



2017-2018

Annual Program Review

International Languages

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

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Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the number of enrollments in 2013-2014.

The FTES in Arabic credit courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the number of sections in 2013-2014.

The fill rate in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a substantially higher rate (>= 10.0%)** than the college success average* (**66.6%**) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Arabic courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately lower rate (-5.0% to -9.9%)** than the college retention average* (**83.3%**) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Arabic in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Arabic in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the Arabic courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **none (0%)** of the courses

offered were **online, none (0%)** of the courses offered were **self-paced, none (0%)** of the courses offered were **telecourse**, and **All (100%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Arabic course success rates for *female students*; and there **was NOT a disproportional impact** in Arabic course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Arabic course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Arabic course success rates for students *20 to 24 years old*; there **was a disproportional impact** in Arabic course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Arabic course success rates for students *30 to 34 years old*; there **there was no or incomplete data** in Arabic course success rates for students *35 to 39 years old*; there **was a disproportional impact** in Arabic course success rates for students *40 to 49 years old*; there **there was no or incomplete data** in Arabic course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Arabic course success rates for *African American* students; there **there was no or incomplete data** in Arabic course success rates for *American Indian* students; there **was NOT a disproportional impact** in Arabic course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Arabic course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Arabic course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Arabic course success rates for *Multi-race* students; there **there was no or incomplete data** in Arabic course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- A conversational Arabic course in fall 2017
- Full transition for face-to-face classes to CANVAS
- Explore model assessments for SLOs in Arabic
- Course catalog clean-up is in progress and will be completed Fall 2017.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	0	0	25
FTES			2.6
FTEF30			0.1
WSCH/FTEF			422
Sections			1.0
Fill Rate			62.5%
DEGREES AND CERTIFICATES			
Associate Degrees			0
Certificates			0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	0	0	18
GENDER			
Female			50.0%
Male			50.0%
Unknown			0.0%
AGE at TERM			
Less than 19			22.2%
20 to 24			27.8%
25 to 29			16.7%
30 to 34			16.7%
35 to 39			0.0%
40 to 49			16.7%
50 and Older			0.0%
RACE/ETHNICITY			
African American			5.6%
American Indian			0.0%
Asian/Pacific Islander			16.7%
Hispanic/Latino			22.2%
2 or More Race			0.0%
White			55.6%
Unknown			0.0%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			100.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	0.0%	0.0%	77.8%
Course Retention (A-F, P, NP)	0.0%	0.0%	77.8%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	18
-Overall Success Rate			77.8%
-Overall Retention Rate			77.8%

STUDENT DEMOGRAPHICS			
GENDER			
Female			9
Male			9
Unknown			0

<u>Success Rate</u>			
- Female			88.9%
- Male			66.7%
- Unknown			0.0%

<u>Retention Rate</u>			
- Female			88.9%
- Male			66.7%
- Unknown			0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	18
-Overall Success Rate	0.0%	0.0%	77.8%
-Overall Retention Rate	0.0%	0.0%	77.8%

AGE at TERM	
Less than 19	4
20 to 24	5
25 to 29	3
30 to 34	3
35 to 39	0
40 to 49	3
50 and Older	0

Success Rate	
Less than 19	100.0%
20 to 24	100.0%
25 to 29	33.3%
30 to 34	100.0%
35 to 39	0.0%
40 to 49	33.3%
50 and Older	0.0%

Retention Rate	
Less than 19	100.0%
20 to 24	100.0%
25 to 29	33.3%
30 to 34	100.0%
35 to 39	0.0%
40 to 49	33.3%
50 and Older	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	18
-Overall Success Rate			77.8%
-Overall Retention Rate			77.8%

RACE/ETHNICITY		
African American		4
American Indian		2
Asian		1
Hispanic/Latino		1
Pacific Islander		0
White		10
Unknown		0

Success Rate	4
African American	75.0%
American Indian	100.0%
Asian	0.0%
Hispanic/Latino	100.0%
Pacific Islander	0.0%
White	80.0%
Unknown	0.0%

Retention Rate	
African American	75.0%
American Indian	100.0%
Asian	0.0%
Hispanic/Latino	100.0%
Pacific Islander	0.0%
White	80.0%
Unknown	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	18
-Overall Success Rate			77.8%
-Overall Retention Rate			77.8%

INSTRUCTIONAL MODALITY			
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Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			18

Success Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			77.8%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional			77.8%

Program Planning: Chinese

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Chinese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in Chinese credit courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Chinese courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in Chinese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Chinese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Chinese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Chinese courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a slight decrease (-1.0% to -4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college success average* (**66.6%**) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Chinese courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a substantially lower rate ($\geq -10.0\%$)** than the college retention average* (**83.3%**) and showed **a slightly higher rate (1.0% to 4.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Chinese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Chinese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Chinese** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in **Chinese** course success rates for *female students*; and there **was NOT a disproportional impact** in **Chinese** course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Chinese** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Chinese** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Chinese** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Chinese** course success rates for students *30 to 34 years old*; there **was a disproportional impact** in **Chinese** course success rates for students *35 to 39 years old*; there **was a disproportional impact** in **Chinese** course success rates for students *40 to 49 years old*; there **was a disproportional impact** in **Chinese** course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Chinese** course success rates for *African American* students; there **there was no or incomplete data** in **Chinese** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Chinese** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Chinese** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Chinese** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Chinese** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Chinese** course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- Offering CHIN C185 this summer for 8-weeks
- Doing course catalog clean up expected to be completed by Fall 2017
- Complete transition to CANVAS
- Developing a rubric for SLOs

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	93	60	69
FTEs	14.0	9.0	10.5
FTEF30	0.5	0.3	0.3
WSCH/FTEF	465	450	518
Sections	3.0	2.0	2.0
Fill Rate	71.5%	66.7%	76.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	89	59	69
GENDER			
Female	47.2%	66.1%	58.0%
Male	49.4%	32.2%	37.7%
Unknown	3.4%	1.7%	4.3%
AGE at TERM			
Less than 19	19.1%	6.8%	27.5%
20 to 24	34.8%	32.2%	26.1%
25 to 29	16.9%	13.6%	7.2%
30 to 34	9.0%	10.2%	13.0%
35 to 39	5.6%	3.4%	7.2%
40 to 49	6.7%	15.3%	4.3%
50 and Older	7.9%	18.6%	14.5%
RACE/ETHNICITY			
African American	3.4%	11.9%	5.8%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	66.3%	62.7%	58.0%
Hispanic/Latino	10.1%	0.0%	10.1%
2 or More Race	3.4%	6.8%	5.8%
White	14.6%	15.3%	18.8%
Unknown	2.2%	3.4%	1.7%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	65.2%	60.0%	62.3%
Course Retention (A-F, P, NP)	83.1%	76.7%	72.5%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	89	59	69
-Overall Success Rate	65.2%	61.0%	62.3%
-Overall Retention Rate	83.1%	76.3%	72.5%

STUDENT DEMOGRAPHICS			
GENDER			
Female	42	39	40
Male	44	19	26
Unknown	3	1	3

<u>Success Rate</u>			
- Female	64.3%	56.4%	70.0%
- Male	63.6%	68.4%	53.8%
- Unknown	100.0%	100.0%	33.3%

<u>Retention Rate</u>			
- Female	85.7%	74.4%	82.5%
- Male	79.5%	78.9%	61.5%
- Unknown	100.0%	100.0%	33.3%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	89	59	69
-Overall Success Rate	65.2%	61.0%	62.3%
-Overall Retention Rate	83.1%	76.3%	72.5%

AGE at TERM			
Less than 19	17	4	19
20 to 24	31	19	18
25 to 29	15	8	5
30 to 34	8	6	9
35 to 39	5	2	5
40 to 49	6	9	3
50 and Older	7	11	10

Success Rate			
Less than 19	88.2%	75.0%	57.9%
20 to 24	64.5%	57.9%	77.8%
25 to 29	40.0%	62.5%	60.0%
30 to 34	50.0%	33.3%	88.9%
35 to 39	80.0%	50.0%	40.0%
40 to 49	66.7%	77.8%	33.3%
50 and Older	71.4%	63.6%	40.0%

Retention Rate			
Less than 19	100.0%	75.0%	63.2%
20 to 24	80.6%	68.4%	83.3%
25 to 29	66.7%	87.5%	80.0%
30 to 34	75.0%	66.7%	88.9%
35 to 39	100.0%	100.0%	60.0%
40 to 49	66.7%	88.9%	33.3%
50 and Older	100.0%	72.7%	70.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	89	59	69
-Overall Success Rate	65.2%	61.0%	62.3%
-Overall Retention Rate	83.1%	76.3%	72.5%

RACE/ETHNICITY			
African American	9	0	7
American Indian	59	37	40
Asian	3	7	4
Hispanic/Latino	3	4	4
Pacific Islander	2	2	1
White	13	9	13
Unknown	0	0	0

Success Rate			
African American	33.3%	0.0%	57.1%
American Indian	71.2%	67.6%	62.5%
Asian	0.0%	14.3%	50.0%
Hispanic/Latino	100.0%	50.0%	100.0%
Pacific Islander	100.0%	50.0%	100.0%
White	61.5%	77.8%	53.8%
Unknown	0.0%	0.0%	0.0%

Retention Rate			
African American	88.9%	0.0%	71.4%
American Indian	83.1%	81.1%	75.0%
Asian	66.7%	42.9%	50.0%
Hispanic/Latino	100.0%	75.0%	100.0%
Pacific Islander	100.0%	50.0%	100.0%
White	76.9%	88.9%	61.5%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	89	59	69
-Overall Success Rate	65.2%	61.0%	62.3%
-Overall Retention Rate	83.1%	76.3%	72.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	89	59	69
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

<u>Success Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	65.2%	61.0%	62.3%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

<u>Retention Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	83.1%	76.3%	72.5%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

Program Planning: French

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in French courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in French credit courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in French courses in 2015-2016 showed a **substantial increase ($\geq 10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in French courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in French courses in 2015-2016 showed a **substantial increase ($\geq 10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in French courses in 2015-2016 showed a **substantial decrease ($\geq -10.0\%$)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in French courses in 2015-2016 showed a **substantial increase ($\geq 10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **substantially lower rate ($\geq -10.0\%$)** than the college success average* (**66.6%**) and showed a **slightly lower rate (-1.0% to -4.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in French courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college retention average* (**83.3%**) and showed a **substantially higher rate ($\geq 10.0\%$)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in French in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in French in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **French** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in **French** course success rates for *female students*; and there **was NOT a disproportional impact** in **French** course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **French** course success rates for students *less than 20 years old*; there **was a disproportional impact** in **French** course success rates for students *20 to 24 years old*; there **was a disproportional impact** in **French** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **French** course success rates for students *30 to 34 years old*; there **was a disproportional impact** in **French** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **French** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **French** course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **French** course success rates for *African American* students; there **there was no or incomplete data** in **French** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **French** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **French** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **French** course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in **French** course success rates for *Multi-race* students; there **there was no or incomplete data** in **French** course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- Doing course catalog clean up expected to be completed by fall 2017
- Complete transition to CANVAS
- Developing a rubric for SLOs

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	136	120	110
FTES	21.0	18.0	16.8
FTEF30	0.5	0.4	0.6
WSCH/FTEF	680	720	471
Sections	2.0	2.0	3.0
Fill Rate	61.8%	54.5%	53.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	134	118	110
GENDER			
Female	67.2%	73.7%	64.5%
Male	30.6%	24.6%	32.7%
Unknown	2.2%	1.7%	2.7%
AGE at TERM			
Less than 19	10.4%	16.1%	15.5%
20 to 24	32.8%	22.0%	13.6%
25 to 29	17.9%	11.0%	10.9%
30 to 34	11.2%	7.6%	11.8%
35 to 39	3.7%	6.8%	9.1%
40 to 49	12.7%	11.9%	13.6%
50 and Older	11.2%	24.6%	25.5%
RACE/ETHNICITY			
African American	6.0%	5.1%	8.2%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	26.1%	33.9%	40.0%
Hispanic/Latino	15.7%	17.8%	13.6%
2 or More Race	12.7%	5.9%	8.2%
White	35.8%	35.6%	30.0%
Unknown	3.7%	1.7%	0.0%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	32.1%	43.8%	53.6%
Course Retention (A-F, P, NP)	74.6%	81.0%	87.3%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	134	118	110
-Overall Success Rate	32.1%	44.9%	53.6%
-Overall Retention Rate	74.6%	81.4%	87.3%

STUDENT DEMOGRAPHICS			
GENDER			
Female	90	87	71
Male	41	29	36
Unknown	3	2	3

<u>Success Rate</u>			
- Female	30.0%	35.6%	53.5%
- Male	36.6%	72.4%	58.3%
- Unknown	33.3%	50.0%	0.0%

<u>Retention Rate</u>			
- Female	75.6%	80.5%	87.3%
- Male	70.7%	86.2%	88.9%
- Unknown	100.0%	50.0%	66.7%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	134	118	110
-Overall Success Rate	32.1%	44.9%	53.6%
-Overall Retention Rate	74.6%	81.4%	87.3%

AGE at TERM			
Less than 19	14	19	17
20 to 24	44	26	15
25 to 29	24	13	12
30 to 34	15	9	13
35 to 39	5	8	10
40 to 49	17	14	15
50 and Older	15	29	28

Success Rate			
Less than 19	42.9%	36.8%	70.6%
20 to 24	34.1%	23.1%	26.7%
25 to 29	16.7%	38.5%	41.7%
30 to 34	33.3%	22.2%	46.2%
35 to 39	40.0%	62.5%	30.0%
40 to 49	17.6%	50.0%	73.3%
50 and Older	53.3%	72.4%	64.3%

Retention Rate			
Less than 19	85.7%	84.2%	94.1%
20 to 24	72.7%	69.2%	100.0%
25 to 29	70.8%	84.6%	75.0%
30 to 34	73.3%	55.6%	84.6%
35 to 39	60.0%	87.5%	60.0%
40 to 49	70.6%	92.9%	100.0%
50 and Older	86.7%	89.7%	85.7%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	134	118	110
-Overall Success Rate	32.1%	44.9%	53.6%
-Overall Retention Rate	74.6%	81.4%	87.3%

RACE/ETHNICITY			
African American	21	21	15
American Indian	35	40	44
Asian	8	6	9
Hispanic/Latino	16	7	9
Pacific Islander	5	2	0
White	49	42	33
Unknown	0	0	0

Success Rate	21	21	15
African American	33.3%	33.3%	46.7%
American Indian	48.6%	65.0%	59.1%
Asian	12.5%	50.0%	55.6%
Hispanic/Latino	31.3%	14.3%	33.3%
Pacific Islander	20.0%	100.0%	0.0%
White	24.5%	33.3%	54.5%
Unknown	0.0%	0.0%	0.0%

Retention Rate			
African American	71.4%	76.2%	100.0%
American Indian	88.6%	87.5%	86.4%
Asian	62.5%	83.3%	77.8%
Hispanic/Latino	87.5%	71.4%	88.9%
Pacific Islander	60.0%	100.0%	0.0%
White	65.3%	78.6%	84.8%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	134	118	110
-Overall Success Rate	32.1%	44.9%	53.6%
-Overall Retention Rate	74.6%	81.4%	87.3%

INSTRUCTIONAL MODALITY

Cable			
Correspondence			
Hybrid			
Online	134	118	110
Self-Paced			
Telecourse			
Traditional			

Success Rate

Cable			
Correspondence			
Hybrid			
Online	32.1%	44.9%	53.6%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	74.6%	81.4%	87.3%
Self-Paced			
Telecourse			
Traditional			

Program Planning: Japanese

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the number of enrollments in 2013-2014.

The FTES in Japanese credit courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the number of sections in 2013-2014.

The fill rate in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a substantially lower rate (>= -10.0%)** than the college success average* (**66.6%**) and showed **a moderately lower rate (-5.0% to -9.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Japanese courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college retention average* (**83.3%**) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Japanese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Japanese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the Japanese courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses

offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Japanese course success rates for *female students*; and there **was NOT a disproportional impact** in Japanese course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Japanese course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Japanese course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Japanese course success rates for students *25 to 29 years old*; there **was a disproportional impact** in Japanese course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Japanese course success rates for students *35 to 39 years old*; there **was a disproportional impact** in Japanese course success rates for students *40 to 49 years old*; there **was a disproportional impact** in Japanese course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was no or incomplete data** in Japanese course success rates for *African American* students; there **was no or incomplete data** in Japanese course success rates for *American Indian* students; there **was NOT a disproportional impact** in Japanese course success rates for *Asian/Pacific Islander* students; there **was a disproportional impact** in Japanese course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Japanese course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Japanese course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Japanese course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- Doing course catalog clean up expected to be completed by Fall 2017
- Complete transition to CANVAS
- Review and revise all course SLOs as necessary
- Developing a rubric for SLOs
- Building a cohort of JAPN C180 term completers to offer JAPN C185

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	0	0	34
FTES			5.2
FTEF30			0.2
WSCH/FTEF			510
Sections			1.0
Fill Rate			75.6%
DEGREES AND CERTIFICATES			
Associate Degrees	1	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	0	0	57
GENDER			
Female			49.1%
Male			49.1%
Unknown			1.8%
AGE at TERM			
Less than 19			17.5%
20 to 24			47.4%
25 to 29			10.5%
30 to 34			7.0%
35 to 39			3.5%
40 to 49			7.0%
50 and Older			7.0%
RACE/ETHNICITY			
African American			0.0%
American Indian			0.0%
Asian/Pacific Islander			35.1%
Hispanic/Latino			15.8%
2 or More Race			8.8%
White			38.6%
Unknown			0.0%
INSTRUCTIONAL MODALITY			
Cable			0.0%
Correspondence			0.0%
Hybrid			0.0%
Online			100.0%
Self-Paced			0.0%
Telecourse			0.0%
Traditional			0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)			49.1%
Course Retention (A-F, P, NP)			80.7%

* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	57
-Overall Success Rate			49.1%
-Overall Retention Rate			80.7%

STUDENT DEMOGRAPHICS

GENDER

Female			28
Male			28
Unknown			1

Success Rate

- Female			46.4%
- Male			50.0%
- Unknown			100.0%

Retention Rate

- Female			82.1%
- Male			78.6%
- Unknown			100.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	57
-Overall Success Rate			49.1%
-Overall Retention Rate			80.7%

AGE at TERM		
Less than 19		10
20 to 24		27
25 to 29		6
30 to 34		4
35 to 39		2
40 to 49		4
50 and Older		4

Success Rate		
Less than 19		80.0%
20 to 24		44.4%
25 to 29		66.7%
30 to 34		25.0%
35 to 39		100.0%
40 to 49		25.0%
50 and Older		0.0%

Retention Rate		
Less than 19		100.0%
20 to 24		81.5%
25 to 29		83.3%
30 to 34		100.0%
35 to 39		100.0%
40 to 49		75.0%
50 and Older		0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	57
-Overall Success Rate			49.1%
-Overall Retention Rate			80.7%

RACE/ETHNICITY		
African American		9
American Indian		20
Asian		0
Hispanic/Latino		5
Pacific Islander		1
White		22
Unknown		0

Success Rate

African American	33.3%
American Indian	50.0%
Asian	0.0%
Hispanic/Latino	40.0%
Pacific Islander	100.0%
White	54.5%
Unknown	0.0%

Retention Rate

African American	88.9%
American Indian	75.0%
Asian	0.0%
Hispanic/Latino	80.0%
Pacific Islander	100.0%
White	81.8%
Unknown	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	57
-Overall Success Rate	0.0%	0.0%	49.1%
-Overall Retention Rate	0.0%	0.0%	80.7%

INSTRUCTIONAL MODALITY

Cable			
Correspondence			
Hybrid			
Online			57
Self-Paced			
Telecourse			
Traditional			

Success Rate

Cable			
Correspondence			
Hybrid			
Online			49.1%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online			80.7%
Self-Paced			
Telecourse			
Traditional			

Program Planning: Spanish

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Spanish courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in Spanish credit courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Spanish courses in 2015-2016 showed a **substantial decrease ($\geq -10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in Spanish courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Spanish courses in 2015-2016 showed a **substantial increase ($\geq 10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Spanish courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Spanish courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college success average* (**66.6%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Spanish courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college retention average* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Spanish in 2015-2016 showed **minimal to no difference** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Spanish in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the Spanish courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of

the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Spanish course success rates for *female students*; and there **was NOT a disproportional impact** in Spanish course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Spanish course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Spanish course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Spanish course success rates for *African American* students; there **was NOT a disproportional impact** in Spanish course success rates for *American Indian* students; there **was NOT a disproportional impact** in Spanish course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Spanish course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Spanish course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in Spanish course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Spanish course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- Doing course catalog clean up expected to be completed by fall 2017
- Complete transition to CANVAS
- Review and revise all course SLOs as necessary
- Developing a rubric for SLOs
- Waiting on the articulation officer to help the completion of the ADT at Coastline
- ECHS has been highly successful and has reflected participation into the SPAN C280 coursework
- Continue to maintain high enrollments in SPAN C180 in the telecourses

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	959	1,261	1,315
FTES	146.0	184.0	197.9
FTEF30	2.9	3.7	4.1
WSCH/FTEF	821	807	785
Sections	14.0	22.0	19.0
Fill Rate	75.7%	80.4%	82.0%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	1
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	934	1,239	1,310
GENDER			
Female	40.7%	43.9%	38.9%
Male	58.4%	55.4%	60.0%
Unknown	1.0%	0.7%	1.1%
AGE at TERM			
Less than 19	7.6%	19.9%	18.4%
20 to 24	22.5%	21.5%	22.1%
25 to 29	16.3%	16.3%	15.0%
30 to 34	15.4%	12.3%	11.8%
35 to 39	11.6%	9.5%	10.9%
40 to 49	18.0%	13.0%	15.2%
50 and Older	8.7%	7.5%	6.6%
RACE/ETHNICITY			
African American	13.4%	10.3%	12.0%
American Indian	1.3%	0.9%	1.0%
Asian/Pacific Islander	11.9%	9.8%	9.3%
Hispanic/Latino	30.9%	43.2%	41.7%
2 or More Race	4.9%	4.5%	5.1%
White	33.9%	28.6%	29.2%
Unknown	3.6%	2.7%	1.8%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	47.4%	52.9%	48.5%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	44.1%	30.2%	41.7%
Traditional	8.5%	16.9%	9.8%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	66.1%	63.8%	62.4%
Course Retention (A-F, P, NP)	81.8%	79.7%	77.7%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	934	1,238	1,312
-Overall Success Rate	66.3%	65.0%	62.4%
-Overall Retention Rate	81.9%	80.3%	77.7%

STUDENT DEMOGRAPHICS			
GENDER			
Female	380	543	510
Male	545	686	787
Unknown	9	9	15

<u>Success Rate</u>			
- Female	64.5%	66.7%	66.9%
- Male	67.5%	63.8%	59.6%
- Unknown	66.7%	55.6%	60.0%

<u>Retention Rate</u>			
- Female	82.9%	80.3%	82.0%
- Male	80.9%	80.3%	75.1%
- Unknown	100.0%	77.8%	66.7%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	934	1,238	1,312
-Overall Success Rate	66.3%	65.0%	62.4%
-Overall Retention Rate	81.9%	80.3%	77.7%

AGE at TERM			
Less than 19	71	245	243
20 to 24	210	266	289
25 to 29	152	202	197
30 to 34	144	153	155
35 to 39	108	118	143
40 to 49	168	161	199
50 and Older	81	93	86

Success Rate			
Less than 19	57.7%	72.7%	75.3%
20 to 24	66.2%	62.4%	60.6%
25 to 29	67.1%	64.9%	52.3%
30 to 34	68.8%	66.7%	66.5%
35 to 39	66.7%	64.4%	59.4%
40 to 49	64.3%	59.6%	62.3%
50 and Older	71.6%	60.2%	53.5%

Retention Rate			
Less than 19	80.3%	88.6%	90.9%
20 to 24	82.4%	75.9%	74.4%
25 to 29	84.2%	80.2%	71.1%
30 to 34	82.6%	80.4%	76.1%
35 to 39	79.6%	78.8%	69.2%
40 to 49	81.5%	75.8%	78.4%
50 and Older	80.2%	80.6%	81.4%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	934	1,238	1,312
-Overall Success Rate	66.3%	65.0%	62.4%
-Overall Retention Rate	81.9%	80.3%	77.7%

RACE/ETHNICITY			
African American	290	532	547
American Indian	112	121	123
Asian	123	129	158
Hispanic/Latino	47	58	67
Pacific Islander	33	33	22
White	317	353	382
Unknown	12	12	13

Success Rate	290	532	547
African American	73.1%	72.4%	69.8%
American Indian	64.3%	71.1%	69.9%
Asian	53.7%	38.0%	32.3%
Hispanic/Latino	61.7%	53.4%	44.8%
Pacific Islander	75.8%	72.7%	59.1%
White	66.6%	64.0%	65.2%
Unknown	33.3%	33.3%	61.5%

Retention Rate			
African American	87.2%	86.5%	82.3%
American Indian	81.3%	79.3%	81.3%
Asian	75.6%	67.4%	58.9%
Hispanic/Latino	74.5%	72.4%	58.2%
Pacific Islander	87.9%	84.8%	77.3%
White	80.8%	77.1%	81.7%
Unknown	66.7%	75.0%	61.5%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	934	1,238	1,312
-Overall Success Rate	66.3%	65.0%	62.4%
-Overall Retention Rate	81.9%	80.3%	77.7%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	443	656	636
Self-Paced	0	0	0
Telecourse	412	374	546
Traditional	79	208	130

Success Rate

Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	60.7%	63.4%	64.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	72.6%	61.2%	56.8%
Traditional	64.6%	76.9%	77.7%

Retention Rate

Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	81.3%	77.0%	80.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	83.3%	79.1%	71.6%
Traditional	78.5%	92.8%	90.8%

Program Planning: Vietnamese

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Vietnamese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in Vietnamese credit courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Vietnamese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in Vietnamese courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Vietnamese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Vietnamese courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial decrease ($\geq -10.0\%$)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Vietnamese courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a substantially higher rate ($\geq 10.0\%$)** than the college success average* (**66.6%**) and showed **a substantially higher rate ($\geq 10.0\%$)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Vietnamese courses in 2015-2016 showed **a substantial increase ($\geq 10.0\%$)** from 2014-2015 and **a substantial increase ($\geq 10.0\%$)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately higher rate (5.0% to 9.9%)** than the college retention average* (**83.3%**) and showed **a substantially higher rate ($\geq 10.0\%$)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Vietnamese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Vietnamese in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Vietnamese** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **more than half (50% to 74%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **close to half (25% to 50%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in **Vietnamese** course success rates for *female students*; and there **was NOT a disproportional impact** in **Vietnamese** course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Vietnamese** course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **there was no or incomplete data** in **Vietnamese** course success rates for *African American* students; there **was a disproportional impact** in **Vietnamese** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Vietnamese** course success rates for *Asian/Pacific Islander* students; there **was a disproportional impact** in **Vietnamese** course success rates for *Hispanic/Latino* students; there **was a disproportional impact** in **Vietnamese** course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in **Vietnamese** course success rates for *Multi-race* students; there **was a disproportional impact** in **Vietnamese** course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

- Course catalog clean up expected to be completed at the fall 2017
- Complete transition to CANVAS
- Review and revise all course SLOs as necessary
- Developing a rubric for SLOs
- Moved towards native speaker courses in face-to-face course

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	289	341	413
FTES	46.0	54.0	65.7
FTEF30	0.8	1.1	1.3
WSCH/FTEF	900	820	808
Sections	4.0	5.0	7.0
Fill Rate	96.3%	85.3%	84.3%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	288	345	408
GENDER			
Female	56.9%	58.0%	57.6%
Male	42.0%	39.4%	40.2%
Unknown	1.0%	2.6%	2.2%
AGE at TERM			
Less than 19	4.2%	4.9%	3.2%
20 to 24	10.4%	13.3%	14.5%
25 to 29	6.3%	7.5%	12.3%
30 to 34	2.8%	3.2%	4.4%
35 to 39	5.2%	6.1%	4.7%
40 to 49	19.4%	14.8%	12.3%
50 and Older	51.7%	50.1%	48.8%
RACE/ETHNICITY			
African American	0.7%	0.0%	0.0%
American Indian	0.0%	0.0%	0.2%
Asian/Pacific Islander	94.1%	95.7%	94.6%
Hispanic/Latino	1.4%	0.9%	1.7%
2 or More Race	0.3%	1.4%	2.2%
White	0.7%	1.2%	1.0%
Unknown	2.8%	0.9%	0.3%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	69.4%	65.5%	63.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	30.6%	34.5%	37.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	89.2%	90.7%	90.2%
Course Retention (A-F, P, NP)	82.6%	82.3%	92.4%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	288	345	408
-Overall Success Rate	89.2%	90.7%	90.2%
-Overall Retention Rate	93.8%	93.0%	92.4%

STUDENT DEMOGRAPHICS			
GENDER			
Female	164	200	234
Male	121	136	165
Unknown	3	9	9

<u>Success Rate</u>			
- Female	93.3%	90.5%	92.3%
- Male	83.5%	91.2%	88.5%
- Unknown	100.0%	88.9%	66.7%

<u>Retention Rate</u>			
- Female	95.1%	92.5%	94.0%
- Male	91.7%	94.1%	90.3%
- Unknown	100.0%	88.9%	88.9%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	288	345	408
-Overall Success Rate	89.2%	90.7%	90.2%
-Overall Retention Rate	93.8%	93.0%	92.4%

AGE at TERM			
Less than 19	12	17	13
20 to 24	30	46	59
25 to 29	18	26	50
30 to 34	8	11	18
35 to 39	15	21	19
40 to 49	56	51	50
50 and Older	149	173	199

Success Rate			
Less than 19	83.3%	82.4%	100.0%
20 to 24	83.3%	76.1%	81.4%
25 to 29	88.9%	84.6%	90.0%
30 to 34	87.5%	81.8%	100.0%
35 to 39	86.7%	95.2%	84.2%
40 to 49	89.3%	92.2%	84.0%
50 and Older	91.3%	96.0%	93.5%

Retention Rate			
Less than 19	83.3%	88.2%	100.0%
20 to 24	90.0%	82.6%	84.7%
25 to 29	88.9%	84.6%	92.0%
30 to 34	100.0%	81.8%	100.0%
35 to 39	100.0%	95.2%	89.5%
40 to 49	98.2%	96.1%	88.0%
50 and Older	93.3%	97.1%	95.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	288	345	408
-Overall Success Rate	89.2%	90.7%	90.2%
-Overall Retention Rate	93.8%	93.0%	92.4%

RACE/ETHNICITY			
African American	4	3	7
American Indian	271	330	386
Asian	2	0	0
Hispanic/Latino	1	5	9
Pacific Islander	8	3	1
White	2	4	4
Unknown	0	0	1

Success Rate	4	3	7
African American	75.0%	33.3%	57.1%
American Indian	90.0%	92.4%	93.0%
Asian	50.0%	0.0%	0.0%
Hispanic/Latino	100.0%	40.0%	33.3%
Pacific Islander	100.0%	100.0%	0.0%
White	0.0%	50.0%	50.0%
Unknown	0.0%	0.0%	0.0%

Retention Rate			
African American	75.0%	66.7%	57.1%
American Indian	94.8%	94.2%	94.6%
Asian	50.0%	0.0%	0.0%
Hispanic/Latino	100.0%	60.0%	55.6%
Pacific Islander	100.0%	100.0%	0.0%
White	0.0%	50.0%	75.0%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	288	345	408
-Overall Success Rate	89.2%	90.7%	90.2%
-Overall Retention Rate	93.8%	93.0%	92.4%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	200	226	257
Self-Paced			
Telecourse			
Traditional	88	119	151

<u>Success Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	86.0%	88.1%	87.2%
Self-Paced			
Telecourse			
Traditional	96.6%	95.8%	95.4%

<u>Retention Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	92.5%	91.6%	90.3%
Self-Paced			
Telecourse			
Traditional	96.6%	95.8%	96.0%

Student (SLOs) and Program Student Learning Outcome (PSLOs)

We are looking to revisit course SLOs in all languages and have effective measures to facilitate meaningful data collection dialog.

Curriculum Review

Table Curriculum Review

Course	Date Reviewed	Status
ARAB C182	Spring 2017	Revitalized
CHIN C180	Spring 2017	Updated the description

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Decrease caps for all International Language online courses to 45 students.	In-progress	2016-17 There has been a decrease in some online classes from 120 to 80 and some with 45 students. 2017-18 Japanese, Chinese, and French are capped at 45. All 8-weeks have been capped at 45	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.
Obtain a license for Camtasia to aid online instructors in personalizing their online classes.	Complete	The license exists but training is needed	

Response to Program/Department Committee Recommendation(s)

Table 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	The statewide prisons are doing online by 2019 and it is expected to increase efficiency in student interaction
Request an update on the Spanish ADT.	In-progress	Will follow with the Dean over articulation

Program Planning and Communication Strategies

The communication is primarily conducted via email and text messaging. This is highly related to the large proportion of part-time faculty within the program. In-person meetings occur at the All-College Meetings. Through these interactions SLOs, curriculum, SLOs and Program Review is discussed.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Part-time	Classified	Hourly
Previous year 2016-17	1	0	1 (Spanish)	11	0	0
Current year 2017-18	1	0	1 (Spanish)	12	0	0
1 year 2018-19	1	0	1 (Spanish)	13	0	0
2 years 2019-2020	1	0	1 (Spanish)	13	0	0
3 years 2020-2021	1	0	1 (Spanish)	13	0	0

The program hired a new part-time Spanish instructor and is looking to expand in the other disciplines. Due to the requirement of having full-time faculty teach one on-site course, the ability to expand full-time positions is limited.

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Dr. Katherine Watson	<ol style="list-style-type: none"> 1. Univ. of Hawaii/Kapiolani Comm. Coll. International Teaching at the Community College conference, 2 live virtual presentations 2. NISOD, 2 presentations upcoming 3. League for Innovation in the Community College presentation 4. STEM Tech conference presentation 5. Translation/interpretation/writing and research 6. Continuing Canvas training 	In addition to expanding one's own knowledge, participation in these conferences puts Coastline Community College on the map.
Prof. Julie Alweheiby	<ol style="list-style-type: none"> 1. Annual ACTFL Convention 2. Seminars and workshops 	Keep abreast of trends in foreign language teaching

	<ol style="list-style-type: none"> 3. Vista training, new textbook adoption 4. Continuing Canvas training 	
Dung Tran	<ol style="list-style-type: none"> 1. California Association of Bilingual Education conference 2. National Resource Center for Asian Languages consortium on the Integration of Technology in the World Language Classroom 3. Continuing Canvas training 	Furthering of knowledge in the use of technology in the foreign language classroom.
Prof. Rosemary Miller	<ol style="list-style-type: none"> 1. Ongoing education from Keenan Safe Colleges (safety in the workplace) 2. Summer Institute 3. Continuing Canvas training 4. Training with Vista, new textbook adoption 	Expansion of knowledge on workplace safety and use of technology in the online classroom.
Dr. Petra Petry	<ol style="list-style-type: none"> 1. ACTFL conference 2. Canvas online self-paced training at Mt SAC 3. Foster youth and Kinship Care Education at Saddleback college 	Knowledge-building on foreign language teaching and other vital issues.
Dr. Amer ElAhraf	<ol style="list-style-type: none"> 1. CSU/CSUDH Affordable Learning Solutions Initiative and Contribution to Student Learning by Reducing Textbook and Learning Material Costs". California State University, Dominguez Hills. 2. Research, Scholarship, Creative Activity Recognition Award. CSUDH. 3. Faculty Appreciation Award, Chapman University. 4. Albert Nelson Marquis Lifetime Achievement Award. 5. Publication Award, California Environmental Health Association. 6. Founded Arabic Students Club, Coastline Community College. 7. Curriculum revision of Arabic Classes, CCC. 8. Published or Works in Progress: <i>The Cultural Context of the Arabic Language; An Islamic Perspective on the Environment; Salamaat, Ya Habibi..Salamaat; Conversational Egyptian Arabic; The Influence of Religious Beliefs and the Use of Language on Building in Ancient Egypt; Mena Al Watan ela Al Maghar; Khwateron wa Jobbbon wa Zekriat: A Volume of Poetry in Arabic;; Misr Habiati, A poem in Arabic.</i> 	<p>Furthering of knowledge on reducing student costs for education.</p> <p>Continuing involvement in the furthering of Student Research and Creative Activity Mentorship.</p> <p>Continued research and knowledge-building in the field of study.</p>

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.

The new textbook has a good technology support system that integrates into CANVAS.

Training is needed for Camtasia to help faculty with the development of course assignment etc.

Section 5: New Initiatives

No new initiatives were created this year.

Section 6: Prioritization

No new initiatives were prioritized this year.

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.