



2016-17

Annual Program Review

International Languages

(Arabic, Chinese, French, Italian, Japanese, Spanish, and
Vietnamese)

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Enrollment and FTES:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Couse Success Rate:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Term Retention Rate:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Awards (Degrees and Certificates):

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Modality:

The Arabic courses will be offered primarily online. Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Demographics:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Implications of Change:

It is the intention of the International Languages Department to grow this program. In spring 2016, we offered Arabic 180A, a 2 ½ unit course followed in fall 2016 by Arabic 180B, a 2 ½ unit course; together these may transfer as Arabic 180 (a 5 unit course). In spring 2017, we will offer the five-unit Arabic 180 course. All of these are onsite courses. In order to promote the Arabic offerings, we have had flyers printed which the instructor will distribute in community centers and area high schools.

Internal Analysis: Chinese

Enrollment and FTES:

The number of enrollments in Chinese courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Chinese credit courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Chinese courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Chinese courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Chinese courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Chinese courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Chinese courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Chinese courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Chinese in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Chinese in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

The program is fully online and therefore the student performance rates are reflected in the previous sections.

Demographics:

The gender comparison shows female is reflective to the population of the college. The age groups of the students show a decline in students under the age of 24. There has been an increase from 3% to 11% in the African American population.

Implications of Change:

The shift in the data may be attributed to the smaller population size enrolled in Chinese courses.

Table 1.1 Program Productivity Data for Chinese

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	72	93	60
FTES	11.0	14.2	9.1
FTEF30	0.3	0.5	0.3
WSCH/FTEF	540	465	450
Sections	2.0	3.0	2.0
Fill Rate	90.0%	71.5%	66.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	70	89	60
GENDER			
Female	57.1%	47.2%	66.7%
Male	40.0%	49.4%	31.7%
Unknown	2.9%	3.4%	1.7%
AGE at TERM			
Less than 19	12.9%	19.1%	6.7%
20 to 24	38.6%	34.8%	33.3%
25 to 29	11.4%	16.9%	13.3%
30 to 34	2.9%	9.0%	10.0%
35 to 39	8.6%	5.6%	3.3%
40 to 49	14.3%	6.7%	15.0%
50 and Older	11.4%	7.9%	18.3%
RACE/ETHNICITY			
African American	5.7%	3.4%	11.7%
American Indian	2.9%	1.1%	5.0%
Asian	65.7%	66.3%	61.7%
Hispanic/Latino	5.7%	5.6%	1.7%
Pacific Islander	2.9%	1.1%	0.0%
White	11.4%	16.9%	15.0%
Unknown	5.7%	5.6%	5.0%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	100.0%	100.0%	100.0%
Self-Paced			
Telecourse			
Traditional			

Table 1.2 Program Review Data for Chinese by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	70	89	60
-Overall Success Rate	55.7%	65.2%	60.0%
-Overall Retention Rate	81.4%	83.1%	76.7%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	70	89	60
Self-Paced			
Telecourse			
Traditional			

Success Rate

Cable			
Correspondence			
Hybrid			
Online	55.7%	65.2%	60.0%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	81.4%	83.1%	76.7%
Self-Paced			
Telecourse			
Traditional			

Table 1.3 Program Review Data for Chinese by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	70	89	60
-Overall Success Rate	55.7%	65.2%	60.0%
-Overall Retention Rate	81.4%	83.1%	76.7%
STUDENT DEMOGRAPHICS			
GENDER			
Female	40	42	40
Male	28	44	19
Unknown	2	3	1
<u>Success Rate</u>			
- Female	52.5%	64.3%	55.0%
- Male	60.7%	63.6%	68.4%
- Unknown	50.0%	100.0%	100.0%
<u>Retention Rate</u>			
- Female	87.5%	85.7%	75.0%
- Male	75.0%	79.5%	78.9%
- Unknown	50.0%	100.0%	100.0%

Table 1.4 Program Review Data for Chinese by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	70	89	60
-Overall Success Rate	55.7%	65.2%	60.0%
-Overall Retention Rate	81.4%	83.1%	76.7%

AGE at TERM			
Less than 19	9	17	4
20 to 24	27	31	20
25 to 29	8	15	8
30 to 34	2	8	6
35 to 39	6	5	2
40 to 49	10	6	9
50 and Older	8	7	11

Success Rate			
Less than 19	88.9%	88.2%	75.0%
20 to 24	59.3%	64.5%	55.0%
25 to 29	37.5%	40.0%	62.5%
30 to 34	50.0%	50.0%	33.3%
35 to 39	33.3%	80.0%	50.0%
40 to 49	50.0%	66.7%	77.8%
50 and Older	50.0%	71.4%	63.6%

Retention Rate			
Less than 19	88.9%	100.0%	75.0%
20 to 24	85.2%	80.6%	70.0%
25 to 29	87.5%	66.7%	87.5%
30 to 34	50.0%	75.0%	66.7%
35 to 39	100.0%	100.0%	100.0%
40 to 49	80.0%	66.7%	88.9%
50 and Older	50.0%	100.0%	72.7%

Table 1.5 Program Review Data for Chinese by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	70	89	60
-Overall Success Rate	55.7%	65.2%	60.0%
-Overall Retention Rate	81.4%	83.1%	76.7%

RACE/ETHNICITY			
African American	4	3	7
American Indian	2	1	3
Asian	46	59	37
Hispanic/Latino	4	5	1
Pacific Islander	2	1	0
White	8	15	9
Unknown	4	5	3

Success Rate			
African American	0.0%	0.0%	14.3%
American Indian	0.0%	100.0%	33.3%
Asian	67.4%	71.2%	67.6%
Hispanic/Latino	0.0%	20.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%
White	62.5%	60.0%	88.9%
Unknown	75.0%	100.0%	33.3%

Retention Rate			
African American	25.0%	66.7%	42.9%
American Indian	50.0%	100.0%	66.7%
Asian	89.1%	83.1%	81.1%
Hispanic/Latino	25.0%	100.0%	100.0%
Pacific Islander	100.0%	100.0%	0.0%
White	87.5%	73.3%	88.9%
Unknown	100.0%	100.0%	66.7%

Internal Analysis: French

Enrollment and FTES:

The number of enrollments in French courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in French credit courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in French courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in French courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in French courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in French courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in French courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially lower (>-10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in French courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in French in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in French in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

The program is fully online and therefore the student performance rates are reflected in the previous sections.

Demographics:

The majority of students enrolled in the courses are white non-Hispanic and Asian. Additionally, the majority of the student enrollment consists of female students (74%).

Implications of Change:

All numbers reflect better performance, but the cause cannot be determined. Beginning in spring 2016, the cap was lowered from 110 to 50: time will tell if the lowering of the cap will result in better performance.

Table 1.6 Program Productivity Data for French

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	112	136	120
FTES	17.1	20.7	18.3
FTEF30	0.4	0.5	0.4
WSCH/FTEF	672	680	720
Sections	2.0	2.0	2.0
Fill Rate	74.7%	61.8%	54.5%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	105	134	121
GENDER			
Female	66.7%	67.2%	73.6%
Male	31.4%	30.6%	24.8%
Unknown	1.9%	2.2%	1.7%
AGE at TERM			
Less than 19	5.7%	10.4%	15.7%
20 to 24	26.7%	32.8%	22.3%
25 to 29	17.1%	17.9%	10.7%
30 to 34	5.7%	11.2%	8.3%
35 to 39	1.9%	3.7%	7.4%
40 to 49	10.5%	12.7%	11.6%
50 and Older	32.4%	11.2%	24.0%
RACE/ETHNICITY			
African American	4.8%	8.2%	6.6%
American Indian	1.9%	5.2%	5.8%
Asian	45.7%	31.3%	35.5%
Hispanic/Latino	13.3%	9.0%	5.8%
Pacific Islander	0.0%	1.5%	0.0%
White	27.6%	40.3%	43.8%
Unknown	6.7%	4.5%	2.5%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	100.0%	100.0%	100.0%
Self-Paced			
Telecourse			
Traditional			

Table 1.7 Program Review Data for French by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	105	134	121
-Overall Success Rate	33.3%	32.1%	43.8%
-Overall Retention Rate	75.2%	74.6%	81.0%

INSTRUCTIONAL MODALITY			
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Cable			
Correspondence			
Hybrid			
Online	105	134	121
Self-Paced			
Telecourse			
Traditional			

Success Rate

Cable			
Correspondence			
Hybrid			
Online	33.3%	32.1%	43.8%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	75.2%	74.6%	81.0%
Self-Paced			
Telecourse			
Traditional			

Table 1.8 Program Review Data for French by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	105	134	121
-Overall Success Rate	33.3%	32.1%	43.8%
-Overall Retention Rate	75.2%	74.6%	81.0%
STUDENT DEMOGRAPHICS			
GENDER			
Female	70	90	89
Male	33	41	30
Unknown	2	3	2
<u>Success Rate</u>			
- Female	37.1%	30.0%	34.8%
- Male	27.3%	36.6%	70.0%
- Unknown	0.0%	33.3%	50.0%
<u>Retention Rate</u>			
- Female	77.1%	75.6%	80.9%
- Male	69.7%	70.7%	83.3%
- Unknown	100.0%	100.0%	50.0%

Table 1.9 Program Review Data for French by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	105	134	121
-Overall Success Rate	33.3%	32.1%	43.8%
-Overall Retention Rate	75.2%	74.6%	81.0%

AGE at TERM			
Less than 19	6	14	19
20 to 24	28	44	27
25 to 29	18	24	13
30 to 34	6	15	10
35 to 39	2	5	9
40 to 49	11	17	14
50 and Older	34	15	29

Success Rate			
Less than 19	16.7%	42.9%	36.8%
20 to 24	21.4%	34.1%	22.2%
25 to 29	50.0%	16.7%	38.5%
30 to 34	16.7%	33.3%	20.0%
35 to 39	50.0%	40.0%	55.6%
40 to 49	45.5%	17.6%	50.0%
50 and Older	35.3%	53.3%	72.4%

Retention Rate			
Less than 19	83.3%	85.7%	84.2%
20 to 24	78.6%	72.7%	70.4%
25 to 29	77.8%	70.8%	84.6%
30 to 34	66.7%	73.3%	60.0%
35 to 39	100.0%	60.0%	77.8%
40 to 49	90.9%	70.6%	92.9%
50 and Older	64.7%	86.7%	89.7%

Table 1.10 Program Review Data for French by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	105	134	121
-Overall Success Rate	33.3%	32.1%	43.8%
-Overall Retention Rate	75.2%	74.6%	81.0%

RACE/ETHNICITY			
African American	5	11	8
American Indian	2	7	7
Asian	48	42	43
Hispanic/Latino	14	12	7
Pacific Islander	0	2	0
White	29	54	53
Unknown	7	6	3

Success Rate			
African American	20.0%	27.3%	37.5%
American Indian	0.0%	14.3%	28.6%
Asian	35.4%	42.9%	62.8%
Hispanic/Latino	28.6%	41.7%	42.9%
Pacific Islander	0.0%	100.0%	0.0%
White	37.9%	22.2%	30.2%
Unknown	28.6%	33.3%	66.7%

Retention Rate			
African American	100.0%	72.7%	87.5%
American Indian	100.0%	71.4%	71.4%
Asian	70.8%	90.5%	86.0%
Hispanic/Latino	57.1%	58.3%	85.7%
Pacific Islander	0.0%	100.0%	0.0%
White	82.8%	66.7%	75.5%
Unknown	85.7%	66.7%	100.0%

Internal Analysis: Italian

Enrollment and FTES:

The number of enrollments in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Italian credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately lower (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Italian courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately lower (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Italian in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Italian in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

One course was offered in person and there is no plans to expand to different modalities.

Demographics:

The primary participants in the course were white non-Hispanic students. . The female students has a much higher rate of success in comparison with the male population. This data can shift over time was there was only 11 students enrolled

Implications of Change:

Italian was re-introduced into the program in fall 2014 and resulted in a very low enrolled onsite class; it was again offered in spring 2015, but was cancelled because enrollment did not materialize. We do not anticipate offering it again at this time. Demand for languages waxes and wanes, it appears that Italian is waning in popularity.

Table 1.11 Program Productivity Data for Italian

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment			11
FTEs			1.9
FTEF30			0.2
WSCH/FTEF			186
Sections			1.0
Fill Rate			27.5%
DEGREES AND CERTIFICATES			
Associate Degrees			0
Certificates			0
STUDENT DEMOGRAPHICS			
GRADED Enrollment			11
GENDER			
Female			54.5%
Male			45.5%
Unknown			0.0%
AGE at TERM			
Less than 19			18.2%
20 to 24			18.2%
25 to 29			0.0%
30 to 34			0.0%
35 to 39			9.1%
40 to 49			0.0%
50 and Older			54.5%
RACE/ETHNICITY			
African American			0.0%
American Indian			0.0%
Asian			0.0%
Hispanic/Latino			18.2%
Pacific Islander			0.0%
White			72.7%
Unknown			9.1%
INSTRUCTIONAL MODALITY			
Cable			0.0%
Correspondence			0.0%
Hybrid			0.0%
Online			0.0%
Self-Paced			0.0%
Telecourse			0.0%
Traditional			100.0%

Table 1.12 Program Review Data for Italian by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT			11
-Overall Success Rate			45.5%
-Overall Retention Rate			63.6%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			11
Success Rate			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			45.5%
Retention Rate			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			63.6%

Table 1.13 Program Review Data for Italian by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT			11
-Overall Success Rate			45.5%
-Overall Retention Rate			63.6%
STUDENT DEMOGRAPHICS			
GENDER			
Female			6
Male			5
Unknown			0
<u>Success Rate</u>			
- Female			83.3%
- Male			0.0%
- Unknown			0.0%
<u>Retention Rate</u>			
- Female			100.0%
- Male			20.0%
- Unknown			0.0%

Table 1.14 Program Review Data for Italian by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT			11
-Overall Success Rate			45.5%
-Overall Retention Rate			63.6%
AGE at TERM			
Less than 19			2
20 to 24			2
25 to 29			0
30 to 34			0
35 to 39			1
40 to 49			0
50 and Older			6
<u>Success Rate</u>			
Less than 19			50.0%
20 to 24			0.0%
25 to 29			0.0%
30 to 34			0.0%
35 to 39			100.0%
40 to 49			0.0%
50 and Older			50.0%
<u>Retention Rate</u>			
Less than 19			50.0%
20 to 24			50.0%
25 to 29			0.0%
30 to 34			0.0%
35 to 39			100.0%
40 to 49			0.0%
50 and Older			66.7%

Table 1.15 Program Review Data for Italian by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT			11
-Overall Success Rate			45.5%
-Overall Retention Rate			63.6%
RACE/ETHNICITY			
African American			0
American Indian			0
Asian			0
Hispanic/Latino			2
Pacific Islander			0
White			8
Unknown			1
Success Rate			
African American			0.0%
American Indian			0.0%
Asian			0.0%
Hispanic/Latino			0.0%
Pacific Islander			0.0%
White			62.5%
Unknown			0.0%
Retention Rate			
African American			0.0%
American Indian			0.0%
Asian			0.0%
Hispanic/Latino			50.0%
Pacific Islander			0.0%
White			62.5%
Unknown			100.0%

Internal Analysis: Japanese

Enrollment and FTES:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Couse Success Rate:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Term Retention Rate:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Awards (Degrees and Certificates):

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Modality:

The Japanese courses will be offered primarily online. Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Demographics:

Currently, 2014-2015 data is unavailable for this program but will have numbers to compare for the upcoming review.

Implications of Change:

In spring 2015, we entered an agreement with the Japan Foundation who provided funding to develop two online courses in Japanese. We offered two sections of Japanese 180 in spring 2016 and one section of Japanese 180 and one section Japanese 185 in fall 2016. The Administration is committed to growing the Japanese online presence at Coastline.

Internal Analysis: Spanish

Enrollment and FTES:

The number of enrollments in Spanish courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Spanish credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Spanish courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Spanish courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Spanish courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Spanish courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **minimal to no difference** in comparison with the WSCH/FTEF ratio in 2012-2013.

Course Success Rate:

The course success rate in Spanish courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Spanish courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially lower (>-10.0%)** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Spanish in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Spanish in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Spanish is offered via in-person, online, and telecourse. The data shows that students have a higher success rate in traditional face-to-face classes in comparison with distance education courses.

Demographics:

The majority of students enrolled in Spanish are under the age of 30 (41.1%). White non-Hispanic, Hispanic, and African American students make up the majority of the population in the program. The success rate is higher for female students compared with males.

Implications of Change:

Spanish includes many different cohorts: Early College High School; Incarcerated; Military; Regular Onsite; and Online. This adds additional layers of complexity to the analysis of Program Performance. The rate of success in the telecourses remains low, perhaps due to the constraints placed on the involved students or for some other undetermined reason. Early College High School, which is not broken out in these statistics, produces the excellent success and retention shown in the “traditional” category, although the ECHS students are anything but traditional. Online numbers have remained constant over the past few semesters; perhaps a difference will be noted when the data reflecting the lowering of caps in spring 2016 from 110 to 80 is analyzed.

Table 1.16 Program Productivity Data for Spanish

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	854	959	1,245
FTES	127.3	146.4	183.9
FTEF30	2.6	2.9	3.7
WSCH/FTEF	807	821	807
Sections	15.0	14.0	19.0
Fill Rate	78.3%	75.7%	80.2%
DEGREES AND CERTIFICATES			
Associate Degrees	2	0	1
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	899	936	1,258
GENDER			
Female	46.7%	40.6%	43.5%
Male	52.8%	58.4%	55.7%
Unknown	0.4%	1.0%	0.8%
AGE at TERM			
Less than 19	22.2%	7.6%	19.6%
20 to 24	21.1%	22.4%	21.5%
25 to 29	13.2%	16.3%	16.1%
30 to 34	11.9%	15.5%	12.4%
35 to 39	10.1%	11.5%	9.6%
40 to 49	14.5%	17.9%	13.2%
50 and Older	6.9%	8.7%	7.6%
RACE/ETHNICITY			
African American	11.8%	14.2%	12.6%
American Indian	3.6%	4.3%	4.1%
Asian	14.7%	15.0%	11.6%
Hispanic/Latino	27.0%	20.9%	31.9%
Pacific Islander	0.2%	0.4%	1.0%
White	38.7%	41.6%	35.9%
Unknown	4.0%	3.6%	2.9%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	44.4%	47.4%	52.5%
Self-Paced			
Telecourse	32.5%	44.1%	30.8%
Traditional	23.1%	8.4%	16.6%

Table 1.17 Program Review Data for Spanish by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	899	936	1,258
-Overall Success Rate	65.7%	66.1%	63.8%
-Overall Retention Rate	75.5%	81.8%	79.7%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	399	444	661
Self-Paced			
Telecourse	292	413	388
Traditional	208	79	209
Success Rate			
Cable			
Correspondence			
Hybrid			
Online	61.2%	60.6%	62.6%
Self-Paced			
Telecourse	61.3%	72.4%	59.0%
Traditional	80.8%	64.6%	76.6%
Retention Rate			
Cable			
Correspondence			
Hybrid			
Online	72.2%	81.3%	76.7%
Self-Paced			
Telecourse	67.5%	83.1%	78.1%
Traditional	93.3%	78.5%	92.3%

Table 1.18 Program Review Data for Spanish by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	899	936	1,258
-Overall Success Rate	65.7%	66.1%	63.8%
-Overall Retention Rate	75.5%	81.8%	79.7%
STUDENT DEMOGRAPHICS			
GENDER			
Female	420	380	547
Male	475	547	701
Unknown	4	9	10
<u>Success Rate</u>			
- Female	65.7%	64.5%	66.0%
- Male	65.7%	67.3%	62.2%
- Unknown	75.0%	66.7%	60.0%
<u>Retention Rate</u>			
- Female	75.0%	82.9%	80.1%
- Male	75.8%	80.8%	79.5%
- Unknown	100.0%	100.0%	80.0%

Table 1.19 Program Review Data for Spanish by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	899	936	1,258
-Overall Success Rate	65.7%	66.1%	63.8%
-Overall Retention Rate	75.5%	81.8%	79.7%

AGE at TERM			
Less than 19	200	71	246
20 to 24	190	210	270
25 to 29	119	153	203
30 to 34	107	145	156
35 to 39	91	108	121
40 to 49	130	168	166
50 and Older	62	81	96

Success Rate			
Less than 19	86.0%	57.7%	72.0%
20 to 24	61.6%	66.2%	61.5%
25 to 29	47.9%	66.7%	64.5%
30 to 34	64.5%	68.3%	65.4%
35 to 39	61.5%	66.7%	62.8%
40 to 49	65.4%	64.3%	57.2%
50 and Older	56.5%	71.6%	58.3%

Retention Rate			
Less than 19	92.0%	80.3%	88.2%
20 to 24	73.7%	82.4%	75.6%
25 to 29	63.9%	84.3%	80.3%
30 to 34	70.1%	82.1%	80.1%
35 to 39	71.4%	79.6%	76.9%
40 to 49	71.5%	81.5%	74.7%
50 and Older	74.2%	80.2%	80.2%

Table 1.20 Program Review Data for Spanish by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	899	936	1,258
-Overall Success Rate	65.7%	66.1%	63.8%
-Overall Retention Rate	75.5%	81.8%	79.7%
RACE/ETHNICITY			
African American	106	133	159
American Indian	32	40	52
Asian	132	140	146
Hispanic/Latino	243	196	401
Pacific Islander	2	4	12
White	348	389	452
Unknown	36	34	36
Success Rate	106	133	159
African American	43.4%	54.1%	40.3%
American Indian	56.3%	47.5%	46.2%
Asian	55.3%	66.4%	69.2%
Hispanic/Latino	79.4%	75.0%	74.3%
Pacific Islander	100.0%	75.0%	33.3%
White	67.0%	66.6%	63.7%
Unknown	72.2%	76.5%	66.7%
Retention Rate			
African American	52.8%	76.7%	67.9%
American Indian	65.6%	65.0%	75.0%
Asian	72.7%	82.9%	82.2%
Hispanic/Latino	84.0%	85.7%	87.3%
Pacific Islander	100.0%	75.0%	58.3%
White	77.6%	82.5%	77.2%
Unknown	83.3%	88.2%	83.3%

Internal Analysis: Vietnamese

Enrollment and FTES:

The number of enrollments in Vietnamese courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Vietnamese credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Vietnamese courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Vietnamese courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Vietnamese courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Vietnamese courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Vietnamese courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Vietnamese courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Vietnamese in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Vietnamese in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Vietnamese is offered via in-person and online. The data shows that students have a higher success rate across all modalities in comparison with the college.

Demographics:

The data shows that over 95% of the student enrollment is Asian. Additionally, the data indicates that the population of the students enrolled are over the age of 40 (65%).

Implications of Change:

Vietnamese continues to enjoy high rates of Program Performance with the statistics remaining essentially stable. One possible reason for this high performance rate is that over 97% of the students self-identify as Asian and although the 180, 185, 280 and 285 classes are purportedly Vietnamese as a second language rather than native speakers, this may not be the case in all instances. Vietnamese 160 is for native-speakers and is offered each semester onsite.

Table 1.21 Program Productivity Data for Vietnamese

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	229	289	341
FTES	36.4	45.7	54.2
FTEF30	0.8	0.8	1.1
WSCH/FTEF	797	900	820
Sections	4.0	4.0	5.0
Fill Rate	103.2%	96.3%	85.3%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	227	288	345
GENDER			
Female	54.6%	56.9%	58.0%
Male	42.7%	42.0%	39.4%
Unknown	2.6%	1.0%	2.6%
AGE at TERM			
Less than 19	2.6%	4.2%	4.9%
20 to 24	10.1%	10.4%	13.3%
25 to 29	6.2%	6.3%	7.5%
30 to 34	6.6%	2.8%	3.2%
35 to 39	7.0%	5.2%	6.1%
40 to 49	22.5%	19.4%	14.8%
50 and Older	44.9%	51.7%	50.1%
RACE/ETHNICITY			
African American	0.0%	0.7%	0.0%
American Indian	0.4%	0.0%	0.3%
Asian	95.6%	94.4%	97.4%
Hispanic/Latino	0.0%	0.7%	0.3%
Pacific Islander	0.0%	0.0%	0.0%
White	0.9%	1.0%	1.2%
Unknown	3.1%	3.1%	0.9%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	64.8%	69.4%	65.5%
Self-Paced			
Telecourse			
Traditional	35.2%	30.6%	34.5%

Table 1.22 Program Review Data for Vietnamese by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	227	288	345
-Overall Success Rate	91.2%	89.2%	90.7%
-Overall Retention Rate	96.5%	93.8%	93.0%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	147	200	226
Self-Paced			
Telecourse			
Traditional	80	88	119
<u>Success Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	87.8%	86.0%	88.1%
Self-Paced			
Telecourse			
Traditional	97.5%	96.6%	95.8%
<u>Retention Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	95.9%	92.5%	91.6%
Self-Paced			
Telecourse			
Traditional	97.5%	96.6%	95.8%

Table 1.23 Program Review Data for Vietnamese by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	227	288	345
-Overall Success Rate	91.2%	89.2%	90.7%
-Overall Retention Rate	96.5%	93.8%	93.0%
STUDENT DEMOGRAPHICS			
GENDER			
Female	124	164	200
Male	97	121	136
Unknown	6	3	9
<u>Success Rate</u>			
- Female	94.4%	93.3%	90.5%
- Male	87.6%	83.5%	91.2%
- Unknown	83.3%	100.0%	88.9%
<u>Retention Rate</u>			
- Female	96.8%	95.1%	92.5%
- Male	95.9%	91.7%	94.1%
- Unknown	100.0%	100.0%	88.9%

Table 1.24 Program Review Data for Vietnamese by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	227	288	345
-Overall Success Rate	91.2%	89.2%	90.7%
-Overall Retention Rate	96.5%	93.8%	93.0%

AGE at TERM			
Less than 19	6	12	17
20 to 24	23	30	46
25 to 29	14	18	26
30 to 34	15	8	11
35 to 39	16	15	21
40 to 49	51	56	51
50 and Older	102	149	173

Success Rate			
Less than 19	83.3%	83.3%	82.4%
20 to 24	95.7%	83.3%	76.1%
25 to 29	92.9%	88.9%	84.6%
30 to 34	93.3%	87.5%	81.8%
35 to 39	93.8%	86.7%	95.2%
40 to 49	94.1%	89.3%	92.2%
50 and Older	88.2%	91.3%	96.0%

Retention Rate			
Less than 19	83.3%	83.3%	88.2%
20 to 24	100.0%	90.0%	82.6%
25 to 29	92.9%	88.9%	84.6%
30 to 34	93.3%	100.0%	81.8%
35 to 39	93.8%	100.0%	95.2%
40 to 49	98.0%	98.2%	96.1%
50 and Older	97.1%	93.3%	97.1%

Table 1.25 Program Review Data for Vietnamese by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	227	288	345
-Overall Success Rate	91.2%	89.2%	90.7%
-Overall Retention Rate	96.5%	93.8%	93.0%

AGE at TERM			
Less than 19	6	12	17
20 to 24	23	30	46
25 to 29	14	18	26
30 to 34	15	8	11
35 to 39	16	15	21
40 to 49	51	56	51
50 and Older	102	149	173

Success Rate			
Less than 19	83.3%	83.3%	82.4%
20 to 24	95.7%	83.3%	76.1%
25 to 29	92.9%	88.9%	84.6%
30 to 34	93.3%	87.5%	81.8%
35 to 39	93.8%	86.7%	95.2%
40 to 49	94.1%	89.3%	92.2%
50 and Older	88.2%	91.3%	96.0%

Retention Rate			
Less than 19	83.3%	83.3%	88.2%
20 to 24	100.0%	90.0%	82.6%
25 to 29	92.9%	88.9%	84.6%
30 to 34	93.3%	100.0%	81.8%
35 to 39	93.8%	100.0%	95.2%
40 to 49	98.0%	98.2%	96.1%
50 and Older	97.1%	93.3%	97.1%

Program Student Learning Outcome(s)

Discussion fell around student behavior with dropping and the impact of the retention. The strategies for language acquisition and conversation skills and what the strategies looked like in an online platform. Additional discussion was around RSI.

Progress on Forward Strategy Initiative(s)

Table 1.26 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Decrease caps for all International Language online courses to 45 students.	In-progress	There has been a decrease in some online classes from 120 to 80 and some with 45 students.	Data pending in. Fren C180 #92504, Fren C185 #93147; Japn C180 #93115 and #93164, Span C180 #92505, #92510, #92992, Span C185 #92512.
Increase online instructors' capability to serve their students wherever/whenever.	Completed	The department chair was given a laptop. A microphone and headset was provided.	Increase in instructor and department chair availability wherever/whenever.

Response to Department Committee Recommendation(s)

Table 1.27 Progress on Recommendations

Recommendation(s)	Status	Response Summary
Investigate ways to increase student interaction in telecourse classes. Assess and present findings to the Student Success and Academic Senate Committees.	In-progress	There is limited access to interact with the students as the courses are correspondence courses (Incarcerated students).
Request an update on the Spanish ADT.	In-progress	Will follow with the Dean over articulation

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Part-time	Classified	Hourly
Previous year 2015-2016	1	0	1 (Spanish)	10	0	0
Current year 2016-2017	1	0	1 (Spanish)	11	0	0
1 year 2017-2018	1	0	2 (Spanish)	12	0	0
2 years 2018-2019	1	0	2 (Spanish)	12	0	0
3 years 2019-2020	1	0	2 (Spanish)	12	0	0

The request for an additional full-time position is based upon student demand and increase in enrollment. Additionally, the entire program has grown and will require more support to ensure operational effectiveness and student educational needs are being fulfilled.

Professional Development: The following represent self-reported professional development activities, presentations, honors, and awards.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Rosemary Miller, Spanish, Dept. Chair Intl. Languages	Canvas Training; ADA training; Keenan Safe Colleges; 2016 Summer Institute.	Increased awareness of workplace hazards and remedies. Increase in instructional effectiveness.
Dung Tran, Vietnamese	California Association of Bilingual Conference, March 2016. CSUF presentation on Text Reviewing: Independent consultant for National Resources Center for Asian Languages. Canvas Training begun. 2016 Summer Institute.	Fall class cancelled due to problems with Canvas Training. Increase in instructional effectiveness.
Dr. Katherine Watson, French	Presentations: NISOD; Teaching at the Community College Conference: International conference on Teaching and Learning; League for Innovation 2016 Conference; Instructional Technology Council; Blogger for Community College Week; Canvas Training.	Coastline's reputation enhanced by presentations at conferences. Increase in instructional effectiveness.
Emiko Kiyochi, Japanese	PhD degree in progress. OEI Peer Online Course Reviewer at @One.; ACTFL annual convention in San Diego. Developed	Provided new access to Japanese by developing online classes.

	Japanese online classes, grant from Japan Foundation. Canvas Training.	Increase in instructional effectiveness.
Jingfang Satow, Chinese	Canvas Training; 2016 Summer Institute; International Education project at Sun Yat-sen University of China. Asian Languages Symposium at CSU-Fullerton on Friday	Increase in instructional effectiveness. Enriched teaching practice at conference in China.
Dr. Amer El Ahraf, Arabic	2015 Superior Long-Term Service Award from the Association of Egyptian-American Scholars; California Environmental Health Association Publication Award for 2016; Past President of CEHA and AEAS. Founded Arabic Club at Coastline Community College.	Increase in instructional effectiveness. Service to students by initiating Arabic Club.
David Nguyen, Vietnamese	Canvas Training. 2016 Summer Institute.	Increase in instructional effectiveness.
Patricia Candelaria, Spanish	Canvas Training	Summer class cancelled due to problems with Canvas Training. Increase in instructional effectiveness.
Valeria Barragán, Spanish	Canvas Training	Increase in instructional effectiveness.
Sandra Basabe, Spanish	Canvas Training; Vista Publisher Presentation.	Increase in instructional effectiveness.
Julie Alweheiby, Spanish	Canvas Training; Vista Publisher Presentation.	Increase in instructional effectiveness.

Section 3: Facilities Planning

Facility Assessment

Courses are offered face-to-face at Le Jao Center, Garden Grove Center, and ECHS. The facilities are adequate and no changes are foreseeable.

Section 4: Technology Planning

Technology Assessment

In 2015-2016 the department chair was provided a professional quality headset/microphone for the online environment. It is imperative that all online International Language course instructors be provided this tool to increase their interactivity with their online students.

Due to the complexity of the new Canvas tool, it was suggested that a license for VoiceThread, a recording submission tool, be procured. This ties directly to the PSLO findings and dialog that occurred at the 2016 all college meeting.

Section 5: New Initiatives

Initiative: Obtain a license for Camtasia to aid online instructors in personalizing their online classes.

Describe how the initiative supports the college mission:

The need exists to personalize our online classes and with this tool we can provide a personal presence in the online classroom.

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

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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.

Literature cites that the more personal the “presence” of an online instructor, the more connected, involved, and persistent the students are.

Recommended resource(s) needed for initiative achievement:

License for Camtasia for use by instructors.

What is the anticipated outcome of completing the initiative?

Increased student success.

Provide a timeline and timeframe from initiative inception to completion.

This can be done immediately and is also being requested by the Faculty Success Center.