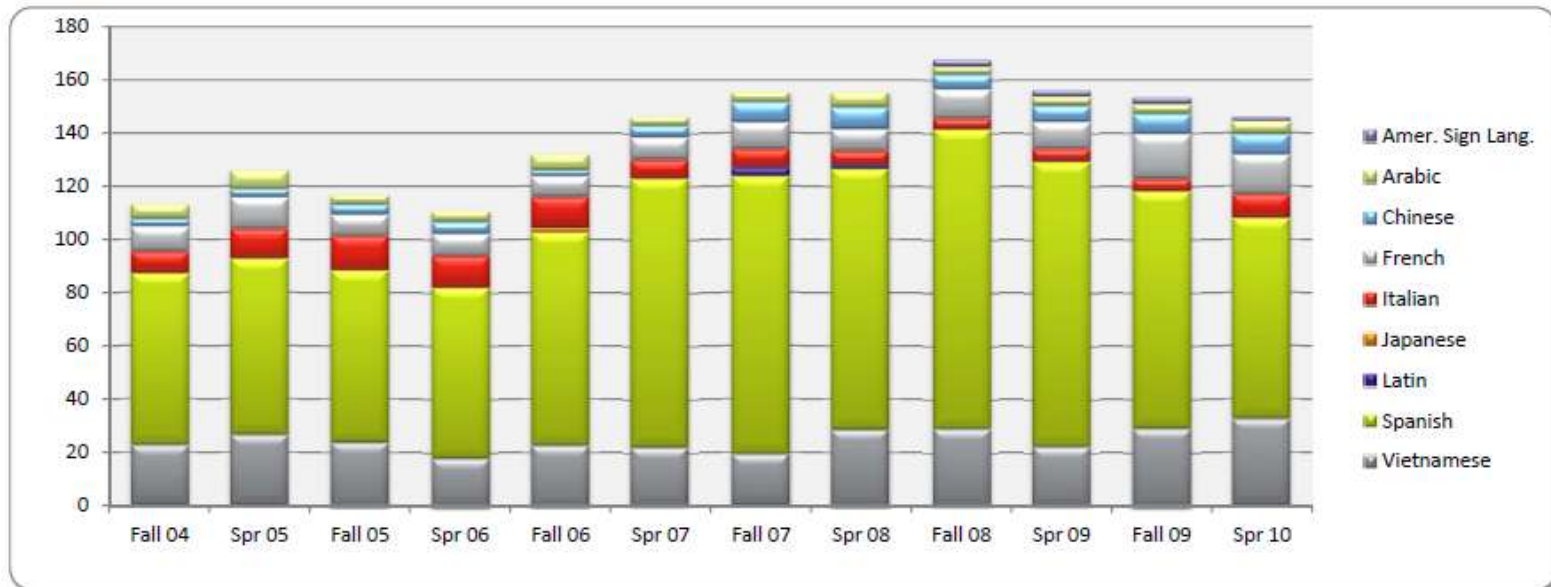
In the Program Review (2005-2006), it was noted that Foreign Language enrollments had demonstrated a dramatic shift from site-based to distance learning. This trend in favor of Distance Learning versus site-based classes continues with the Distance Learning FTES almost doubling from 59.28 to 110.85 while the site-based FTES continued their decline from 54.03 to 35.27.

International Languages
### Comparison of Site-Based and Distance Learning FTES

FTES	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10
Site-Based	54.03	45.96	37.20	35.83	33.87	27.12	32.18	29.55	29.78	28.37	31.26	35.27
Distance Learning	59.28	80.25	79.68	75.31	98.42	119.40	123.26	126.17	138.30	128.20	122.48	110.85
Total	113.31	126.21	116.88	111.14	132.29	146.52	155.44	155.72	168.08	156.57	153.74	146.12
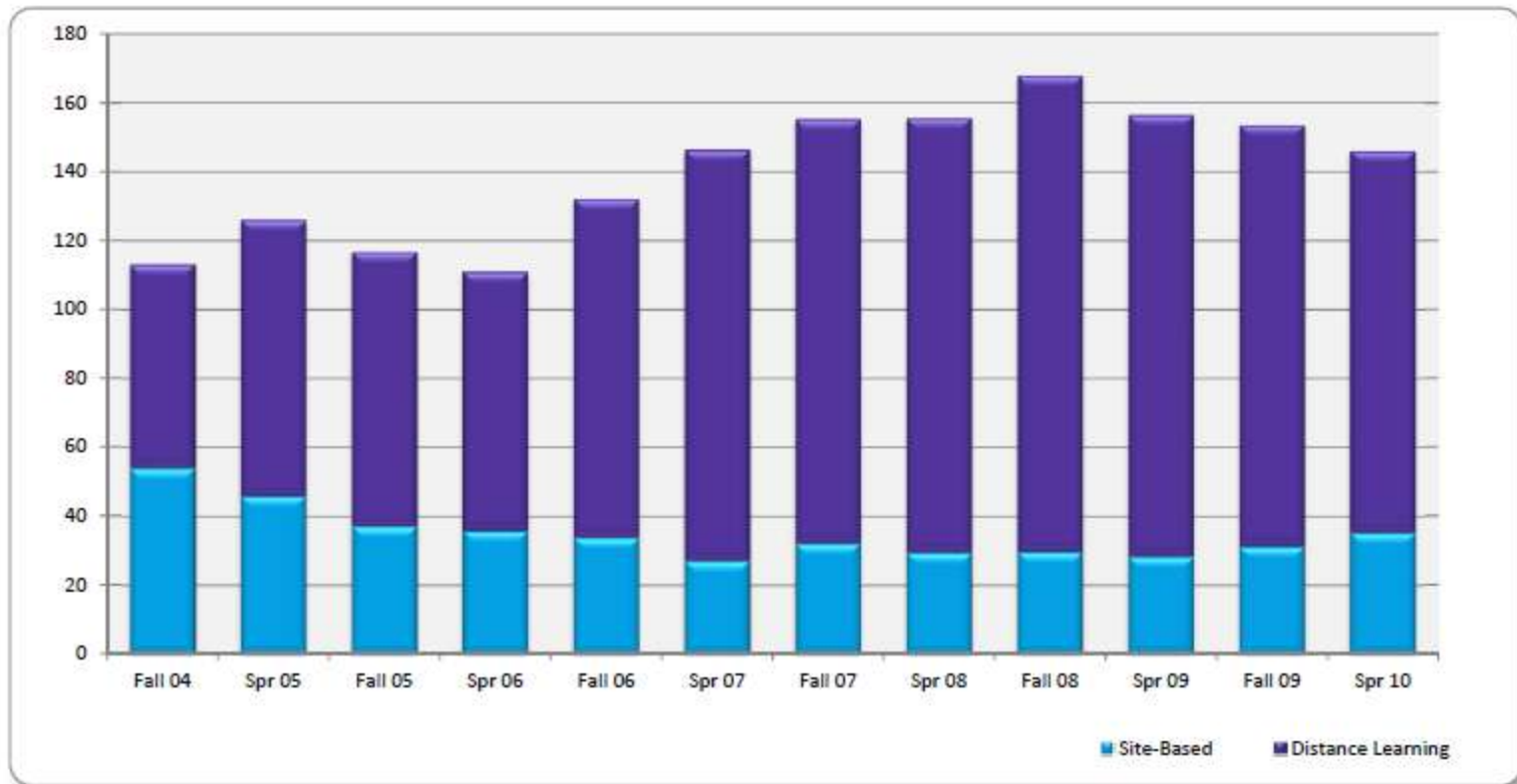
At the time of the last comprehensive Program Review in Fall 2005, telecourses accounted for 58 percent of all International Language enrollments, online for 10 percent, and site-based classes for 32 percent.
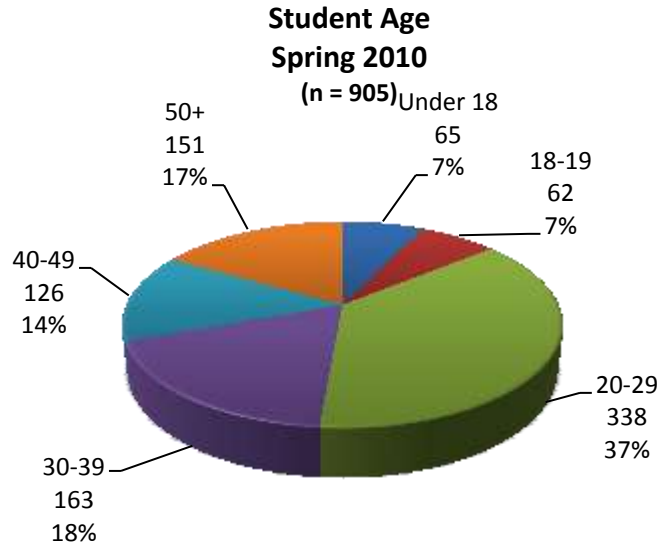
Fall 2005 FTES by Delivery Mode

Online
10.97
10%

Site-Based
37.20
32%
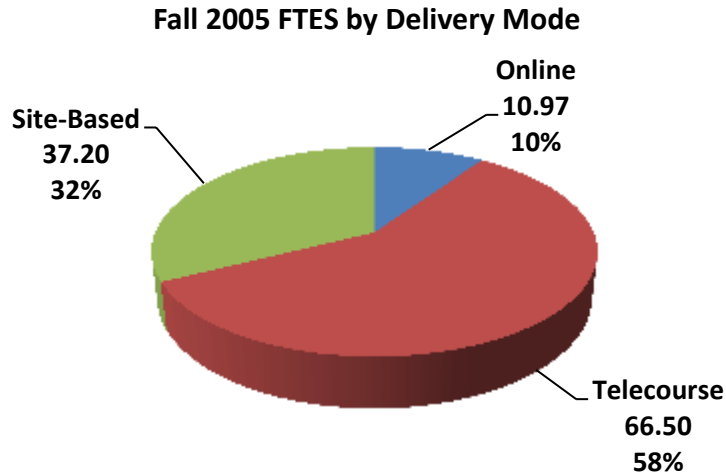
Telecourse
66.50
58%

By Spring 2010, online courses represented 59 percent of all enrollments; telecourses were down to 17 percent and site-based to 24 percent.
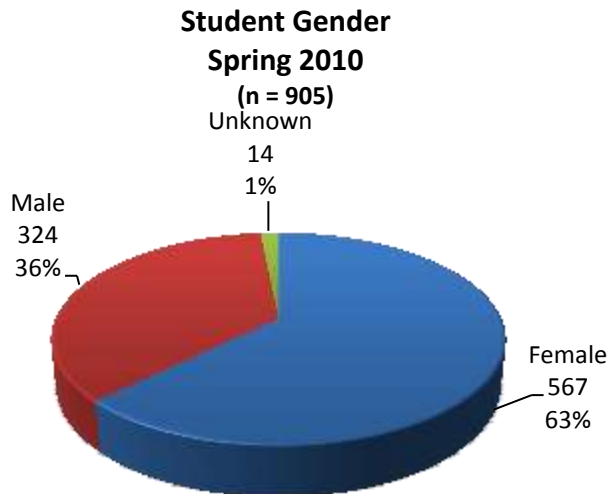
Spring 2010 FTES by Delivery Mode

Site-Based
35.27
24%

Telecourse
25.17
17%

Online
85.68
59%
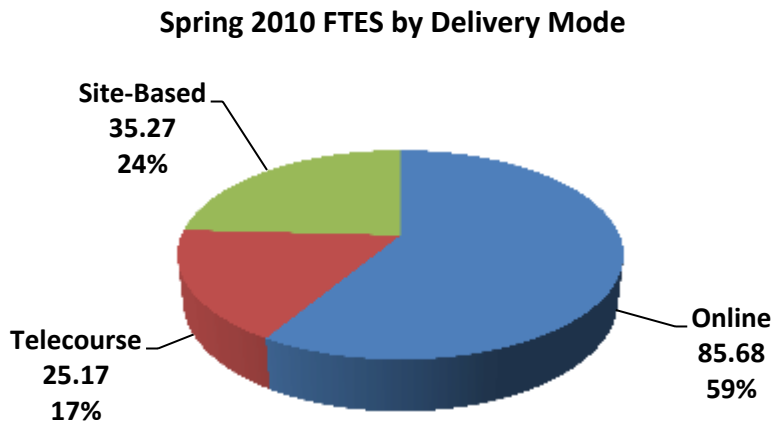
In addition to regular FTES-generating classes, the International Languages Program offers Arabic and Spanish contract education classes in Coastline's Military Program. In 2010, Arabic enrolled an average of 17 students, and Spanish enrolled an average of 115 students per semester.
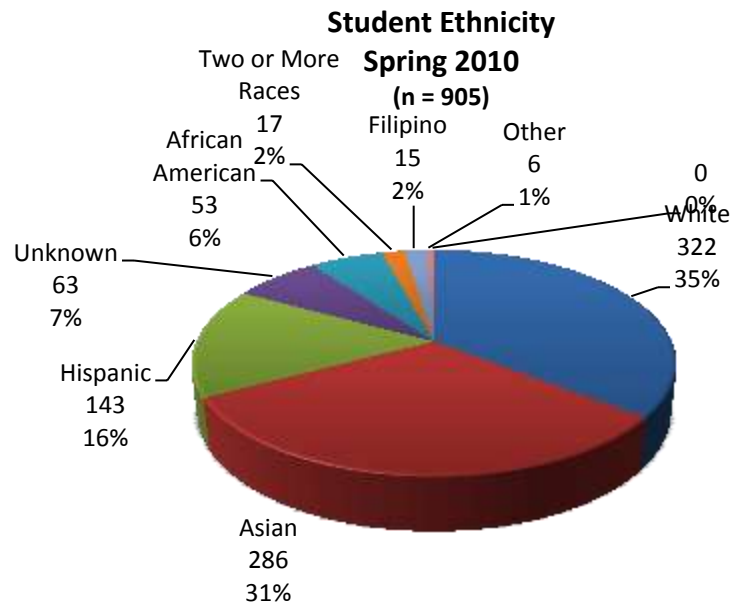
Student Elements

Although students in International Language classes represent a wide range of ages, based on Spring 2010 data, more than half are under the age of 30.

**Student Age
Spring 2010
(n = 905)**

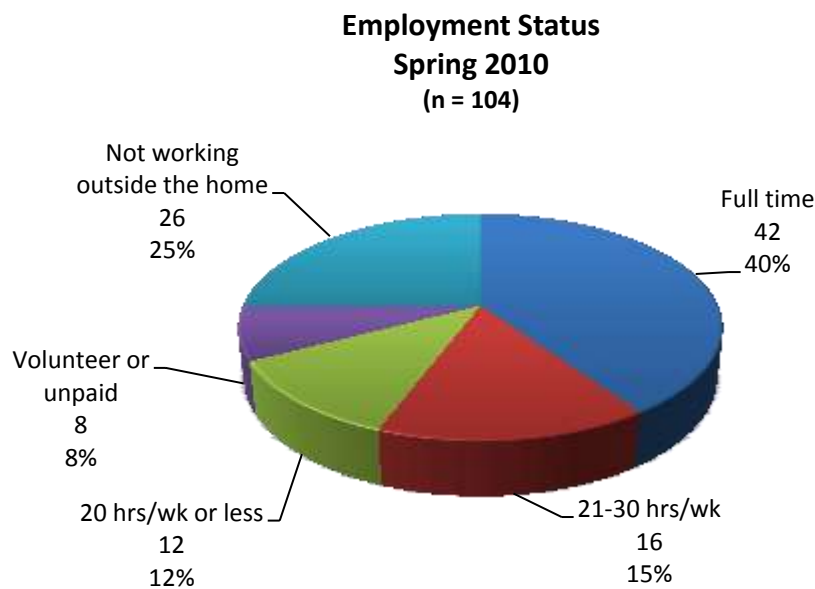- 50+ 151 17%
- Under 18 65 7%
- 18-19 62 7%
- 20-29 338 37%
- 30-39 163 18%
- 40-49 126 14%

Sixty-three percent of students are female.

**Student Gender
Spring 2010
(n = 905)**

- Unknown 14 1%
- Male 324 36%
- Female 567 63%

Based on Spring 2010 data, the two largest ethnic groups are white (35%) and Asian (31%); the latter, in part, reflects the large number of Vietnamese students who are taking Vietnamese classes.

Student Ethnicity
Spring 2010
(n = 905)

Two or More Races
17
2%

African American
53
6%

Unknown
63
7%

Hispanic
143
16%

Filipino
15
2%

Other
6
1%

0
0%

White
322
35%

Asian
286
31%

Based on responses to the Student Survey, 94.5 percent of the respondents indicated that they were "Satisfied" or "Very Satisfied" with the extent to which faculty and staff meet the needs of culturally diverse students.

Survey responses indicated that almost 46 percent of language students are working 21 or more hours per week. Twenty-five percent are not working outside the home.

Employment Status
Spring 2010
(n = 104)

Not working outside the home
26
25%

Full time
42
40%

Volunteer or unpaid
8
8%

20 hrs/wk or less
12
12%

21-30 hrs/wk
16
15%

Cost Data

The International Languages Department has one full-time instructor and approximately 12 or 13 part-time faculty members each semester.

<mark>Need cost data for at least 2009-10 and then an intro statement when costs are available.</mark>

International Languages Costs

Cost Category	2009-10
Full-Time Faculty	
Part-Time Faculty	
Supplies/Equipment	
Total	

International Languages Apportionment Revenue

	2009-10
FTES	304.65
Revenue	**$1,390,653**

Program Outcomes

Student Learning Outcomes

The International Languages Program is actively engaged in the assessment of student learning outcomes. Course outlines have been updated to identify expected course-level student learning outcomes, and the majority of faculty are reporting their assessment results and sharing and discussing plans, where appropriate, for improving future outcomes.

In addition to course-level outcomes, the department has identified two program-level learning outcomes that would be expected of students completing a language major:

1. Demonstrate written and spoken fluency in the language
2. Demonstrate understanding and respect for cultural and global diversity

The latter outcome is identical to the college's core degree-level outcome #5, and a SLO team working under a 2010 Master Plan Initiative has recommended that language courses be the primary place in which that outcome should be assessed.

Analysis of recent SLO reports indicates that instructors are carefully monitoring their students' progress, are aware of the areas in which students have difficulty, and take and/or recommend

appropriate steps to improve future outcomes. Interestingly, one instructor noted that some good students actually choose to fail a language course so that they are eligible to sign up for the course again. Recommendations from Fall 2010 included:
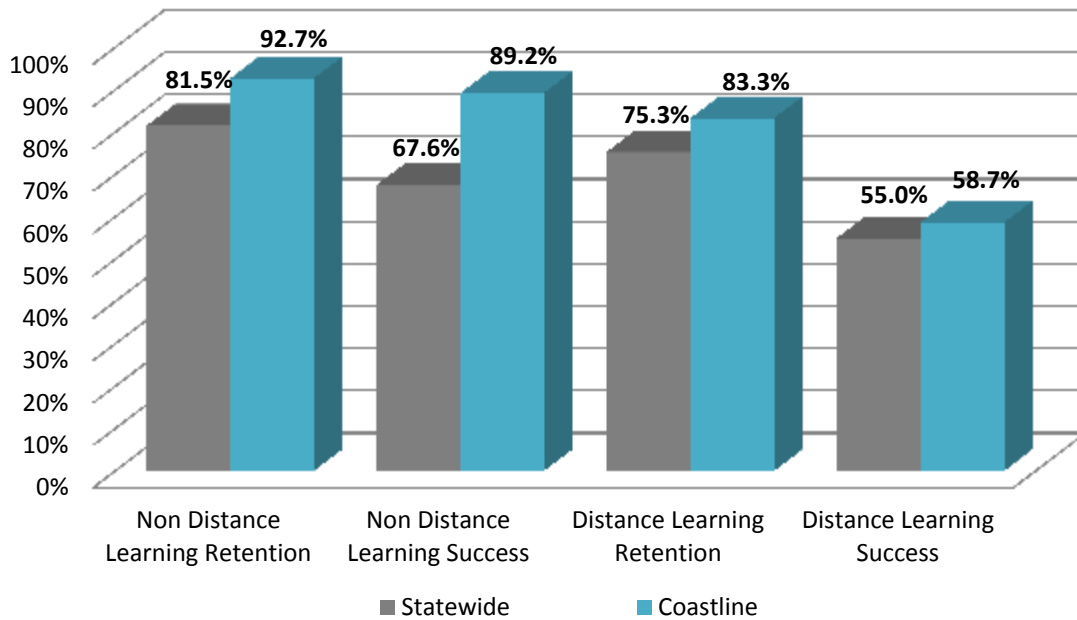
- Clarify the ways in which assignments are accessed to eliminate confusion with Seaport and/or Squid
- Include more frequent and "obvious" interaction with students to verify understanding of assignments
- Require increased student interaction via e-mail and/or live chat
- Determine ways to prevent capable students from choosing to fail a language course so that they can repeat the course
- Arrange for an online orientation at the beginning of a course
- Reduce the number of computerized tests in favor of compositions
- Consider methods for providing an additional unit for students in Vietnamese 160 (currently 4 units) so that students can acquire the 5 units required for transfer
- Work with the college in the development and publication of idiom and slang booklets that are not currently available

SLO reports for Fall 2010 are included in the appendix.

Other Student Outcomes

Data from the State Chancellor's Office Data Mart for Spring 2011 indicates that the overall retention and success rates for Coastline's International Language Program (categorized as "foreign languages" by the Chancellor's Office) are higher than the statewide average for foreign languages. The most dramatic difference is seen in non distance learning courses, where Coastline's success rate is 32 percent higher than the statewide average for non distance learning foreign language classes. In distance learning classes, Coastline's success rate is almost 7 percent higher than the statewide average.

Foreign Languages
Statewide and Coastline Comparisons for Spring 2010

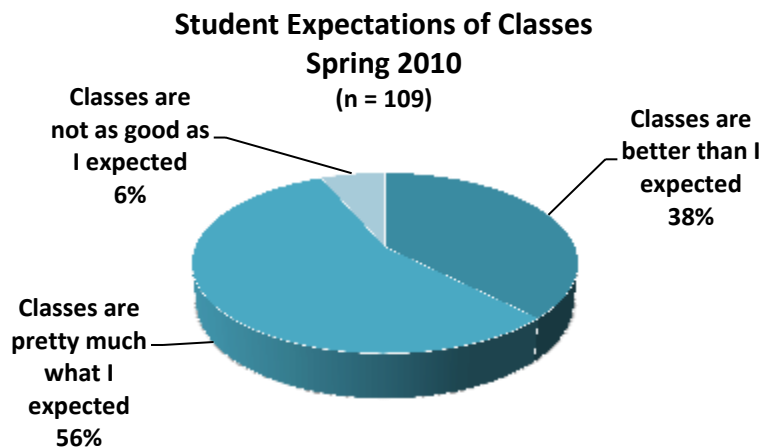|	Non Distance Learning Retention	Non Distance Learning Success	Distance Learning Retention	Distance Learning Success
Statewide	81.5%	67.6%	75.3%	55.0%
Coastline	92.7%	89.2%	83.3%	58.7%

Data Source: Chancellor's Office Data Mart
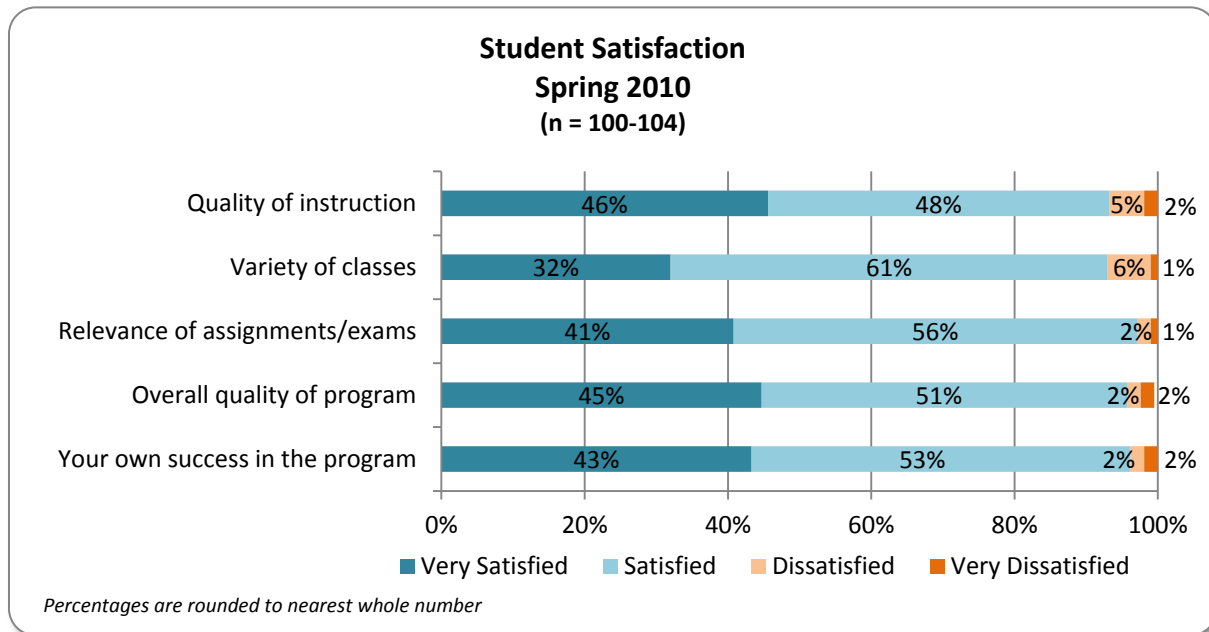**Spring 2010 is the most current term for which statewide data was available as of Jan. 2011.*

Student Satisfaction

Spring 2010 student survey results indicate that international language classes are meeting or exceeding student expectations. Only 6.4% of students indicated that classes were not as good as they expected.

Student Expectations of Classes
Spring 2010
(n = 109)

Classes are not as good as I expected 6%

Classes are better than I expected 38%

Classes are pretty much what I expected 56%

Comments from the handful of students who explained why the classes did not meet their expectations related primarily to the difficulty of the material and/or tests.

Students reported a high level of satisfaction with the relevance of assignments and exams (97%), the overall quality of the program (96%), and their own success in the program (96%). Satisfaction levels were only slightly less high for the overall quality of instruction (93%) and with the variety of classes (93%).

Student Satisfaction
Spring 2010
(n = 100-104)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Quality of instruction	46%	48%	5%	2%
Variety of classes	32%	61%	6%	1%
Relevance of assignments/exams	41%	56%	2%	1%
Overall quality of program	45%	51%	2%	2%
Your own success in the program	43%	53%	2%	2%

Percentages are rounded to nearest whole number

In the few comments received related to dissatisfaction, one student suggested more summer classes and three others commented on either the organization of online courses, the degree of difficulty of the course, or problems in contacting the instructor.

When asked to describe their most positive experience in the program, the convenience of the classes (particularly the availability of online classes) garnered favorable comments from students; and, repeatedly, students praised their instructors, instructor feedback and helpfulness, and interaction with the instructor and fellow students:

- The instructor seems to be everywhere all the time and really on top of everything. She is the best.
- Every class with Dr. Watson is a new and rewarding experience for me
- My best experiences have been in all my classes with the professor they have all been great and have always been there to help me with homework or any material in general, online or even in the classroom.
- My most positive experience in the program was with Professor Miller when she helped me to be better in Spanish and gave me a chance to finish a quiz and a test i missed, because i had work and i did not know.
- I'm very excited with my Spanish C180 class because the instructor is very helpful and leads us into the active learning experience.
- very good, best teachers,

- My most positive experience has definitely been having the pleasure of meeting Sandra Basabe. I cannot imagine taking this class with another instructor.
- i like that all the classes i have taken i had been with good teachers that explain the assignments very well
- I love the college experience and having college teachers.
- My current instructor always responds quickly when I or another student has questions.
  She has a class forum set up so we can address any problems, concerns, or interests.
- I like hearing the instructors feedback through email
- I enjoyed the flexibility of the program as well as the quick responses to my emails by my instructors.
- Spanish 180 and 185 have been more enjoyable than I could have imagined. The courses are challenging and entertaining. The instructors have been amazing.
- The professors are very helpful and the online classes are very convenient.
- This is my first class I've taken at Coastline and the experience has been very positive. The instructor's website is very easy to navigate and her assignments are fair.
- The online courses are well organized and there is a high communication level between students and teachers.
- I enjoy learning information, and being my own instructor. I also like the fact that teachers respond immediately through e-mail.
- Really getting a good overall survey of grammar. Getting to touch upon those concepts that weren't presented or just presented as review to me beforehand. This instructor does a fantastic job of organizing info and explaining concepts.
- I was unsure about a topic and the instructor was more than happy to assist.
- The instructors are excellent and provide real-world knowledge.
- I am lucky to have teachers that respond immediately to help, either through e-mail or classroom forums. The homework assignments and class assignments are easy to follow.
- In the beginning of the online class, I had experienced a family issue that forced me to miss a test. When I explained my situation to my teacher, she was more than willing to help.
- Online interaction with fellow students.
- The instructor responds to emails. She even contacted me prior to the beginning of the class. She listens to what is said and seems to appreciate comments from the students, and in fact seems to encourage communication between students and instructor. In my previous Spanish Class, there were two instructors and neither one bothered to respond to email except to notify me that I had indeed spotted a typo (one of so many) and my guess as to what it should be was

> *I live out of the area and found that taking online courses with Coastline have all been very positive experiences. The staff was very approachable and easy to work [with] despite being online courses. This has not been my experiences with other community colleges.*
>
> Student Comment

correct. They did not however bother to change it on the website nor did they notify the remaining class members that a typo existed. In fact, they kept things a secret from us all whenever there were typos on class materials and the omission of diacritical marks make the difference in word meanings - leaving one to ponder how to correctly respond. Evan the mid-term and final exams had typos.

- Most of the teachers that I have had seem really interested in what they are teaching and want their students to succeed.

Few students offered suggestions for improving the program. Of those who did, the comments focused primarily on the desire for increased opportunities for oral communication in online classes and for improvements in technical aspects (support, web site maintenance, and difficulties loading Destinos episodes). Students commented on the value of involved, enthusiastic instructors and of the importance for faculty to communicate planned web site outages.

Conclusions

The greatest strength of our program has been, and remains, the dedicated, competent, and enthusiastic faculty. Most have been together for many years and all strive continually to improve their courses to provide the best instruction for their students and to share techniques and teaching strategies with one another. We are proud of our robust retention statistics and believe that this is directly related to the care that our instructors pay to their courses.

Our greatest challenge is and will continue to be our uncertain budget. We have sacrificed mightily and will, most likely, continue to be asked to make even further cuts. We will continue to strive to make the most of what we are asked to do. Some of our goals include offering more classes and extending course sequences; these goals are directly dependent upon our resources.

Communication among the various partnerships is an area that needs improvement. While we provide the faculty for Early College High School, the Military Program, and Credits for College, these entities have their own governance which has created some problems in communication. This is an area that we intend to address in the near future.

Recommendations

While budget constraints govern our program's growth, we continue to recommend that the entire sequence of course offerings be made available to our students. We have been unable to sustain a complete sequence of offerings (180, 185, 280, 285) for Spanish or French although we have majors in these two languages which require the completion of this sequence. In the past, we have asked that our heavily enrolled online sections be allowed to "count" for some students in a lesser enrolled, but higher level section. To date, this has not been the case. The strength and integrity of the program depends on allowing our students to complete the course offerings without having to leave our college to do so.

Goals

Progress on Prior Goals

Self-Review Goals

1. ***Acquire a south Huntington Beach site to mitigate the still experienced loss of Huntington Beach Center and Fountain Valley High School.***
   Status: Deleted
   With the Newport Beach Center currently under construction, there are no plans for a Huntington Beach site.

2. ***Increase access and maintain a steady presence at the Garden Grove Center and the newly opened Le-Jao Center in Westminster.***
   Status: In progress
   The International Language Program has a robust presence at the Le-Jao Center. Garden Grove has not been as successful, but we continue to attempt to utilize the center.

3. ***Replace 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.***
   Status: Completed
   The request for a full-time position was presented in Fall 2006, and a full-time Spanish instructor was hired in 2008.

4. ***Assure student access to the full sequence of foreign language course offerings.***
   Status: In Progress
   Only in Vietnamese do students have the opportunity to access the full sequence of course offerings. Other languages still lag, but this is an area that we continue to try to build.

5. ***Continue to improve class retention.***
   Status: In Progress
   Class retention tends to fluctuate somewhat from term to term; however, retention in Coastline's International Language (foreign language) classes is higher than the statewide average for foreign language classes. In Spring 2010, Coastline's retention in distance learning language courses was 10.6 percent higher than the statewide average. Retention in non distance learning language courses was 13.7 percent higher than the statewide average.

6. ***Continue growth of the program through increased distance learning and online options.***
   Status: In Progress
   Chinese 180 debuted in 2007 as an online course, followed in 2009 by Chinese 185 online. Japanese 180 was approved by the Curriculum Committee for online delivery in 2008. Italian 180 was first offered as an online course in 2006, and in Spring 2010 Italian 185 was first offered online. Spanish 180 and 185 are offered both as telecourses and online courses. French has a wide range of online offerings. Arabic is available to the military in a distance learning delivery mode.

7. ***Reinstate some of the less-commonly taught languages (LCTLs).***
   Status: In Progress

Our current budget crisis does not allow the luxury of offering more language sections at this time.

8. ***Develop alternative modes of delivery for all languages.***
   Status: Completed
   Online and telecourse modes of delivery are now available in Spanish and French. Chinese, Italian, and Vietnamese are offered online. Arabic is available online through the Military Program. Japanese is approved to be offered online but has yet to be scheduled that way.

9. ***Develop and provide access to "virtual" online labs for special skills practice.***
   Status: Completed
   On-site classes offer this option to students through Quia which provides them with automatic feedback and scoring of their work. The audio program is also available in audio CD format or on the Online Learning Center Website. An interactive CD-ROM continues the emphasis on meaningful use of Spanish with vocabulary and grammar review in an interactive format. Additional cultural readings are also available by CD-ROM or at the Online Learning Center hosted by the textbook publisher. These options are also available to distance learners on sites hosted by the textbook publisher.

10. ***Revise all course outlines to reflect current course outline format and student learning outcomes and assessment.***
    Status: In Progress
    Progress: As of January 2011, all but four courses (French 183, 198, and 291 and Spanish 184) have been revised to reflect current course outline format and student learning outcomes and assessment. Spanish 184 will be suspended at the February Curriculum Committee meeting. French 183, 198 and 291 are currently being revised and will be presented to the March Curriculum Committee meeting.

11. ***Develop supplemental materials and instructional procedures to increase student-to-student contact in distance learning classes, particularly in telecourses.***
    Status: In Progress
    Classes are using Discussion Forum participation between and among students and instructor; Skype conferencing for assessment of oral skills and review.

12. ***Continue to advocate for at least one full-time faculty position in foreign languages.***
    Status: Completed
    The program continued its advocacy for a full-time position, and a full-time Spanish instructor was hired in 2008.

Steering Committee Recommendations

1. ***Continue to inform the appropriate deans and support staff of facility maintenance needs and work with the deans and discipline faculty to assure that faculty have access to appropriate and functioning instructional equipment.***
   Status: In Progress
   This continues to be problematic at the Costa Mesa Center, where the classrooms are antiquated. With the addition of the new Newport Beach Center, this issue should be resolved.

The Garden Grove and Le-Jao Centers provide adequate, appropriate, and functioning instructional equipment.

2. ***Increase opportunities for student-to-student communication as well as student-to-faculty communication in distance learning courses, particularly telecourses.***
   Status: In Progress
   Classes are using Discussion Forum participation between and among students and instructor. The new announcements feature in Seaport in 2010 has greatly enhanced faculty-to-student communication. Skype conferencing is being used for assessment of oral skills and review, and faculty work to ensure that students receive a rapid answer to email queries. Coastline's island in Second Life is being explored as a way to allow students to interact with one another as well as instructors.

3. ***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.***
   Status: In Progress
   Content for online classes includes access to CDs, streamed audio and video, textbook website self-testing, online voice chat, and Skyp video/audio conferencing. On-site courses use texts with access to textbook supersites with audio, video, and testing and practice options.

4. ***Explore options for attracting more high school students, including offering summer and regular term classes.***
   Status: Deferred
   No international language courses were offered in Summer 2010 due to budget cuts.

New Five-Year Goals

1. ***Improve communication with faculty in Early College High School, the Military Program and Credits for College.*** Part of the difficulty of achieving compliance in the reporting of SLO assessment (and other areas such as attendance at discipline meetings) lies in the fact that our International Language offerings include course offerings in Early College High School, Credits for College, and the Military Program, in addition to our normal distance learning and on-site courses. The oversight for Early College High School, Credits for College, and Military courses lies in those three disparate areas. **No cost impact. Time Spring 2012.**

2. ***Expand languages offered as the budget permits.*** **Cost faculty and site. Ongoing.**

3. ***Continue to strive to offer the 180, 185, 280 and 285 course sequence in all languages (Distance Learning and site-based).*** **No cost. Ongoing.**

4. ***Continue to support community based actions and involvement including offering an International Celebration to promote our program.*** **Unknown cost. Fall 2012.**

5. ***Work with the Articulation Officer to ensure that our courses match transfer requirements.*** **No cost. Fall 2012.**

6. ***Continue training instructors in the many avenues for online instruction, including the use of the Virtual Library.*** **No cost. Fall 2012.**

7. ***Request that technical staff design an online student sign-in window on Seaport so instructors may ascertain that students are "attending" class.*** This would allow the instructor to intervene promptly if it appears a student is experiencing difficulties. **No cost. Fall 2012.**

Appendix: Student Learning Outcome Reports for Fall 2010

CHIN-C180   Elementary Chinese

1. Identify the SLO(s) you assessed.

Exhibit an elementary knowledge of some aspects of Chinese culture, history, and geography, including Chinese dialect areas, the evolution of Chinese characters, Chinese surnames and given names, Chinese superstitious belief in certain numbers, the decimal system and centigrade system used in China, transliteration of foreign personal names and place names, etc

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

This outcome was measured using the students response to the culture discussion threads in forum discussion. Eighty-eight per cent (90%) of the class achieved the minimum desired outcome or above based on the discussion posts´ rubrics. Of students not attaining the minimum desired outcome, the result was consistent with the body of their semester´s work and appears to be the result of not preparing sufficiently to attain the minimum standard.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Not at this time.

CHIN-C185   Elementary Chinese 2

1. Identify the SLO(s) you assessed.

Exhibit an elementary knowledge of some aspects of Chinese culture, history, and geography, including Chinese dialect areas, the evolution of Chinese characters, Chinese surnames and given names, Chinese superstitious belief in certain numbers, the decimal system and centigrade system used in China, transliteration of foreign personal names and place names, etc

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

This outcome was measured using the students response to the culture discussion threads in forum discussion. Eighty-eight per cent (90%) of the class achieved the minimum desired outcome or above based on the discussion posts´ rubrics. Of students not attaining the minimum desired outcome, the result was consistent with the body of their semester´s work and appears to be the result of not preparing sufficiently to attain the minimum standard.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Not at this time.

FREN-C176   Intro Conversational French

1. Identify the SLO(s) you assessed.

Compléter et comprendre des exercices de la grammaire et du vocabulaire du français, écrits en français, dans plusieurs "formats" d´enseignement

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Of the twenty-three students (30 students were enrolled at census date) who completed the course for a grade, 9 of them, or 39 %,earned "A"s. Five of them, or 21%, received failing, "F" grades. Three students, or thirteen percent, earned a "B" grade, two students (8.7%) earned a "C" grade, and two others (8.7%) earned a "D". The "A" students all participated in electronic live chat and occasional face-to-face meetings, while also performing excellently on their grammar and vocabulary assignments, most of which are objective tests. The "A" and "B" students all wrote E-mail in French, as well, putting into practical use the rules of grammar and word formation that comprise the principal content of the course. These students´ successes exceeded the expected outcomes for the course. The "C" students performed adequately, but they did not take advantage of electronic live chat, face-to-face meetings, or E-mail communication in French. Their mastery is minimal, but they have met the course requirements. The "D" students have chosen not to pass the class successfully, as have done some of the "F" students. This phenomenon of students CHOOSING to fail just so that they may continue to study French poses an ethical problem for the institution: Should students who are clearly competent, participating in a prolix way in live chat and in E-mail, using their new language fluently, be assigned failing grades? Clearly, they have not submitted sufficient "assigned work" to receive higher grades, but the work that they have done instead is superior.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Clarifying the ways in which to access assignments would help students who find that a combination of Squid and Seaport is a confusion. Language learning is a difficult enough task without having to bore oneself just to find one´s work. An ethical problem must be faced and resolved with respect to students who are learning the language but who are asking to fail the course so that they might one day re-take it. This problem is cited in the "assessment results" paragraphs above.

FREN-C194   Int Reading/Writing French Cul

1. Identify the SLO(s) you assessed.

Two SLO´s assessed: 2. Ecrire et analyser, sinon critiquer de plusieurs perspectives diverses ce qui se présentent "en classe" 3. Parler et écrire en français de vos idées et de vos attitudes comparées et contrastées aux autres.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Results in this course, and communications during live chat sessions and through E-mail with students have led to fascinating results: 25 of the 26 students who were to receive final grades for this course improved significantly, if not extraordinarily, in their modes of writing, criticism, and analysis. Only one student submitted absolutely no assignments and also communicated not at all during this single-semester, completely-online course in reading, writing, and cultural study. Despite the extraordinary communication and reasoning improvement---learning to think, reason, criticize, analyze, and communicate in the typically francophone vermicular manner---half a dozen of these students have CHOSEN to fail the course. These students have taken French courses online with Coastline before, and they have all stated that they fear that they will be unable to continue doing so unless they fail at some point, given institutional rules for repeatability in foreign language courses. This is a problem. Excellent students should not believe that they must fail a course. The balance of the students, 18 of the 26, have all performed beyond typical community college standards and have earned well-merited "A" grades. This is a happy achievement. There were no B or C grades earned in this course (0/26). All students except one (25/26 of completers) gave evidence of having mastered the francophone process of literary criticism, using the "explication de texte" or other typically French practices. All have also demonstrated through interaction face-to-face in impromptu meetings and electronically during instant-messaging, Second Life, and electronic live chat sessions that they have mastered French linguistic pragmatics, formules de politesse, and even paralanguage. This, too, marks good success in an online format.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Clearly, more frequent and "obvious" interaction would help students to understand exactly how what is being assessed and would help the instructor to determine how what is being understood/misunderstood. In two cases, for example, students understood the assignment concerning Lévi-Strauss to have something to do with the blue jeans manufacturer and family rather than the famed French anthropologist, although articles and links were incorporated into the assignment. One of those same two students and another student understood the assignment on Coco Chanel to be a study of perfume. These misunderstandings did not surface until very late in the semester. Verification of understanding must be facilitated somehow, not always simple in an online course with no genuine "due dates". Pre-writing, draught writing and final writing might help to solve the aforementioned problem. Too, more practical interaction, including even more directed E-mail and more required participation in live chat, could alleviate these problems. A writing-based course requires much practice in... writing! Finally, something must be done to prevent good students from choosing to fail a foreign language course so that they might be able to sign up again.

ITAL-C180   Elementary Italian 1

1. Identify the SLO(s) you assessed.

1) Given oral and written input by native Italian speaker, student will demonstrate oral/aural competency at the elementary level by communicating in comprehensible language on topics related to self, immediate environment, courtesy requirements and personal needs. 2) Given selected reading passages in the target language at the elementary level, demonstrate reading comprehension by correctly responding to true-false, multiple choice and /or fill in questions. 3) Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the Italian culture and that of United States by identifying the culture in

which the variant is practiced (personal space, non verbal behavior, treatment of opposite sex, treatment of elders etc.)

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment Results: Of 14 students assessed on this outcome, 79% of the class achieved the desired outcome; 10% partially achieved the outcome; and 11% did not achieve the outcome. Of those who did not, the greatest difficulty seems to be the time management, students do not allocate enough time for practice necessary for this 5 unit course. This time fewer tests were administered, the due dates for assignments were made flexible.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

3. Proposed Changes: Reduce the number of computerized test and integrate a composition instead. Arrange for on line orientation at the beginning of the course.

ITAL-C185   Elementary Italian 2

1. Identify the SLO(s) you assessed.

LEARNING OBJECTIVES: (Use measurable objectives only) Upon completion of this course, the student will be able to: 1. Carry on conversations, using correct syntax, semantic variants, and dialectal alternatives, concerning topics of personal, interpersonal, and cultural interest. 2. Read Italian with comprehension and discuss/debate literary/print media content. 3. Write compositions in Italian. 4. Translate paragraphs and short written documents from Italian into English and from English into spoken and written Italian. 5. Discuss and illustrate various aspects of Italian culture. 6. Analyze and criticize Italian media reports and presentations. 7. Compare and contrast Italian and American cultures.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment Results: Of 10 students assessed on this outcome, 90% of the class achieved the desired outcome; and 10% did not achieve the outcome. Of those who did not, the greatest difficulty seems to be the time management students do not allocate enough time for practice necessary for this 5 unit course.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

3. Proposed Changes: Reduce the number of computerized test and integrate a composition instead. Arrange for on line orientation at the beginning of the course.

SPAN-C180   Elementary Spanish 1

1. Identify the SLO(s) you assessed.

SLO: 1. Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs. 2. Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment Results: 70% of the class achieved the desired outcome. Of those who did not, the greatest difficulty for students is using the correct conjugations of verbs and understanding the verb changes as well as the concept of reflextive verbs in Spanish.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Proposed Changes: Although this is an introductory course, additional grammatical elements like practice worksheets and charts on conjugations of verbs (both regular and irregular) need to be integrated into the coursework. In this Spring semester, 2011, an introductory lesson will include formulas for verbs ending in AR, ER and IR that students can use in order to be more successful with putting correct endings (conjugations) on the verbs.

SPAN-C180   Elementary Spanish 1

1. Identify the SLO(s) you assessed.

Demonstrate reading comprehension by correctly responding to true-false or multiple choice and / or fill-in questions.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment results: This outcome was measured by results of the written final exam. 2. Written Final Exam: 36% of the class got A and 21% of the class got a B 10% of the class got C 2% of the class got D and 31% of the class got F = 67% of the class achieved the desired minimum outcome or above based on the holistic rubric and 33% of students not attaining the minimum desired outcome, the result was in line with the body of their semester´s work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard or not submitting the final (the result is not final because some students have not taken the final exam yet).

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

NO MAJOR CHANGE NEEDED.

SPAN-C180   Elementary Spanish 1

1. Identify the SLO(s) you assessed.

Given oral input by a native or near-native speaker of the target language, student will demonstrate oral/aural competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment results: This outcome was measured by results of the oral final exam. Oral Final Exam: 80% of the class got A, and 13% of the class got a B, and 7% of the class got F = 93% of the class achieved the desired minimum outcome or above based on the holistic rubric and 7% of students not attaining the minimum desired outcome, the result was in line with the body of their semester´s work and appears to be the result of a combination of not showing up to the class (absences) and not preparing sufficiently to attain the minimum standard.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

NO MAJOR CHANGE NEEDED.

SPAN-C180   Elementary Spanish 1

1. Identify the SLO(s) you assessed.

Given oral input by a native or near-native speaker of the target language, student will demonstrate oral/aural competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment results: This outcome was measured by results of the oral final exam. Oral Final Exam: 47% of the class got A, and 21% of the class got a B, 11% of the class got a C, 5% of the class got a D, and 16% of the class got F = 79% of the class achieved the desired minimum outcome or above based on the holistic rubric and 21% of students not attaining the minimum desired outcome, the result was in line with the body

of their semester´s work and appears to be the result of a combination of not showing up to the class (absences) and not preparing sufficiently to attain the minimum standard.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

NO MAJOR CHANGE NEEDED.

SPAN-C180A   Elem Spanish 1A

1. Identify the SLO(s) you assessed.

SLO: 1. Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs. 2. Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment Results: 80% of the class achieved the desired outcome. Of those who had difficulty doing so were students that had not completed their homework entirely, or did not study enough. Two students who struggled with this did complete their homework and did study more than average but still had a difficult time producing words and sentences when called on in class. Native speakers of Spanish did well with speaking but had greater difficulty in writing the Spanish language.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Proposed Changes: Although this is an introductory course, more than half of the class is native Spanish speakers. This makes for a challenging course to teach. The non native speakers struggle with the grammar that the native Spanish speakers know but are not able to explain the rules, they just know it. The non natives know where the accent marks go and how to spell the words whereas the native speakers typically do not in the class. In the future, I hope I will be teaching a Spanish class for native speakers at Early College High School program, and a Spanish class for non natives will be offered as well. Both groups make different types of mistakes and learn from a different perspectives (being native speaker or non native speaker) Having two separate courses will be the best solution for this outcome. In the meantime, my plan is to continue to provide both types of students with activities and exercises that will benefit their individual needs.

SPAN-C185　　Elementary Spanish 2

1. Identify the SLO(s) you assessed.

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Forty-eight students took the quiz on non-verbal communication across cultures which compared and contrasted cultural practices between the United States and Spanish-speaking countries. Ninety-eight per cent (97.9%) of the students met the expected outcome, only 1 student did not meet the expected outcome.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

None at this time.

SPAN-C185　　Elementary Spanish 2

1. Identify the SLO(s) you assessed.

Student will demonstrate reading comprehension by correctly responding in oral / writing to oral / written questions from a native / near native speaker.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Assessment results: This outcome was measured by results of the written final exam. 2. Written Final Exam: 30% of the class got A and 30% of the class got a B 10% of the class got C 6% of the class got D and 24% of the class got F = 70% of the class achieved the desired minimum outcome or above based on the holistic rubric and 30% of students not attaining the minimum desired outcome, the result was in line with the body of their semester´s work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard or not submitting the final (the result is not final because some students have not taken the final exam yet).

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

NO MAJOR CHANGE NEEDED.

SPAN-C185   Elementary Spanish 2

1. Identify the SLO(s) you assessed.

Vocabulary in context Student Learning Outcomes: Develop the basic skills of language acquisition • The student will continue to develop the basic vocabulary skills for elementary Spanish. This basic skill is the cognitive link between phonics (the sounds of the language) and graphemes (the written counterpart) of the language. This skill will provide the student access to verbal communication and to the reading and writing objectives of the course. • The student will develop the contextual application of the vocabulary for each unit through visually related vocabulary. This will provide the learner with the foundation for verbal communication. • The learner will be able to listen and read dialogues and narratives, with full comprehension, within the parameters of the content of the lesson. The learner will also be able to listen to narratives in Spanish and respons correctly in Spanish • The learner will apply the above skills to advance the literacy objectives of the lesson.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

• Preparation for the summative, or graded assessment, will be conducted through two initial phases of formative assessment: a) the exercises and self-tests provided by the text, and b) additional written assignments to be submitted for evaluation. These will target specific learning objectives in vocabulary, as it builds listening and reading comprehension. In addition, there are two selected response quizzes that will evaluate progress on a more global nature. In both of these areas, the student has the opportunity to evaluate personal progress (formative assessment), and the instructor can provide individual support through intervention methods. This formative assessment process will prepare the learner for the vocabulary objectives that provide the foundation for the communication skills.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

The students who performed well on the formative assessment did well on the summative assessments that were entered as final grades. This included those who were asked to restudy and resubmit assignments that showed extensive errors. These assignments were designed to prepare them for the quizzes, midterm and final exam. • Data, Fall 2010: Percentage: A, B, and C grades: 84%. 84% of the class was able to perform at an average of 70% or better on the following domain skills: a) The learner can understand spoken Spanish within the thematic content, and can respond to questions regarding the text. b) The learner is able to read text based on the thematic content of the lesson and respond to questions regarding the content. c) The learner can read a test item regarding grammar areas in the text and select appropriate answers from several responses provided.

VIET-C180   Elementary Vietnamese 1

1. Identify the SLO(s) you assessed.

1. Interpret and appraise beginning-level spoken and written Vietnamese formulated by native speakers and compose and construct oral and written responses. 2. Compare and contrast various aspects of the cultures, beliefs, and world views of the peoples of Vietnamese-speaking countries and regions with those of the United States.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

The class consists of 2 groups different in terms of their background and ages. Group 1 (22 students): they can speak Vietnamese but cannot write and read. Reasons: They are Chinese-Vietnamese or their education in Vietnam is below Grade 3. Group 2: Non-Vietnamese and young Vietnamese born in the U.S.(9 students) who are absolutely very beginners. They start from learning alphabets and all the skills like Group 1 as well. This group stayed an extra half-hour for each session to learn alphabets and practice pronunciation drills. Through a variety of topics: Greetings; Family; Shopping; At a restaurant; time, calendar, weather and seasons; Religions; Means of transportation and Asking for traffic directions; Countries, citizenship and Languages, students learned appropriate terms used by overseas Vietnamese and Vietnamese in North, Central and South Vietnam. I develop lists of terminologies related to the mentioned topics. These terms of the same meaning but written in different words in different regions in Vietnam. Also lists of terms of the same meanings but written in different words that are used by the oversea Vietnamese and the peoples in Vietnam are developed. For each related topic,students are required to memorize the terms, incorporate these terms in simple written sentences. Students in a team of 2-3 members present a small skit for each topic in a spoken style.In their oral presentation, 95% students are able to incorporate the learned terminologies in their skit. Also, through the video shows, 92% of students are able to recognize the difference of terms used in different regions in Vietnam and overseas. Through the shows, students can see the daily activities in Vietnam and in Little Saigon, appreciate the Vietnamese cultural heritage and realize which bad customs need to be abolished. In their examinations, 93% of students are able to answer in writing simple sentences but with a variety of terms used in different regions of Vietnam. 75% Students also voice their concern about their family customs and traditions as contrast to what happens in the Vietnamese communities. Students enjoy the classroom relaxing atmosphere that relieves their pressure of learning a foreign language and generates their in interest in class. Only two students left the class before December because they got new jobs. It is normal that 98% percent of students highly met the expected outcome. Until now, 20 students of this class already enrolled my Viet 185 in Spring semester.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

N/A

VIET-C180   Elementary Vietnamese 1

1. Identify the SLO(s) you assessed.

Quiz tests and Exams (Midterm + Final)three aspects for studying strategies: 1. Students master the lessons for an insight of the content of the material. 2. Students are well prepared for the test before taking it. 3. Students comply with the regulations of class.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Only three days away from the semester final date, 98 per cent of students have completed quiz 1, 2, the midterm. 10 have successfully completed their online final. Some 20% did not do the quiz well because of one the reasons: 1. These students in class did not study the lessons well. 2. A couple of students did not follow class rules. They did not download Vietnamese fonts to add correct marks. Answers without proper

Vietnamese tonal marks are one point off for each correct answer. 3. Two students did not even care to study the lessons. Their scores are way below F (48, 42). This is a strong indication of negligence.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

New Quizzes were redesigned and are implemented. Feedback from students are counted as extra credit points counted toward their final grades. 95 per cent of students´ feedback has been recognized valid and their contribution has been granted with points as extra credit projects.

VIET-C185   Elementary Vietnamese

1. Identify the SLO(s) you assessed.

Students Learning Objectives are assessed in four ways: - Complettion of quizzes and examination; - Contribution to the class activities: making suggestions to the design and contents the quizzes and exams (Midterm and Final) - Posting ideas, comments or criticism on Discussion Forum; and - Writing projects as Extra Credits.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

The course is drawing near its final. Up to this moment, the total positive attendance number is 35/40 enrolled as the instruction began. 19 got an A, 12 B and the rest C. 34/35 turned in their papers for Extra Credits. Some turned it two papers. Two did not complete Quiz #3 due to personal reason. One did not even complete Midterm. Students have been working very hard, putting a lot of efforts on their tasks to successfully complete the course.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

New Quizzes and Midterm were designed and are being applied with contribution from students on the format and contents. Typo errors and out-of-contextual contents (too high for the level)have been adjusted and amended in a timely manner. Students´ contribution in this issue are recognized and granted with extra points added to their final scores accordingly.

VIET-C185   Elementary Vietnamese

1. Identify the SLO(s) you assessed.

SLO: Compose, construct and understand spoken phrases and sentences at the advanced beginning level. Assemble and use grammatical constructions and choose from synonymous structures the ones best able to transmit their own meaning. Compose simple paragraphs using correct grammatical structures and tonal marks. Recognize errors in sentences previously written for revision. Demonstrate knowledge and awareness

of some of the varying aspects of the Vietnamese language, history and culture. Interpret and appraise advanced beginning level written and spoken Vietnamese formulated by native speakers.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

ASSESSMENT RESULTS: This SLO was measured with two Quizzes (listening comprehension), Written Assignments (weekly work book assignments), a Midterm Comprehensive Exam (true/false, multiple choices, short answers) covering vocabulary, reading comprehension and culture, and a Final Comprehensive Exam (true/false, multiple choices, short answers) covering vocabulary, reading comprehension and culture. 100% of the class received a passing grade, indicating achievement of the SLO.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

PROPOSED CHANGES: None for now.

VIET-C260   Viet For Viet Speakers

1. Identify the SLO(s) you assessed.

1. Differentiate between spoken and written language and between formal and familiar Vietnamese linguistic patterns with attention to the orthographic code and mechanics of writing. 2. Demonstrate the techniques of public speaking by engaging in a debate. 3. Compare and contrast the current and historical cultural climate of Vietnamese in order to understand the generation gap and tolerate cultural and political differences.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

The class consists of 17 students who can speak Vietnamese fluently and 4 students who can follow the instruction in Vietnamese but in speaking sometimes they need to use some English terms. Students are required to perform the following assignments: 1.For each class session, students are required to read a news column or an article from the local Vietnamese newspapers to identify special terms,to edit the documents and rephrase when needed. Write a new caption for some vignettes seen in video shows. 95% students are able to recognize the misuse of the spoken terms for writings or vice versa. Also 94% of students can detect the mistakes of orthographic code specifically the accents over the Vietnamese vowels in the lectures delivered by community leaders in special events. 2.Read some articles with a lot of data information. Present the information in a table. 100% of students learned this technique fast. 3. Write an essay in American composition style that students can apply the techniques when taking English College Composition. 100% of students agree that writing a composition in Vietnamese style is different and the Vietnamese composition style is not good, confusing, it needs to be improved. 4. Individual presentation of a topic at their choice after doing careful research on the topic. Students presented a variety of carefully selected topics. The whole class enjoyed this activity and specifically 100% of students actively engaged in the debate of political topics. One unexpected outcome came out of this public speaking training. One student confessed how she becomes addicted to gambling and she inherited this addiction from her grandmother and her mother. One student graduated with her M.A. in piano brought a keyboard, played in class, shared her passion to the class. Fortunately, the pianist gave inspiration to the student gambler and at the end of the semester the gambler thanked me for encouraging her to replace her gambling addiction with the passion to learn the piano. She

quits gambling. 5. Engage in a debate of the topics at their choice. Selected topics are: Republicans and Democrats (they selected this topic because of the election in November); arranged marriage and common livings before marriage; abortion and adoption; homosexuals and heterosexuals. 100% of students even the "quiet students" actively engaged in the debate. 6. Learn the techniques of developing an oral history. I have been trained to become a professional (I have developed 4 volumes of the Development of the Vietnamese Community in Orange County funded by California State Library. These volumes are available at Cal State Fullerton, University of California, Irvine, Orange County Public Library) 7. Contribute to my lists of terminologies: special words in the orthographic code; words used before and after 1975 due to the change of political regime. 6 students chose to do this exercise for their finals instead of taking regular finals. Students and their family members thanked me for teaching this technique and gave them the opportunity to write about their family history and help them to better understand their grandparents and parents. Students are allowed to select topics for discussion. Reading materials are selected based on their interest in learning about the Vietnamese community in the U.S.and the life of the Vietnamese in Vietnam generate their genuine interest in coming to class. It is natural that 99% highly achieved their academic performance. Only one student gets a lower grade due to her irregular attendance. She has some family problems but when in class she performs well.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

The class has only 4 units. That is my difficulty to recruit students who are required to have 5 units of language. I volunteer to offer one unit of independent study/ research without pay if permitted. With 4 units in class I do not have enough time to work with my students to collect more terms for my list of idioms and slang and my list of terms of the same meanings but written in different words in 3 regions of Vietnam . I wish the college to assist me in the publication of these booklets that are not available in the U.S and elsewhere at the present time. The publication of such documents will bring more reputation to Coastline Community College and the Department of International Languages as well.

VIET-C285　　Intermediate Vietnamese

1. Identify the SLO(s) you assessed.

Demonstrate intermediate-level proficiency in listening comprehension, speaking, reading, and writing. Demonstrate knowledge of cultures, credos and peoples of Vietnamese speaking countries and regions worldwide. Converse in Vietnamese speakers, native and non native, at the appropriate level of fluency. Compose and construct oral and written responses comprehensive to speakers of varying dialects of Vietnamese. Read and report on current levels in the target language. Compare and contrast life-styles of current Vietnamese speakers from different areas of the world.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

The SLO was measured with Quizzes (oral and written), Written Assignments (from texts and independent sources), Midterm Exam (objective and subjective), Essay Exam (as part of midterm and final exams), Objective Exam (as part of midterm and final exams), Reports (oral and written), Projects (short, independent research projects), Non-Mathematical Problem-Solving Exercises (reasoning, critical thinking), Skills Demonstration (oral presentations, and Final Exam (objective and subjective). 100% of the class received a Passing Grade, indicating achievement of the SLO.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

PROPOSED CHANGES: None for now.

ARAB-C180A   Elementary Arabic 1A (Military)

1. Identify the SLO(s) you assessed.

◦Count and tell time. ◦Ask basic questions. ◦Form sentences in the present tense. ◦Carry out basic conversations in every day situations. ◦Identify important cultural and religious celebrations and occasions. ◦Use basic courtesy expressions in the proper situations.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

All students met the assessed SLOs as expressed by their homework assignments

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

I need to find a way to assess pronunciation. Because this is an online class, it was difficult for me to listen to my students. I am considering using Second Life as a means to chat with students and listen to them read and pronounce Arabic letters.

ARAB-C180A   Elementary Arabic 1A (Military)

1. Identify the SLO(s) you assessed.

◦Pronounce and read Arabic letters and sounds in transliteration and in Arabic script. ◦Count and tell time. ◦Ask basic questions. ◦Form sentences in the present tense. ◦Carry out basic conversations in every day situations. ◦Identify important cultural and religious celebrations and occasions. ◦Use basic courtesy expressions in the proper situations.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Students´ work expressed mastery of all SLO´s except the first one, which was difficult to assess in an online class, where there is no direct interaction between them and the instructor.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Needed some kind of recording of students´ reading to be delivered to the instructor.

ARAB-C180B   Elementary Arab 1B (Military)

1. Identify the SLO(s) you assessed.

◦Ask basic questions. ◦Form sentences in the present tense. ◦Carry out basic conversations in every day situations. ◦Identify important cultural and religious celebrations and occasions. ◦Use basic courtesy expressions in the proper situations.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

All students met the SLOs, as expressed by their homework.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

I need to make room for pronunciation. I am still not sure how to assess pronunciation online.

ARAB-C180B   Elementary Arab 1B (Military)

1. Identify the SLO(s) you assessed.

◦Ask basic questions. ◦Form sentences in the present tense. ◦Carry out basic conversations in every day situations. ◦Identify important cultural and religious celebrations and occasions. ◦Use basic courtesy expressions in the proper situations.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Students did meet the expected outcomes, except for pronunciation, which was not assessed.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

I am still looking for a way to assess pronunciation.

SPAN-C180A   Elem Spanish 1A (Military)

1. Identify the SLO(s) you assessed.

Given oral or written input by a native or near-native speaker of Spanish, student will demonstrate written competency at the elementary level by communicating in comprehensible language to a (native/near-native speaker) on topics relating to self, immediate environment, courtesy requirements and personal needs.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Students demonstrated written competency in written assignments, a quiz and an exam by answering questions, providing information, correctly responding to multiple choice, true-false and fill-in exercises related to the Destinos video storyline, grammar, vocabulary and topics relating to the self and/or personal needs. Of 26 students enrolled 85% of the students met the expected outcome and 10% partially met it and 5% did not.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

This is an introductory course and beginning students who struggle with the grammatical concepts, need more visual input. More examples will be provided for students prior to due dates of written assignments. They will also be encouraged to use their textbook and workbook for input and review and also to view the Digital Slide shows.

SPAN-C180B   Elem Spanish 1B (Military)

1. Identify the SLO(s) you assessed.

Given oral or written input by a native or near-native speaker of Spanish, student will demonstrate written competency at the elementary level by communicating in comprehensible language to a (native/near-native speaker) on topics relating to self, immediate environment, courtesy requirements and personal needs.

2. Summarize the assessment results for each SLO, including, at minimum, the percentage of students who met the expected outcome.

Students demonstrated written competency in written assignments, a quiz and an exam by answering questions, providing information, correctly responding to multiple choice, true-false and fill-in exercises related to the Destinos video storyline, grammar, vocabulary and topics relating to the self and/or personal needs. Of the 18 students enrolled, 90% of the students met the expected outcome and 10% of the students didn´t complete the course and didn´t meet the expected outcome.

3. Note any needed changes to your instruction, assessment, resources, or staffing to improve future outcomes.

Students who enrolled in this second half of the course, need to spend more time viewing the examples and explanations in the Textbook and Workbook and on the Digital Slide Shows provided on the website. Instructor needs to encourage students to view them.

Program Review 2010-2011
Validation Report

International Languages Program

1. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

   A. There appears to be a strong commitment by the International Language faculty to support students.

   B. The discipline has demonstrated effectiveness partnerships with ECHS, Credits for College, and Military programs.

   C. As online enrollments continue to increase, on-site classroom enrollments have decreased.

   D. Budget constraints have impacted the schedule of International Language classes.

   E. It has been difficult to meet the needs of students in terms of International Language AA Degree completion. It has been awhile since the department was able to schedule the entire sequence of language courses students need to complete language degrees. As a result, students have not been able to complete the required levels of course (180, 185, 280, and 285) within the language degrees/majors with the exception of Vietnamese.

   F. There is a need to upgraded tools (equipment, technology, software, etc.) to be more effective.

   G. There is a need for more training related to pedagogical theory, techniques, and use of technology.

2. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

   A. The department should explore scheduling options to continue to provide popular classes as well as those needed for language degrees and majors. In addition, more detailed analysis is needed by language to determine languages and classes with the greatest enrollment potential, student need, and completion rates. Department goal to offer the complete language sequence might benefit from be more specific in setting out specific potential steps to explore, including:

      I. marketing plan

      II. research who are the International Language students (including residency) and why students are not pursuing the A.A. language major

      III. explore methods for scheduling entire sequence of International Language classes

   B. Explore opportunities to track student participation in online courses.

   C. Department goals in exploring new technologies and offering training opportunities for faculty in these opportunities might be more specific in listing potential technologies and methods of training. For instance, adequate training opportunities will probably require communication with and utilization of resources outside of the department, such as coordination with the ISD department and engagement in college professional development programs.

   D. The inadequacy of the classroom technology at the Costa Mesa Center was an issue for the language faculty. In light of this, the department should be aware of and participate in technology planning for the development of the replacement center at Newport Beach.

   E. Develop and implement assessment methods for evaluating program outcomes.

3. List program accomplishments and aspects for which the program should be commended.

    A. Department has achieved very high levels of student satisfaction

    B. Since 2006, there has been significant increase in enrollment (especially in Spanish and Vietnamese), while also increasing the average enrollments per section.

    C.   Student success and retention rates continue to be higher than statewide averages for both site-based classes and those offered through distance education.

    D. Strong faculty support and commitment; faculty self-development; faculty college/professional organization participation.

    E. This department has been very active in SLOs development and has engaged in an effective discussion of how the program overall can be improved to meet the stated SLOs.

4. Does the data substantiate the conclusions and recommendations made?

    <u> X </u> Yes   <u>   </u> No

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

5. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

    <u> X </u> Yes   <u>   </u> No

6. Information for cover memo (*The information in this report and memo will go to Office of the President, Senate President, VP of Instruction, MPBC Co-Chairs, and copies to All VPs, Research Director, Director of Marketing, and Dean offer the program being reviewed*).

    A. Additional resources, training, or equipment is needed at the Costa Mesa center to alleviate the technology shortcoming at this learning center.

    B. Possible increased scheduling cost may be incurred to offer a full sequence of Spanish courses.

    C. More information is need for the International Languages Program to better understand their students and where they live.

    D. Marketing should be informed of the need to assist in market International Language courses.