



2015  
Comprehensive Program Review  
International Languages

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# Executive Summary

Despite facing serious challenges with the drastic budget cuts of the past few years, the International Languages Program is optimistic about the future. Our Distance Learning modalities, including online, incarcerated, and military are thriving; however, with the increase in the Distance Learning options, our onsite course enrollments have suffered, resulting in cancellations due to low enrollment. Early College High School is the single exception to this trend, and this cohort is serving an ever-increasing body of students. This paradigm shift, which sees students opting out of the traditional brick and mortar classes of the past and seeking ways to further their education with a schedule that better suits their work and personal life, is an ongoing transformation driven by agents of change outside of our control.

## Committee

- Rosemary Miller, Chair, International Languages Department
- Lois Wilkerson, Acting Dean of Humanities
- Sandra Basabe, Professor of Spanish
- Noja Kabaji, Professor of English and Arabic

## Accomplishments

- Salary Assistance Grant in the amount of \$27,893 from the Japan Foundation of Los Angeles to develop online Japanese courses to be offered in spring and fall 2016.
- ADT in Spanish submitted, awaiting approval at State level
- All course outlines reviewed and amended as necessary
- Early College High School communication and coordination is vastly improved with a Coastline counselor onsite. Counselor, instructor and department chair are able to work proactively to resolve any problems as they arise; most recently when incoming students were not able to perform at class level, new texts were purchased and rapidly delivered to remediate students and continue their progress. This process was facilitated by the dean and the Office of Instruction. Students are going through the sequence of courses (180, 185, 280, 285), and Spanish 280 is being offered in fall 2015 for the first time in many years
- Online caps lowered to 80 beginning spring 2016 after consultation with Vice President of Instruction and Discipline Dean
- New text to be used by all Spanish instructors by spring 2016 for online and onsite classes providing a great benefit for students. Prior to this step, instructors were using three different texts, one of which was over ten years old. Students continuing from one level to the next were potentially required to purchase a new text in order to proceed to the next level. An added advantage with the new textbook is the fact that it is the same as used at Orange Coast College and several other local colleges and universities, allowing for a smooth transition for students choosing to continue to Spanish 185 at Coastline.
- Students indicate a high degree of satisfaction with the Program, although Incarcerated student satisfaction levels were significantly lower than others
- Faculty members indicate a high degree of satisfaction with the Program
- FTE generating Study Abroad in Costa Rica in Spanish and Geography during summer 2016
- Arabic to be offered onsite in spring 2016: The Arabic instructor is coordinating with the Director of Student Life to establish an Arabic Club to enhance the students' Arabic learning experience.

## New Initiatives

- Decrease caps on all online International Language classes to 45 students: Language instruction demands a high degree of interaction with students. This kind of interaction is impossible with a class of 110 or more. Lowering caps on these courses will allow the instructor to provide this high level of instructor-to-student interaction and adhere to the new guidelines for increased instructor/student communication in online courses.
- Increase instructors' capability to serve their students wherever/whenever by providing the flexibility to attend to class needs, answer emails, correct assignments, and provide feedback and instruction when not at a school computer Enhanced instructor/student communication which is not limited to the campus is essential for student success. In addition, College security requirements must be adhered to which require the use of school-issued equipment for use away from campus.

## Recommendations

- Strive to improve satisfaction rates in the Incarcerated Student classes by increasing communication with students, recognizing their unique needs, and working flexibly with them to enhance their learning experience.
- Continue to try to complete the In-Progress Initiative from past Program Reviews of offering all International languages for the entire course sequence (180, 185, 280, 285). This is of the utmost importance for students choosing the French or Spanish major or Spanish ADT who are unable to complete the required course sequence at Coastline and must therefore complete the sequence at another institution. There may need to be accommodations for a decreased cap for these classes as course levels drop to an unsustainable level in 280 and 285..
- Encourage faculty to seek intensive training in Canvas well before the migration occurs. Canvas has built-in guidelines to educate online instructors on the new recommendations for instructor/student communication in online classes including :providing students with a clear understanding of the overall course structure; posting the Syllabus, policies, expectations, and objectives on the course website;; providing a syllabus pdf for those wishing to download and print: posting FAQs for those questions that repeatedly emerge; and employing best practices to structure online discussions that achieve active learning opportunities.
- Consult with the Public Relations Department to seek additional marketing to advertise new onsite and online offerings which debut in spring 2016.
- 
- Request that faculty use the Academic Quality Rubric to self-grade their courses with the goal of assuring that they have an "Effective" course and that they will strive to achieve an "Exemplary" course as outlined in the rubric.

# Section 1: Program Planning:

## Mission Statement

The International Languages Department is committed to assisting learners in the development of real-world communicative skills in a variety of languages and offers them a continuing opportunity to enhance their awareness, understanding, and appreciation of the cultural and ethnic diversity found in our community, our country, and the world.

## Overview

The current language offerings of the department are Arabic, Chinese, French, Spanish, and Vietnamese. Our department offers majors in French and Spanish and a Spanish ADT is awaiting approval at the State level. Spanish is the only language with a full-time faculty member who was hired in 2008. The other language offerings are taught by ten part-time instructors. Courses are offered in Early College High School, Contract Education, Military, the Incarcerated Program and the regular college schedule. The current Department Chair is a part-time Spanish professor.

At its peak in the 1980s, Coastline offered classes in nineteen different languages. Although it has been of great importance to grow the international language offerings and to reinstate some of the less commonly taught foreign languages (LCTFLs), it has proven difficult given the instability of the budget over the past several years; however, in the spring semester 2016, there will be an on-site Arabic class and an online Japanese class. Neither of these languages has been offered in the regular schedule for many years.

Over the past five years, distance learning offerings have continued to increase and now all languages currently taught offer distance learning as a mode of delivery (online, telecourse, military). The increase in distance learning options has negatively impacted our on-site classes, but we are attempting to grow the on-site options with the fall 2015 Schedule of Classes offering two on-site Spanish classes and two on-site Vietnamese classes. The spring 2016 Schedule will include one on-site Arabic class. In addition, a new online Japanese course, funded by a grant from the Japan Foundation and currently being developed, will debut in spring 2016.

We continue to strive to offer students access to the full sequence of international language course offerings (180, 185, 280, and 285); however, at the 280 and 285 levels, enrollments decrease to an unsustainable level, primarily due to the fact that unless a student majors in a language, these levels are not needed to complete a degree in another area or to transfer to a higher institution.. Early College High School offers Spanish 280 in fall 2015, the first time in many years that Spanish has been offered at this level.

The 2013-14 Planning document showed Spanish ranked 10<sup>th</sup> in the College in average class size, followed by Vietnamese ranked 12<sup>th</sup>, French ranked 15<sup>th</sup> and Chinese ranked 34<sup>th</sup>. All are trending upward after the deep budget cuts of the recent past. Time will tell if the new lower caps on online courses in spring 2016 will result in an increase in these rankings.

## Internal Analysis: **American Sign Language**

### Enrollment and FTES:

This class has not been offered since the 2011-12 academic year..

### Efficiency (FTEF/30 and fill rates):

N/A.

### Student Demographics:

N/A.

### Success:

N/A.

### Retention:

N/A

### Persistence in Subject:

N/A.

### Awards (Degrees and Certificates):

N/A.

3 Year Program Review Data for  
Program: INTERNATIONAL LANGUAGES  
Subject: American Sign Language

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	25	0	0
FTEs:	3	0	0
FTEF30:	0.1	0.0	0.0
WSCH/FTEF:	422	n/a	n/a
Fill Rates:	62.5%	n/a	n/a
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	One Term	n/a	n/a
F-to-S Persistence:		n/a	n/a
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	24.0%	.0%	.0%
Male:	76.0%	.0%	.0%
Unknown:	.0%	.0%	.0%
<b>AGE at TERM</b>			
Less than 19	100.0%	.0%	.0%
20 to 24	.0%	.0%	.0%
25 to 29	.0%	.0%	.0%
30 to 34	.0%	.0%	.0%
35 to 39	.0%	.0%	.0%
40 to 49	.0%	.0%	.0%
50 and Older	.0%	.0%	.0%
<b>RACE/ETHNICITY</b>			
African American:	.0%	.0%	.0%
Asian/Pac Islander:	.0%	.0%	.0%
Hispanic:	.0%	.0%	.0%
Multiple Race:	24.0%	.0%	.0%
White:	72.0%	.0%	.0%
Unknown:	4.0%	.0%	.0%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>25</b>	---	---
- Success Rate	100.0%	0.0%	0.0%
- Retention Rate	100.0%	0.0%	0.0%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	<b>25</b>	---	---
- Success Rate	100.0%	0.0%	0.0%
- Retention Rate	100.0%	0.0%	0.0%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%



## Internal Analysis: **Arabic**

### Enrollment and FTES:

Arabic is currently offered only in the Military Program. It was last offered in the regular schedule in fall 2011. FTES have decreased from 24 to 18 over the past three years; however, since we have had no traditional enrollment during this time, this doesn't seem like a valid comparison as it is comparing traditional enrollment to military enrollment.

### Efficiency (FTEF/30 and fill rates):

FTEF/30 remained constant.

### Student Demographics:

Available only for the traditional enrollment for one semester, fall 2011.

### Success:

Student Success Rates exceed those of the college rates for the same periods.

### Retention:

N/A

### Persistence in Subject:

N/A

### Awards (Degrees and Certificates):

N/A

3 Year Program Review Data for  
Program: INTERNATIONAL LANGUAGES  
Subject: Arabic

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>24</b>	<b>17</b>	<b>18</b>
FTEs:	3	0	0
FTEF30:	0.1	0.1	0.1
WSCH/FTEF:	422	n/a	n/a
Fill Rates:	73.5%	n/a	n/a
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	One Term	n/a	n/a
F-to-S Persistence:		n/a	n/a
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	50.0%	.0%	.0%
Male:	50.0%	.0%	.0%
Unknown:	.0%	.0%	.0%
<b>AGE at TERM</b>			
Less than 19	37.5%	.0%	.0%
20 to 24	29.2%	.0%	.0%
25 to 29	8.3%	.0%	.0%
30 to 34	8.3%	.0%	.0%
35 to 39	8.3%	.0%	.0%
40 to 49	.0%	.0%	.0%
50 and Older	8.3%	.0%	.0%
<b>RACE/ETHNICITY</b>			
African American:	12.5%	.0%	.0%
Asian/Pac Islander:	4.2%	.0%	.0%
Hispanic:	.0%	.0%	.0%
Multiple Race:	4.2%	.0%	.0%
White:	45.8%	.0%	.0%
Unknown:	25.0%	.0%	.0%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>24</b>	<b>---17</b>	<b>18---</b>
- Success Rate	95.8%	77.8%	83.3%
- Retention Rate	100.0%	0.0%	0.0%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Telecourse Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	<b>24</b>	<b>17</b>	<b>18</b>
- Success Rate	95.8%	77.8%	83.3%
- Retention Rate	100.0%	0.0%	0.0%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: Chinese

### Enrollment and FTES:

Enrollments continue to increase with FTEs increasing from 12 to 16 from 2011-12 to 2013-14.

### Efficiency (FTEF/30 and fill rates)

FTEF/30 experienced an increase while fill rates declined from 2011-12 to 2013-14.

### Student Demographics:

The student population is almost equally divided between male and female with the majority (more than 55%) of the students self-identifying as Asian/Pacific Islander, followed by White, Multiple Race, Hispanic and African-American. The highest percentage of students is in the 20-24 year range in age, followed by those of less than 19 years of age. The Chinese class has a low cap of 45 students and consistently meets, but doesn't exceed that cap indicating that the demand for this offering is being met.

### Success:

Student Success is higher than the overall College success rate in the same modality (online).

### Retention:

The highest retention rate over the past several years was attained in 2013-14 (83.1%). The retention rate exceeds that of the College overall in the same modality (online).

### Persistence in Subject:

N/A. Only Chinese 180 is offered and is not repeatable.

### Awards (Degrees and Certificates):

N/A.

3 Year Program Review Data for  
 Program: INTERNATIONAL LANGUAGES  
 Subject: Chinese

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>60</b>	<b>71</b>	<b>89</b>
FTES:	12	12	16
FTEF30:	0.3	0.3	0.5
WSCH/FTEF:	574	591	509
Fill Rates:	87.5%	90.0%	71.5%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	0	1	5
F-to-S Persistence:	0%	3%	6%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	45.0%	57.7%	47.2%
Male:	53.3%	39.4%	49.4%
Unknown:	1.7%	2.8%	3.4%
<b>AGE at TERM</b>			
Less than 19	23.3%	11.3%	19.1%
20 to 24	30.0%	39.4%	34.8%
25 to 29	13.3%	11.3%	16.9%
30 to 34	15.0%	2.8%	9.0%
35 to 39	8.3%	9.9%	5.6%
40 to 49	5.0%	14.1%	6.7%
50 and Older	5.0%	11.3%	7.9%
<b>RACE/ETHNICITY</b>			
African American:	5.0%	5.6%	3.4%
Asian/Pac Islander:	55.0%	59.2%	55.1%
Hispanic:	5.6%	5.6%	5.6%
Multiple Race:	8.3%	12.7%	11.2%
White:	20.0%	11.3%	18.0%
Unknown:	6.7%	5.6%	6.7%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>60</b>	<b>71</b>	<b>89</b>
- Success Rate	63.3%	53.5%	65.2%
- Retention Rate	81.7%	81.7%	83.1%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>60</b>	<b>71</b>	<b>89</b>
- Success Rate	63.3%	53.5%	65.2%
- Retention Rate	81.7%	81.7%	83.1%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
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- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
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<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: French

### Enrollment and FTES:

Enrollment and FTES both increased from 2011-12 to 2013-14.

### Efficiency (FTEF/30 and fill rates):

FTEF/30 increased and fill rates declined from 2011-12 to 2013-14.

### Student Demographics:

The student population is almost 2/3 female 1/3 male with almost 40% of the students self-identifying as White, followed in declining numbers by Asian/Pacific Islander, Multiple Race, Hispanic, and African-American.. The highest percentage of students is in the 20-24 year range in age, followed by those of between 25 and 29 years of age, with lesser numbers in the other categories.

### Success:

Student Success rates are significantly lower than the percentage for the college online enrollment success rate. The instructor attributes this to the students choosing to receive a low grade so as to be able to repeat the course.

### Retention:

Retention rate is slightly lower than the college rate in the same modality.

### Persistence in Subject:

N/A. French 180 is not repeatable and is offered both spring and fall.

### Awards (Degrees and Certificates):

N/A

3 Year Program Review Data for  
Program: INTERNATIONAL LANGUAGES  
Subject: French

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>176</b>	<b>112</b>	<b>145</b>
FTES:	17	19	23
FTEF30:	0.6	0.4	0.5
WSCH/FTEF:	499	735	749
Fill Rates:	87.6%	74.7%	62.3%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	34	0	4
F-to-S Persistence:	61%	0%	3%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	78.4%	67.0%	66.2%
Male:	21.0%	30.4%	31.7%
Unknown:	.6%	2.7%	2.1%
<b>AGE at TERM</b>			
Less than 19	8.5%	5.4%	11.0%
20 to 24	17.0%	25.0%	32.4%
25 to 29	9.7%	18.8%	16.6%
30 to 34	10.8%	6.3%	13.1%
35 to 39	5.1%	2.7%	3.4%
40 to 49	12.5%	9.8%	11.7%
50 and Older	36.4%	32.1%	11.7%
<b>RACE/ETHNICITY</b>			
African American:	5.7%	3.6%	8.3%
Asian/Pac Islander:	21.0%	43.8%	26.9%
Hispanic:	11.6%	11.6%	9.7%
Multiple Race:	4.5%	10.7%	9.7%
White:	50.0%	19.6%	39.3%
Unknown:	14.2%	10.7%	6.2%



Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>176</b>	<b>112</b>	<b>145</b>
- Success Rate	63.0%	31.3%	31.7%
- Retention Rate	93.8%	75.9%	76.6%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>176</b>	<b>112</b>	<b>145</b>
- Success Rate	63.1%	31.3%	31.7%
- Retention Rate	93.8%	75.9%	76.6%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: **Italian**

### Enrollment and FTES:

Italian was last offered the 2011-12 academic year.

### Efficiency (FTEF/30 and fill rates):

N/A

### Student Demographics:

74% of the students were female with the highest percentage of students in the 20-24 year age bracket; fewer than 13% were under the age of 19. Forty percent of the students self-describe as white with lesser percentages in the other races.

### Success:

Student Success Rates were drastically below those of the College for the same modality (online).

### Retention:

Retention Rates were far below those of the College for online.

### Persistence in Subject:

N/A

### Awards (Degrees and Certificates):

N/A

3 Year Program Review Data for  
 Program: INTERNATIONAL LANGUAGES  
 Subject: *Italian*

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	65	0	0
FTEs:	13	0	0
FTEF30:	0.3	0.0	0.0
WSCH/FTEF:	640	n/a	n/a
Fill Rates:	91.8%	n/a	n/a
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	0	n/a	n/a
F-to-S Persistence:	0%	n/a	n/a
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	73.8%	.0%	.0%
Male:	20.0%	.0%	.0%
Unknown:	6.2%	.0%	.0%
<b>AGE at TERM</b>			
Less than 19	12.3%	.0%	.0%
20 to 24	36.9%	.0%	.0%
25 to 29	13.8%	.0%	.0%
30 to 34	12.3%	.0%	.0%
35 to 39	4.6%	.0%	.0%
40 to 49	16.9%	.0%	.0%
50 and Older	3.1%	.0%	.0%
<b>RACE/ETHNICITY</b>			
African American:	6.2%	.0%	.0%
Asian/Pac Islander:	7.7%	.0%	.0%
Hispanic:	.0%	.0%	.0%
Multiple Race:	12.3%	.0%	.0%
White:	40.0%	.0%	.0%
Unknown:	10.8%	.0%	.0%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>65</b>	---	---
- Success Rate	38.4%	0.0%	0.0%
- Retention Rate	63.1%	0.0%	0.0%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>65</b>	---	---
- Success Rate	38.5%	0.0%	0.0%
- Retention Rate	63.1%	0.0%	0.0%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: Spanish

### Enrollment and FTES:

Enrollment showed a slight decline from 992 to 970. FTES showed slight decreases from 164 to 160 from 2011-12 to 2013-14.

### Efficiency (FTEF/30 and fill rates):

FTEF/30 remained constant while fill rates declined from 87.9% to 75.9% over the three year period.

### Student Demographics:

The ratio of male to female students is sixty percent to forty percent. Thirty-six percent self-identify as White, followed by Hispanic, African American, Asian/Pacific Islander and Multiple Race. More than twenty percent are in the 20-24 year category, followed by eighteen percent in the 40-49 years of age group, third highest enrollment in the 30-34 year group. The less than nineteen years of age group comprised only seven percent of the students.

### Success:

Traditional enrollment success rates were below the college success for this modality.

Telecourse enrollment success rates were 15% above the college success rates for this modality.

Online enrollment success rates were slightly below the college rates for this modality.

### Retention:

Traditional enrollment retention rate was below the college retention rate.

Telecourse enrollment retention was slightly above the college rate.

Online enrollment retention was slightly below the college rate.

### Persistence in Subject:

F-S persistence experienced increases for the fifth straight year. We continue to experience an influx of students at the 185 level from outside our college, most likely due to the course being offered in an online modality.

### Awards (Degrees and Certificates):

N/A

3 Year Program Review Data for  
Program: INTERNATIONAL LANGUAGES  
Subject: Spanish

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>992</b>	<b>922</b>	<b>970</b>
FTES:	164	145	160
FTEF30:	3.3	3.2	3.2
WSCH/FTEF:	824	754	823
Fill Rates:	87.9%	79.7%	75.9%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	123	100	104
F-to-S Persistence:	31%	34%	37%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	46.0%	46.6%	39.6%
Male:	52.3%	52.9%	59.5%
Unknown:	1.7%	.4%	.9%
<b>AGE at TERM</b>			
Less than 19	25.9%	21.9%	7.3%
20 to 24	19.8%	21.1%	21.9%
25 to 29	15.8%	13.4%	16.8%
30 to 34	11.0%	11.9%	15.7%
35 to 39	8.3%	10.2%	11.6%
40 to 49	12.9%	14.5%	17.9%
50 and Older	6.4%	6.8%	8.8%
<b>RACE/ETHNICITY</b>			
African American:	12.2%	11.2%	14.0%
Asian/Pac Islander:	12.3%	12.4%	12.5%
Hispanic:	27.5%	27.5%	23.7%
Multiple Race:	12.5%	9.8%	7.4%
White:	34.5%	33.4%	35.9%
Unknown:	5.4%	5.7%	6.5%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>992</b>	<b>922</b>	<b>970</b>
- Success Rate	66.8%	64.3%	64.9%
- Retention Rate	81.1%	75.2%	81.9%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>438</b>	<b>407</b>	<b>448</b>
- Success Rate	63.7%	60.0%	60.0%
- Retention Rate	80.6%	72.0%	80.6%
<b>Telecourse Enrollment</b>	<b>331</b>	<b>306</b>	<b>443</b>
- Success Rate	58.9%	59.2%	70.0%
- Retention Rate	74.3%	67.3%	83.7%
<b>Traditional Enrollment</b>	<b>223</b>	<b>209</b>	<b>79</b>
- Success Rate	84.8%	80.4%	64.6%
- Retention Rate	92.4%	92.8%	78.5%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: Vietnamese

### Enrollment and FTES:

Enrollment decreased from 430 to 289 from 2011-12 to 2013-14 due to eliminating the 280 and 285 language levels. FTES also decreased From 68 to 49 for the same reason.

### Efficiency (FTEF/30 and fill rates):

FTEF/30 decreased from 1.5 to 0.8 while fill rates decreased 117.7% to 96.3%.

### Student Demographics:

Male/female ratio is 42% to 58%, 93% of whom self-identify as Asian/Pacific Islander with trace amounts of other ethnic groups. Over half of students are 50 years of age and older, an increase over the last year. The second highest age group was the 40-49 category. Many native-speaking students are enrolled in the Vietnamese courses which is one reason we offer at least one course for native-speakers each semester. The Vietnamese courses are heavily enrolled with native-speakers which renders it difficult for non-native speakers to achieve success: this remains a problem which is difficult to resolve.

### Success:

Traditional enrollment success rate of 96.6% for 2013-14 is significantly higher than the college success rate of 77% for this modality.

The online success rate of 86% is also significantly above the college success rate of 62%.

### Retention:

Traditional enrollment retention of 96.6% is well above the college retention of 88.5%.

Online enrollment retention rate of 92% is well above the college rate of 81.2%.

### Persistence in Subject:

N/A

### Awards (Degrees and Certificates):

N/A



3 Year Program Review Data for  
Program: INTERNATIONAL LANGUAGES  
Subject: Vietnamese

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>430</b>	<b>231</b>	<b>289</b>
FTES:	68	39	49
FTEF30:	1.5	0.8	0.8
WSCH/FTEF:	730	847	957
Fill Rates:	117.7%	103.6%	96.3%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	77	0	0
F-to-S Persistence:	41%	0%	0%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	53.3%	54.7%	57.1%
Male:	45.6%	42.7%	41.9%
Unknown:	1.2%	2.6%	1.0%
<b>AGE at TERM</b>			
Less than 19	3.0%	3.0%	4.2%
20 to 24	11.2%	10.8%	10.4%
25 to 29	9.1%	6.5%	6.2%
30 to 34	5.3%	6.5%	2.8%
35 to 39	5.1%	6.9%	5.2%
40 to 49	18.8%	22.0%	19.7%
50 and Older	47.4%	44.4%	51.6%
<b>RACE/ETHNICITY</b>			
African American:	.0%	.0%	.7%
Asian/Pac Islander:	95.8%	94.8%	93.1%
Hispanic:	.0%	.0%	1.0%
Multiple Race:	2.1%	.9%	1.4%
White:	.5%	.9%	.7%
Unknown:	1.6%	3.4%	3.1%

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>430</b>	<b>231</b>	<b>289</b>
- Success Rate	96.9%	90.5%	88.9%
- Retention Rate	98.6%	96.5%	93.4%

<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>95</b>	<b>151</b>	<b>201</b>
- Success Rate	89.5%	86.8%	85.6%
- Retention Rate	94.7%	96.0%	92.0%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	<b>335</b>	<b>80</b>	<b>88</b>
- Success Rate	99.1%	97.5%	96.6%
- Retention Rate	99.7%	97.5%	96.6%

<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

# Program Survey Results

## Faculty Survey

Ten part-time faculty and one full time faculty member (100%) completed the survey in April 2015.

## Mode of Delivery

The majority of classes are taught in the DL modality (Military, Online, Telecourse) with 1 fulltime and six part-time teachers handling that load, while four part-timers teach the onsite classes (3 classes in the regular schedule, one through Contract-Ed., and three in ECHS).

## Level of Satisfaction

100% of the faculty was satisfied or very satisfied with the currency of the curriculum, delivery modes, and meeting the needs of non-traditional students. Over 90% were satisfied or very satisfied with the opportunity that exists to participate in curriculum review and program development, the overall quality of the program, their own success teaching in the program, and meeting the needs of culturally diverse students.

The variety of classes was a concern for 33% of the respondents. Another area of concern was the issue of poor retention in some online classes.

All faculty surveyed were satisfied or very satisfied with the adequacy of the facilities, instructional equipment, and the responsiveness of DL staff in meeting needs as a DL instructor. Dissatisfaction was expressed by one faculty member regarding Seaport, support from Dean and support staff, and support from Department Chair. All others surveyed expressed that they were very satisfied or satisfied with these issues. It is not known if the respondent who was dissatisfied or very dissatisfied in these areas was one person or several different ones.

## Military and Contract Education

All faculty serving military students were very satisfied or satisfied with the ability to deliver instruction and the support from the Military Program staff.

## Incarcerated Students

Faculty serving the incarcerated students indicated satisfaction with the ability to deliver instruction and the support from the Incarcerated Service Support Team.

## Scheduling Preference and Options

Ninety percent prefer (preferred/OK) online classes. One-third of respondents do not prefer on-site classes. 62.5% responded "preferred/ok" to telecourse as a mode of delivery. Almost 90% of respondents indicate that a hybrid combination might be explored.

## Assessments

The assessments most frequently used by instructors are: participation, objective tests, written assignments, individual projects, and skill demonstration. Case studies are used rarely or not at all. Group projects are evenly divided across the spectrum from Frequently to Not at All. Assessment involving application of knowledge/skill to daily life is used sometimes or frequently by most instructors. Instructors report using oral quizzes, oral exams and oral presentations as well as interactive electronic live chat and instant messaging.

### **Student Learning Outcomes**

Most instructors use results from SLO assessments to modify instruction. They have identified SLOs, incorporated them into course outlines, have a plan for SLO assessment, and revisit their Assessments to distribute or redistribute the SLOs once a year to ensure their validity.

### **Style Manual or Guidelines and Virtual Library**

Seventy-five percent of instructors do not require research assignments, primarily due to the level of the language class that they teach, but those who do use MLA or a self-developed style. Three instructors use the Virtual Library and the remainder does not, nor do they require students to do so. Instructors have the flexibility of requiring research assignments which are necessarily very limited in scope due to the language limitations of the 180 and 185 students: course outlines provide examples of possible research assignments which include customs, local celebrations, languages spoken, etc. At the 180 level, the student would be able to respond to questions on a given subject. At the 185 level, the student will have the ability to write a short paragraph on one of the above.

### **Professional Development**

All faculty members report attendance at the All-College Meeting. Discipline-related workshops, technology-related reading, Summer Technology Institute, professional conferences, and technology-related workshops (other than Summer Institute) comprise the most participated in modes of Professional Development.

### **Honors and Awards**

One faculty member was the recipient of the Coastline Teacher of the Year award for 2011-12 and another frequently presents at conferences at home and abroad.

### **College Service**

College Service by faculty includes Academic Senate; Academic Rank Committee; Curriculum Committee; Program Review Committee; Diversity Committee; Staff Recognition Committee; Program SLO Committee; Equivalency Committee; and various hiring committees.

### **Training and Guidance**

Faculty members indicate a desire for intensive training in Canvas to prepare for the future and to seek training in how to present the online class to an older student population that is not so well-trained in the use of computers.

### **Additional Courses in Program**

Other course wishes include more onsite classes, and advanced classes for second-language learners and native-speakers.

### **Possible New Five-Year Goals**

Goals mentioned by faculty include: using student retention and feedback in evaluation; lowering caps for online classes; offering hybrid courses; and offering classes of 8, 12 or 16 weeks duration. Spanish courses are currently offered for 12 or 16 weeks in the online modality and Spanish and Vietnamese have been offered during summer for 8 weeks. The 12 or 16 week model has been very successful, while the 8 week has had some success, but has also experienced a heavy drop-out rate (anecdotal from instructors). The caps would need to be low during an eight week course to ensure that faculty could deliver a quality

product and communication with students would not be compromised. Discussions with the Dean are ongoing regarding offering late-start 14 week on-site courses to capture those unable to enroll onsite at our sister colleges or other colleges.

### **Other Suggestions**

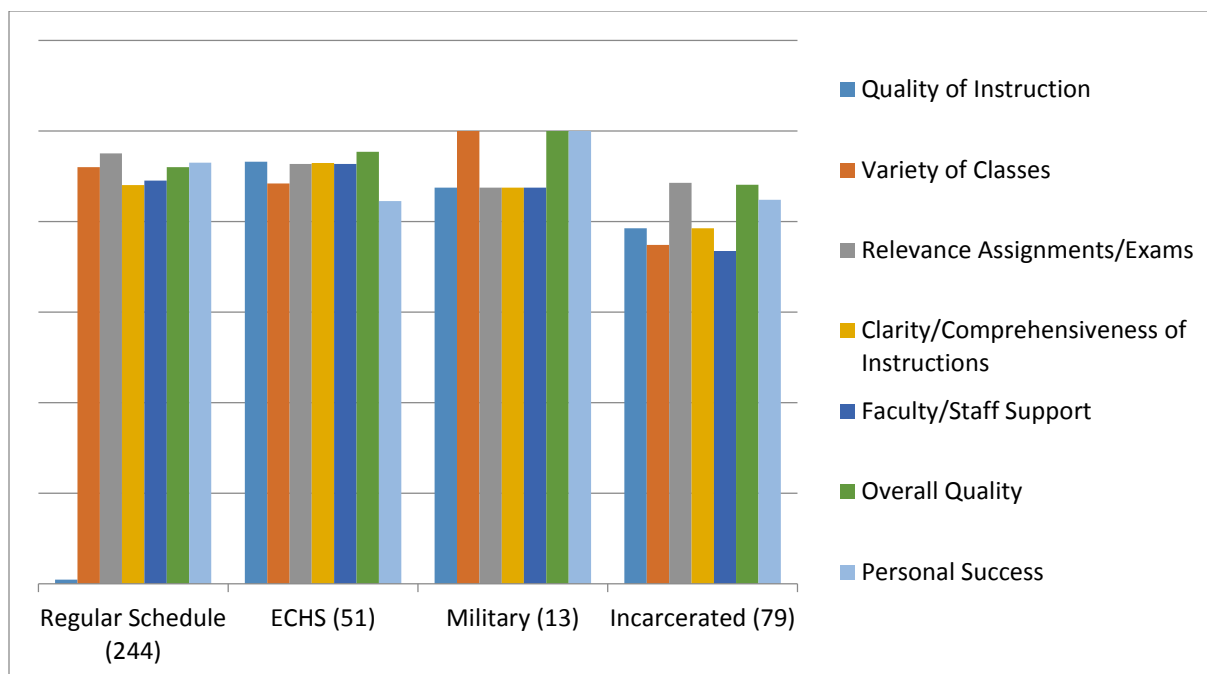
One faculty member expressed a desire to have others serve as Department Chair; all other instructors expressed satisfaction with the status quo.

### **Student Surveys Compared by Cohort:**

Student Surveys were deployed in spring 2015 to all regular schedule students. Many students expressed that they encountered problems with accessing the surveys, and alternate surveys were then deployed, resulting in a response of 171 regular schedule students. It was decided to deploy an additional survey to the summer 2015 classes to increase the sample; seventy-three responses were received. Separate surveys were deployed to Military, Early College High School, and incarcerated students. The incarcerated students submitted their survey by Scantron. The decision was made to analyze the data by cohort due to the distinct characteristics of the various cohorts.

Two hundred forty-four Regular Schedule students from spring and summer 2015, fifty-one Early College High School students, thirteen Military students and seventy-nine incarcerated students responded to the Student Survey. An identical survey is not deployed to all students, making it problematic to do a comparison; however, by choosing questions that existed on all surveys, the following comparisons were made. The comparison lists each cohort by percentage of respondents and is based on those who chose Satisfied or Very Satisfied as their responses. No data was received for Contract Ed.

All respondents from the Regular Schedule, ECHS and the Military indicated a satisfaction rate (Satisfied or Very Satisfied) ranging between 87%-100 with the exception of the Incarcerated program where these rates range from the 70<sup>th</sup> percentile to the low 80s. Efforts need to be taken to achieve the same rates of satisfaction within the Incarcerated student Spanish courses.



The Incarcerated Students received a Scantron Survey and a question was included that involved ranking. The validity of the Ranking questions (1<sup>st</sup> reason, 2<sup>nd</sup> reason, and 3<sup>rd</sup> reason) is problematic due to the fact that a high percentage of respondents answered this section incorrectly. Specifically, some respondents assigned a rating of first, second, and third within each statement, rather than choosing their top three reasons among all statements for taking classes in the Spanish Department.

This misinterpretation of the question occurs due to the limitations present when asking a respondent of a paper survey to rank order their responses. Without viewing any survey in particular, this phenomenon is evident from the results. For example, as shown in the results table, the number of responses for the primary or “1st reason” category totals 149, while there are only 79 total respondents. If all survey respondents answered this section correctly, there could not be a greater number of responses than respondents. This demonstrates that respondents ranked more than one item as their “1st reason.” The Committee received no data for Contract Ed.

## Program Student Learning Outcome(s)

Dialog from the spring 2015 Faculty Meeting centered on the weighting of the SLOs. The faculty members do not believe that an accurate picture of the success of the SLOs can be obtained with the inclusion of “deadbeat” students who do not submit their work and who drag the whole range down.

The Department Chair participated in the SLO Task Force this spring which was essentially a “think tank” on SLOs, PSLOs and ISLOs. It was concluded that technical staff would provide two columns on the SLOs; one for students who do not submit an assignment and another for students submitting, but earning a zero, for the assignment. This addition will help mitigate the issue of non-submission of assignments skewing the data. This change will not occur in Seaport, but rather after the migration to Canvas. Another discussion item was the creation of an SLO blog space for summary of SLO dialog at the department level

which would enable the dialog occurring on these issues to be documented. There is no formal procedure in place for this at the current time.

Further work is needed on the SLOs with the onset of new SLO accreditation requirements and also because the Task Force is considering changing the ISLOs. The Task Force will resume in the fall, preferably with a smaller constituency, to continue the work.

## Curriculum Review

All International Languages curriculum was reviewed. All course outlines were revised (major or minor), suspended, or retired based on this review, with the exception of Japanese 180 and 185. These will be revised by the new Japanese teacher prior to building the new online classes, the first of which will debut in spring 2015. During review of the curriculum, it became apparent that many International Language courses existed in “historical” form on CurricUNET. Those identified courses were retired at the October Curriculum Committee meeting.

The A and B versions of all languages with the exception of Spanish and Arabic which are offered in the Military Program have been retired. At one time, all of our courses were offered onsite as 180A, 180B, 185A, 185B, 280A, 280B, 285A and 285B versions, but as the college matured with more “traditional” students seeking degree or transfer rather than personal enrichment, the five-unit courses replaced the 2.5 unit courses previously offered.

All courses which have never been offered have been suspended pending re-instatement should a need for the course surface.

### **Arabic:**

Retirement ARAB C102 12/2010, Arabic C182 , Arabic 1991. (2015).

Revisions

ARAB C180, C180A, C180B, C185, C185A, C185B, C280, C280A, C280B, C285, C285A, C285B (2015)

### **American Sign Language**

Revisions SIGN C180, C185 (2015)

### **Chinese**

Retirements CHIN C180A, C180B, C185A, C185B( 04/2015), CHIN C182 2015)

Revisions CHIN C180 (4/2015), CHIN C185, C280, C285 (2015))

### **French**

Retirement FREN C180A, C180B (4/2015), C182AB (10/2010), C185A,, C185B ( 4/2015),,, C060, C061, C160, C186, C196, C199, C107, C108, C109, C119, C120 (2015)), C280A, C280B (4/2015), C290 (2010)

Revisions FREN C180, C185 (4/2015), C280, C285 (2015)

Suspensions: FREN C144, C158, C176, C177, C178, C181, C183, C184, C186, C190, C191, C193, C194, C195, C197, C198, C260, C261 C291, C295 (launched 7/2015 CurricUNET)

### **German**

Retirement GERM C180 (2010)

## Italian

Retirement ITAL C101 (12/2010), C180A, C180B, C185A, C185B (4/2015)

Revisions ITAL C180 C185 C280, C285

Retirement C182 (2015)

## Japanese

Retirement JAPN C101 (12/2010), C1800A, C180B, C185A, C185B (4/2015)

Revisions JAPN C185 (12/2010) (JAPN C180 and C185 are being revised by new Japanese instructor funded by the Japan Foundation Grant, Fall 2015 and Spring 2016)

Suspensions JAPN CL182, C186 (10/2010)

## Russian

Retirement RUSN C102 (12/2010)

## Spanish

### New Program Spanish ADT

The Associate of Arts in Spanish for Transfer degree requires 18 units of Core Courses. In the event a student places out of any of the Core Courses (180, 185, 280 and 285), he/she may select from Lists A or B to satisfy the deficiency in units.

Core Courses:

List A: Hist C115-Latin American History and Culture 3

Hist C146-History of Mexico 3

List B (substitution courses):

Hist C122-Chicano History 3

Hist C185-Cultural Geography 3

Anth C100-Cultural Anthropology 3

Retirements SPAN C101, C102 (12/2010), C160A, C160B, C165A, C165B, C186 (launched 6/2015 CurricUNET), C176, C177, C178, C179, C260, C260A,, C260B, C265A, C265B (10/2010), C285A, C285B (4/2015), C186, C199 (2015)

Revisions SPAN C160, C165 C280, C285, C180, C180A, C180B, C185, C185A, C185B (2015)

Suspensions SPAN C055, C056, (4/2015), C057 (10/2010), C060, C061 (4/2015), C182 (10/2010), C183 (10/2010), C184AD (4/2011), C280A, C280B, C285A, C285B (4/2015)

## Vietnamese

Revisions VIET C160 (4/2013), C180, C185, C280, C285 (4/2015)

Retirements VIET C180A, C180B, C185A, C185B, C280A, C280B, C285A, C285B (launched 6/17/2015 on CurricUNET),

## External Compliance

Not applicable to the International Languages Department.

## Progress on Forward Strategy Initiative(s)



Table 1.1 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Improve communication with faculty in ECHS and the Military Program	Completed	Completed	ECHS planning and communication are improved with a new on-site counselor. Military and Contract Ed. communication is achieved via email and is adequate.
Expand languages offered as the budget permits.	In Progress	Italian was reintroduced on-site for a period of one year; enrollment was not adequate to sustain the course. Arabic and Japanese will be offered in Spring 2016.	The administration is and has been supportive of introducing or re-introducing languages. A grant from the Japan Foundation will help fund the Japanese language classes.
Strive to offer the 180, 185, 280 and 285 course sequence in all languages.	In Progress	Span 280 offered in fall 2015 for the first time in many years (ECHS). Other languages have been unable to sustain the necessary enrollment to continue to the higher levels, thereby rendering the Spanish ADT and French major unattainable.	Some accommodation on the part of administration will be necessary to allow students to obtain a Spanish ADT or a French major by lowering the number of students required in the 280 and 285 levels.
Continue to support community-based actions including offering an International Celebration to promote our program.	Not Started	Budget constraints made this untenable.	With an improved budget outlook and involvement of faculty, this could be achievable, though evidence of student interest is uncertain.
Work with Articulation Officer to ensure that courses match transfer requirements.	Completed	New Spanish ADT developed and submitted in coordination with Articulation Officer.	Spanish ADT is now awaiting approval at the state level.
Request that technical staff design a means for tracking online student activity in courses	Terminated	The tool for tracking student activity in Seaport was unreliable.	This goal should be achievable with the conversion to Canvas.

## Forward Strategy

Looking ahead over the next five years, the department will attempt to grow our onsite and online offerings. Beginning in spring 2016, Arabic will be in the schedule for the first time since fall 2011 as a traditional class. Japanese 180 will be offered online for the first time in spring 2016, followed by Japanese 185 in Fall 2016. Offering the higher levels of Spanish and French (185, 280 and 285) in the online modality will align with our goal of reaching those levels and allowing our students to complete the French Major and the Spanish ADT at Coastline. As our enrollments decrease at the higher levels, offering

these as online courses will attract not only our continuing students, but also those from elsewhere. Some accommodation on the part of the administration in allowing classes to “make” with a lower enrollment may be needed. Vietnamese can sustain all four levels 180, 185, 280 and 285 as traditional classes and the higher levels will be offered as the budget permits.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 *Staffing Plan*

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	1 Dean of Instruction, English & Humanities	None	One	9	None dedicated to this program only	None dedicated to this program only
Current year	3 Interim Deans of Instruction, English & Humanities at different times	None	One	9	None dedicated to this program only	None dedicated to this program only
1 year	Dean of Instruction, English & Humanities	None	One)	11	None dedicated to this program only)	None dedicated to this program only

The Dean of Instruction is the only administrator for the Le-Jao Center. This position is responsible for English, Humanities, ESL, International Languages, and the Student Success Centers. The Department Chair is a part-time faculty member who works closely with the Dean of Instruction for International Languages courses/programs. There is one full-time Spanish instructor in the International Languages Department. The remaining faculty are between nine and eleven part-time faculty members who teach the language courses. There is no dedicated staff to this department.

Two additional part-time faculty will be hired under the instructional budget and funds approved by PIEAC during the 2014-2015 as well as a grant provided by the Japan Foundation of Los Angeles. This will allow the expansion of Arabic in the course offerings to provide a local class to CCC students that are not in the military as well as offer an online Japanese course for the first time in many years. This is part of the strategy to grow the International Language program and offer some of the courses previously offered.

If the New Initiative of reducing of caps for DL classes is enacted, an increase in certificated staff may become necessary.

## Professional Development

Participation in a wide range of professional development activities over the past five years by a high percentage of the faculty demonstrates a commitment by the International Languages Department toward achieving, maintaining, and improving excellence in teaching.

### **Honors, awards and degrees:**

A very select few of our instructors were honored in the following manner.

- Teacher of the Year recipient for 2011-2012
- Named a member of the New York Times Knowledge Network
- "The Blogger" for Community College Week, the voice of community colleges.
- Master's degree in Education with focus in Online Teaching
- Named "Master Presenter" by NISOD (National Institute for Staff and Organizational Development)

### **Attendance at conferences:**

60% of the instructors report attending conferences dealing with languages and/or learning and teaching over the past five years, including but not limited to the following events:

- Chicano Latino Day
- Cultural Body Language Symposium Workshop
- Foreign Language Council
- World Languages Symposium
- Global Learning Forum
- American Association for Women in Community Colleges Workshop
- Orange County Department of Education Multicultural Consortium
- National Chinese Language Conference
- National Institute for Staff and Organizational Development (NISOD)
- Technology in the Community College) Online Conference
- International Conference on Teaching and Learning
- Department of World Languages and Cultures. Chapman University
- "Innovations in Foreign Language Teaching" conference held at the University of Saint Petersburg, Russia
- California Language Teachers' Association Annual Conference
- First International Conference on Heritage/Community Languages presented by the National Heritage Language Resource Center at UCLA
- Peace Conference at GWC
- Cultural Body Language Symposium Workshop

### **Presenter at Conferences:**

40% of our faculty members report presenting to a variety of conferences including, but not limited, to the following:

- "Technology Tools to Integrate Culture". Santiago Canyon College
- Technology in the Community College
- National Institute for Staff and Organizational Development (NISOD)
- International Conference on Teaching and Learning

- “Innovations in Foreign Language Teaching” conference held at the University of Saint Petersburg, Russia (via Skype)
- National Chinese Language Conference
- Summer Technology Institute

**Curriculum revision or development:**

Faculty from Arabic, Chinese, French, Spanish and Vietnamese were asked to provide input on current textbook recommendations, assignments (reading, out-of-class, and written), instructional techniques, and the status of the curriculum in each language. Using the provided input, the Department Chair revised, retired, or suspended the course outlines as necessary. The new Japanese teacher, funded by the Japan Salary Assistance Grant, is revising the Japanese 180 and 185 course outlines as necessary.

**College Service:**

70% of International Languages faculty members have taken an active role in college service, which benefits our students and the institution as a whole.

- Winter College Fair and Open House
- Equivalency Committee
- Curriculum Committee
- Academic Rank
- Academic Senate Instructor Evaluation
- Textbook selection committee
- Representing our college at various community and district events

**Continuing education**

A high percentage of the International Language Department’s instructors have participated in the following, which directly affect and enhance their teaching and translate to benefits for their students:

- Brown Bag seminars
- Student Success Workshop
- Coastline Summer Institute
- Webinars to enhance teaching
- Second Life Brainstorming to develop language projects for Coastline’s virtual world.
- Testing the virtual reality learning component of Connect.
- Blackboard refresher
- Safe Colleges Online Training at a variety of institutions
- Canvas training
- McGraw-Hill Connect training
- Turnitin training
- FERPA training Seaport 3 training
- Telecourse orientation
- Cultural Body Language Symposium Workshop
- Teacher training (in specific languages)
- Defense Language Institute training
- Translation training

# Section 3: Facilities Planning

## Facility Assessment

From the Vision 2020 Master Plan, the following challenges for our three Learning Centers include:

- Providing support for extended student learning opportunities.
- Creating unique student oriented experiences at each campus; a sense of student life which encourages and supports both learning and opportunities for socialization.
- Creating a consistent unified, and easily recognizable “Coastline Community College” identity and brand at all sites, whether owned or leased. It is recommended the College develop a branding and scalable signage program which can be consistently implemented at each College site.

### Le Jao Center

In the Vision 2020 Facilities Master Plan report, it was determined that there were challenges at the Center that include:

- A shortage of land to expand academic capacity
- A need for support facilities that promote success and extended learning opportunities for students
- A lack of student-oriented spaces that provide and/or promote socialization and a sense of campus community
- A lack of onsite parking and convenient access to public transportation

Despite these challenges, the following recommendations for improvements include:

- Redesign of the student lounge and ground level courtyard.
- Create a “cyber library”/open student lounge/ “success center”

To address these challenges and recommendations, the Vice President of Administrative Services worked diligently with the City of Westminster to address the lack of parking. During the 2014-2015 program year, the college was able to lease space in the city community services and city hall lots as well as staff space in the city parking structure. While the long-term goal is to obtain property and provide space to our students, faculty and staff, the short-term goal has provided relief to those attending courses at the Le-Jao Center. Students are also able to park in the county owned lot shared by jurists.

The Administrative Services management staff worked with architects and engineers on a Le-Jao Resource Center Renovation Conceptual Design. This final design is based on the input and feedback that was provided by faculty, students, and administrators working at the center. The concept is moving forward with an anticipated remodeling date during the 2015-2016 program year. It will provide additional space for student resources, which include a new Student Success Center, café, an area for individual seating, private group collaboration, technology, indoor greenery, etc.

In addition to these plans, there will be an audio visual refresh of all equipment in the classroom, conference room, and the new areas to be added. The scheduled complete date for these upgrades is spring 2016. Funds for these two projects will come from Measure M and Capital Outlay. These

improvements will provide International Language students the opportunity to gather and study as well as practice their skills in a relaxed atmosphere designed for students.

## **Newport Beach Center**

Funded by Measure C funds, Newport Beach Center was completed in fall 2012. Built on 3.91 acres in Newport Beach, it incorporates green features including drought-tolerant landscaping, irrigation via reclaimed water and use of natural light and ventilation.

Challenges include: (from Vision 2020)

- Lack of land for expansion
- Lack of student oriented spaces that promote socialization
- Lack of support facilities that promote success and extended learning opportunities

Despite these challenges, the following recommendations for improvements include:

- Acquire adjacent land for expansion
- Upgrade technology in all classrooms
- Add signage promoting programs and branding (WIP))

Some issues regarding technology within the classrooms surfaced after the center came into use: these issues are in the process of being upgraded to include large LCD projectors, wireless microphones and smart boards in all classrooms. The second floor classrooms are complete and the upgrades on the third floor are underway. The completion dates for the upgrade are fall 2015 and winter 2016.

There is a Student Success Center and a full-time vendor for food to serve students and faculty.

Features to guide students to and around the center will include digital signage, a way-finding directory, and an interactive kiosk funded by Measure M. The first phase will be banners in the parking lots and on the poles which promote all of the programs offered at the center. The banners are scheduled to be up in early August and are part of our marketing effort to promote the college's programs to the community.

## **Garden Grove Center**

Challenges include (from Vision 2020):

- Enhancing the identity of the college as a learning institution/site within the community it serves
- Enhancing way-finding from the street to the parking to the college's front door
- A need for support facilities that promote success and extended learning opportunities for students
- Providing student-oriented spaces which support socialization and a sense of campus community/life(e.g. food service areas, internal and external informal gathering areas)
- Conversion of existing space to meet projected curriculum changes

The following recommendations (some underway) for improvements include:

- Developing student-oriented spaces (cyber café/student lounge) to provided much needed student socialization space

- Capture additional ground floor space (maturity of CSUF lease in 2017) to support the creation of a student success center/LRC adjoining and opening to the cyber café/student lounge
- Redesign current sterile corridor/circulation space (furnishings and finishes) to support informal student gathering areas for study and socialization
- Add signage promoting programs and branding (WIP))

Garden Grove Center has undergone a complete lighting retrofit of the interior and exterior with energy efficient lighting. Much of the exterior concrete was replaced to eliminate trip hazards. Signage on the exterior of the building was replaced. The HVAC system was upgraded to include a new chiller, cooling tower, boilers, water heater and circulating pumps. A soon to be completed new server room will be used for students only. Future plans include a student success center at the site and there will soon be 4 electric vehicle charging stations in the parking lot. An audio/visual upgrade is scheduled to be completed in fall 2015.

Part of the college's marketing efforts, funded by Measure M, to promote programs to the community include: digital signage, a way finding directory, an interactive kiosk and banners. The first phase completion will be banners hanging in the parking lots, on the poles, promoting all of programs offered at the learning center. The banners are scheduled to be up in early August.

## Forward Strategy

1. Complete technology upgrades at all Learning Centers, which is a work-in-progress.
2. Provide signage for branding, first phase Fall 2015.
3. Provide for enhanced student socialization spaces at all Centers (WIP).



## Section 4: Technology Planning

### Technology Assessment

1. Although the Coastline technology vision states, “Coastline is a recognized leader in the design, development, and use of innovative technology-based teaching and learning practices, processes, and systems for anytime anywhere learning and outstanding student success,” the learning centers are in dire need of upgraded technology. Much-needed and long-overdue upgrades are currently in progress for updating classroom technology which will greatly enhance the classroom experience for international language learners.
2. The committee strongly feels that laptops or tablets should be provided for all faculty so that they may provide the response and attention required for the students. Anytime/anywhere response to students will result in enhanced student success, satisfaction, learning, and retention.

The Strategic Technology Plan addressed this in their 2012-2017 document:

- Establish/adapt ***Ubiquitous Untethered Common Learning Environment*** with all collateral systems and support services (e.g. MS Surface or comparable), which would require that all students, faculty, and staff have a standardized TouchPad systems/environment with full mobile integration and capability potentially resulting in the benefit of instant response capability inside and beyond the classroom.

### Forward Strategy

Establish as a New Initiative that up-to-date laptops or tablets be provided to faculty who teach online which may be used anytime/anywhere to enhance instructor/student communication.

# Section 5: New Initiatives

**Initiative:**

Decrease caps for all online International Language courses to 45 students to increase student success and retention.

**Describe how the initiative supports the college mission:**

The College goal for Student Success is that Coastline will make learner success its core focus. High caps on Distance Learning courses do not support this goal, and indeed, inhibit it.

**What college goal does the initiative align with?**

- Student Success
- Access, Persistence and Retention
- Innovation
- Partnerships
- Culture of planning, evidence and inquiry
- Growth and efficiency

**What College planning document(s) does the initiative align with?**

- Educational Master Plan
- Staffing
- Facilities
- Technology

**What evidence supports this initiative?**

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Language instruction demands a high degree of interaction with students. This kind of interaction is impossible with a class of 110 or more. Lowering caps on DL courses will allow the instructor to provide this high level of instructor-to-student interaction

Without meaningful interaction with the instructor, students can feel disconnected and become demotivated, leading to low performance and high non-completion rates. Online classes provide a variety of online learning resources rather than a “live” instructor which makes instructor-to-student interaction even more essential.

- Students who perceived that they had high levels of interaction with the instructor also had high levels of satisfaction with the course and reported higher levels of learning, compared to students who thought they had less interaction (Swan, 2001).
- An active presence on the part of the instructor—one in which s/he actively guides and coordinates the discourse—relates positively to both a students' sense of connectedness and learning (Shea, Li, & Pickett, 2006).
- The role of the instructor in course interactions is among the most critical for student success in online courses (Arbaugh, 2008; Eom. Wen, & Ashill, 2006).

**Recommended resource(s) needed for initiative achievement:**

Funding of additional staffing needed to compensate for decreased caps in DL International Languages classes.

**What is the anticipated outcome of completing the initiative?**

The College goals of Student Success and Access, Persistence and Retention are highly interrelated and limiting the enrollment to 45 students in the online classes will result in increased student success, satisfaction, persistence, and retention.

**Provide a timeline and timeframe from initiative inception to completion.**

1. Inception Spring 2015. Met with Program Review Committee where the issue surfaced.
2. Summer 2015. Met with VP of Instruction.
3. VP of Instruction approved lowering the online caps to 80 beginning spring 2016.
4. Completion spring 2017.

**Initiative:** Increase online instructors' capability to serve their students wherever/whenever.

**Describe how the initiative supports the college mission:**

Coastline's goal of making learner success its core focus is a key issue. Allowing faculty who teach online the flexibility to serve their students from wherever they are by providing them with the equipment to do so will achieve increased instructor-to-student interaction.

**What college goal does the initiative align with? [Select one](#)**

- |   |  |
|---|--|
| <input type="checkbox"/> Student Success                              | <input type="checkbox"/> Partnerships                              |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation                                   | <input type="checkbox"/> Growth and efficiency                     |

**What College planning document(s) does the initiative align with? [Select all that apply](#)**

- |  |  |
|--|--|
| <input type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities            |
| <input type="checkbox"/> Staffing                | <input checked="" type="checkbox"/> Technology |

**What evidence supports this initiative? [Select all that apply](#)**

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Research shows that online courses with high levels of instructor-to-student interaction have a positive impact on student satisfaction and learning. The DL instructor replaces face-to-face instruction with preparing learning modules, but that isn't the end of the task. The instructor must provide a teaching presence through facilitation of online discourse;

- by providing a positive climate for learning,
- by encouraging, acknowledging and/or reinforcing student contributions/concerns
- by prompting discussion and student participation in discourse
- by providing direct instruction as needed

**Recommended resource(s) needed for initiative achievement:**

Funding of approximately \$1000.00 per unit would need to be provided through PIEAC or the Measure M funds set aside for computers in order to purchase laptops or tablets for faculty who teach online in the International Languages.

**What is the anticipated outcome of completing the initiative?**

Increased student satisfaction, learning, success and retention.

**Provide a timeline and timeframe from initiative inception to completion.**

1. Inception Fall 2015:
2. Completion Fall 2016:

## Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Decrease caps for all International Language online courses to 45 students.	additional staffing hours	\$1000. Per unit	ongoing	N/A	Internal/External Research	Student Success	Spring 2017	1
Increase online instructors' capability to serve their students wherever/whenever.	10 laptops or tablets	\$10,000	One-time	N/A	External Research	Student Success	Fall 2016	2