

# COASTLINE COLLEGE

2018-2019

Annual Program Review

International Languages

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

# Table of Contents

Section 1: Program Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

# Section 1: Program Planning: Arabic

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Arabic Enrollment	0	25	29
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Arabic Resident FTES	0.00	2.47	3.42
Sections	0	1	2
Fill Rate	0.0%	62.5%	45.3%
WSCH/FTEF 595 Efficiency	-	422	247
FTEF/30	0.0	0.1	0.3
Extended Learning Enrollment	14	8	0

The percentage change in the number of Arabic **enrollments** in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15.

The percentage change in 2016-17 **resident FTES** in Arabic credit courses showed a substantial increase from 2015-2016 and no comparative data in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Arabic courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Arabic courses showed a substantial decrease from 2015-16 and no comparative data in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Arabic courses in 2016-17 showed a substantial decrease from 2015-16 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Arabic courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Arabic **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Arabic Enrollment	0	25	29

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	100.0%	100.0%
Online	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	48.0%	44.8%
Male	0.0%	52.0%	55.2%
Unknown	0.0%	0.0%	0.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	8.0%	3.4%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	0.0%	8.0%	6.9%
Hispanic	0.0%	12.0%	10.3%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	0.0%	60.0%	62.1%
Multi-Ethnicity	0.0%	12.0%	13.8%
Other/Unknown	0.0%	0.0%	3.4%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	0.0%	24.0%	13.8%
20 to 24	0.0%	24.0%	31.0%
25 to 29	0.0%	12.0%	3.4%
30 to 34	0.0%	24.0%	10.3%
35 to 39	0.0%	0.0%	10.3%
40 to 49	0.0%	12.0%	13.8%
50 and Older	0.0%	4.0%	17.2%

Arabic courses made up 0.0% of all state-funded enrollment for 2016-17. The percentage difference in Arabic course **enrollment** in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. Enrollment in Arabic during 2016-17 showed 100.0% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Arabic enrollment consisted of 44.8% **female**, 55.2% **male**, and 0.0% students of **unknown** gender. In 2016-17, Arabic enrollment consisted of 3.4% **African American** students, 0.0% **American Indian/AK Native** students, 6.9% **Asian** students, 10.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 62.1% **White** students, 13.8% **multi-ethnic** students, and 3.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Arabic revealed 13.8% aged **19 or less**, 31.0% aged **20 to 24**, 3.4% aged **25 to 29**, 10.3% aged **30 to 34**, 10.3% aged **35 to 39**, 13.8% aged **40 to 49**, and 17.2% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Arabic Degrees	0	0	0
College Awarded Certificates	748	644	602
Arabic Certificates	0	0	0

The percentage change in the number of Arabic **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Arabic **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Arabic Success Rate	0.0%	77.8%	93.1%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	77.8%	93.1%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	88.9%	92.3%
Male	0.0%	66.7%	93.8%
Unknown	0.0%	-	-

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	100.0%
American Indian/AK Native	-	-	-
Asian	0.0%	100.0%	100.0%
Hispanic	0.0%	50.0%	100.0%
Pacific Islander/HI Native	-	-	-
White	0.0%	80.0%	88.9%
Multi-Ethnicity	0.0%	100.0%	100.0%
Other/Unknown	0.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	-	100.0%	100.0%
20 to 24	0.0%	100.0%	88.9%
25 to 29	0.0%	33.3%	100.0%
30 to 34	0.0%	100.0%	100.0%
35 to 39	0.0%	0.0%	100.0%
40 to 49	0.0%	33.3%	100.0%
50 and Older	0.0%	0.0%	80.0%

The percentage difference in the **course success rate** in Arabic courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15. When comparing the percentage point difference in the Arabic 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Arabic **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Arabic success rate for 2016-17, the success rate was minimally different for **traditional (face-to-face)** Arabic courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Arabic success rate for 2016-17, the success rate was minimally different for **female** students in Arabic courses, minimally different for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Arabic success rate for 2016-17, the success rate was moderately higher for **African American** students in Arabic courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly lower for **White** students, moderately higher for **multi-ethnic** students, and moderately higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Arabic success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Arabic courses, slightly lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, moderately higher for students aged **30 to 34**, moderately higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Arabic Retention Rate	0.0%	77.8%	96.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	77.8%	96.6%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	88.9%	92.3%
Male	0.0%	66.7%	100.0%
Unknown	0.0%	-	-

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	100.0%
American Indian/AK Native	-	-	-
Asian	0.0%	100.0%	100.0%
Hispanic	0.0%	50.0%	100.0%
Pacific Islander/HI Native	-	-	-
White	0.0%	80.0%	94.4%
Multi-Ethnicity	0.0%	100.0%	100.0%
Other/Unknown	0.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	-	100.0%	100.0%
20 to 24	0.0%	100.0%	88.9%
25 to 29	0.0%	33.3%	100.0%
30 to 34	0.0%	100.0%	100.0%
35 to 39	0.0%	0.0%	100.0%
40 to 49	0.0%	33.3%	100.0%
50 and Older	0.0%	0.0%	100.0%

The percentage difference in the **retention rate** in Arabic courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15. When comparing the percentage point difference in the Arabic 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Arabic **retention rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.



When comparing the percentage point difference between instructional modalities to the overall Arabic retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** Arabic courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Arabic retention rate for 2016-17, the retention rate was slightly lower for **female** students in Arabic courses, slightly higher for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Arabic retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Arabic courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly higher for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Arabic retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Arabic courses, moderately lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

#### Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Chinese

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Chinese Enrollment	60	69	83
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Chinese Resident FTES	8.99	10.21	11.58
Sections	2	2	3
Fill Rate	66.7%	76.7%	60.7%
WSCH/FTEF 595 Efficiency	450	518	410
FTEF/30	0.3	0.3	0.5
Extended Learning Enrollment	0	0	0

The percentage change in the number of Chinese **enrollments** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Chinese credit courses showed a substantial increase from 2015-2016 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Chinese courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Chinese courses showed a substantial decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Chinese courses in 2016-17 showed a substantial decrease from 2015-16 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Chinese courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Chinese **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Chinese Enrollment	60	69	83

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	66.7%	58.0%	51.8%
Male	31.7%	37.7%	45.8%
Unknown	1.7%	4.3%	2.4%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	11.7%	5.8%	2.4%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	61.7%	58.0%	56.6%
Hispanic	1.7%	5.8%	7.2%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	15.0%	18.8%	18.1%
Multi-Ethnicity	6.7%	11.6%	14.5%
Other/Unknown	3.3%	0.0%	1.2%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	6.7%	27.5%	19.3%
20 to 24	33.3%	26.1%	37.3%
25 to 29	13.3%	7.2%	13.3%
30 to 34	10.0%	13.0%	9.6%
35 to 39	3.3%	7.2%	2.4%
40 to 49	15.0%	4.3%	6.0%
50 and Older	18.3%	14.5%	12.0%

Chinese courses made up 0.1% of all state-funded enrollment for 2016-17. The percentage difference in Chinese course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Chinese during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Chinese enrollment consisted of 51.8% **female**, 45.8% **male**, and 2.4% students of **unknown** gender. In 2016-17, Chinese enrollment consisted of 2.4% **African American** students, 0.0% **American Indian/AK Native** students, 56.6% **Asian** students, 7.2% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 18.1% **White** students, 14.5% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Chinese revealed 19.3% aged **19 or less**, 37.3% aged **20 to 24**, 13.3% aged **25 to 29**, 9.6% aged **30 to 34**, 2.4% aged **35 to 39**, 6.0% aged **40 to 49**, and 12.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Chinese Degrees	0	0	0
College Awarded Certificates	748	644	602
Chinese Certificates	0	0	0

The percentage change in the number of Chinese **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Chinese **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Chinese Success Rate	60.0%	62.3%	72.3%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	60.0%	62.3%	72.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	55.0%	70.0%	72.1%
Male	68.4%	53.8%	71.1%
Unknown	100.0%	33.3%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	14.3%	50.0%	50.0%
American Indian/AK Native	-	-	-
Asian	67.6%	62.5%	85.1%
Hispanic	0.0%	100.0%	50.0%
Pacific Islander/HI Native	-	-	-
White	77.8%	53.8%	53.3%
Multi-Ethnicity	50.0%	62.5%	58.3%
Other/Unknown	50.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	75.0%	57.9%	93.8%
20 to 24	55.0%	77.8%	80.6%
25 to 29	62.5%	60.0%	63.6%
30 to 34	33.3%	88.9%	37.5%
35 to 39	50.0%	40.0%	50.0%
40 to 49	77.8%	33.3%	40.0%
50 and Older	63.6%	40.0%	70.0%

The percentage difference in the **course success rate** in Chinese courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Chinese 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Chinese **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Chinese success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Chinese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Chinese success rate for 2016-17, the success rate was minimally different for **female** students in Chinese courses, slightly lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Chinese success rate for 2016-17, the success rate was substantially lower for **African American** students in Chinese courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Chinese success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Chinese courses, moderately higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Chinese Retention Rate	76.7%	72.5%	83.1%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	76.7%	72.5%	83.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	75.0%	82.5%	79.1%
Male	78.9%	61.5%	86.8%
Unknown	100.0%	33.3%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	42.9%	50.0%	50.0%
American Indian/AK Native	-	-	-
Asian	81.1%	75.0%	91.5%
Hispanic	100.0%	100.0%	66.7%
Pacific Islander/HI Native	-	-	-
White	88.9%	61.5%	73.3%
Multi-Ethnicity	75.0%	75.0%	75.0%
Other/Unknown	50.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	75.0%	63.2%	93.8%
20 to 24	70.0%	83.3%	93.5%
25 to 29	87.5%	80.0%	81.8%
30 to 34	66.7%	88.9%	37.5%
35 to 39	100.0%	60.0%	50.0%
40 to 49	88.9%	33.3%	80.0%
50 and Older	72.7%	70.0%	80.0%

The percentage difference in the **retention rate** in Chinese courses in 2016-17 showed a substantial increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Chinese 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Chinese **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Chinese retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Chinese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Chinese retention rate for 2016-17, the retention rate was slightly lower for **female** students in Chinese courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Chinese retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Chinese courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, moderately lower for **White** students, moderately lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Chinese retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Chinese courses, substantially higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%



# Section 1: Program Planning: French

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
French Enrollment	121	109	111
College Student Resident FTES	6,073.20	6,343.35	5,928.76
French Resident FTES	17.98	16.31	16.31
Sections	2	3	4
Fill Rate	54.5%	53.2%	61.7%
WSCH/FTEF 595 Efficiency	720	467	416
FTEF/30	0.4	0.6	0.7
Extended Learning Enrollment	0	0	0

The percentage change in the number of French **enrollments** in 2016-17 showed a slight increase from 2015-16 and a moderate decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in French credit courses showed a minimal difference from 2015-2016 and a moderate decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in French courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for French courses showed a substantial increase from 2015-16 and a substantial increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in French courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for French courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of French **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
French Enrollment	121	109	111

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	73.6%	64.2%	66.7%
Male	24.8%	33.0%	30.6%
Unknown	1.7%	2.8%	2.7%

Ethnicity	2014-15	2015-16	2016-17
African American	5.0%	8.3%	4.5%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	33.1%	40.4%	37.8%
Hispanic	7.4%	6.4%	7.2%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	37.2%	30.3%	28.8%
Multi-Ethnicity	15.7%	14.7%	20.7%
Other/Unknown	1.7%	0.0%	0.9%

Age Group	2014-15	2015-16	2016-17
19 or Less	15.7%	15.6%	9.0%
20 to 24	22.3%	12.8%	24.3%
25 to 29	10.7%	11.0%	12.6%
30 to 34	8.3%	11.9%	4.5%
35 to 39	7.4%	9.2%	4.5%
40 to 49	11.6%	13.8%	15.3%
50 and Older	24.0%	25.7%	29.7%

French courses made up 0.2% of all state-funded enrollment for 2016-17. The percentage difference in French course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in French during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, French enrollment consisted of 66.7% **female**, 30.6% **male**, and 2.7% students of **unknown** gender. In 2016-17, French enrollment consisted of 4.5% **African American** students, 0.0% **American Indian/AK Native** students, 37.8% **Asian** students, 7.2% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 28.8% **White** students, 20.7% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in French revealed 9.0% aged **19 or less**, 24.3% aged **20 to 24**, 12.6% aged **25 to 29**, 4.5% aged **30 to 34**, 4.5% aged **35 to 39**, 15.3% aged **40 to 49**, and 29.7% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
French Degrees	0	0	0
College Awarded Certificates	748	644	602
French Certificates	0	0	0

The percentage change in the number of French **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of French **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
French Success Rate	43.8%	54.6%	56.8%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	43.8%	54.6%	56.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	34.8%	54.3%	62.2%
Male	70.0%	60.0%	44.1%
Unknown	50.0%	0.0%	66.7%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	50.0%	55.6%	40.0%
American Indian/AK Native	-	-	-
Asian	65.0%	60.5%	66.7%
Hispanic	44.4%	42.9%	37.5%
Pacific Islander/HI Native	-	-	-
White	31.1%	54.5%	56.3%
Multi-Ethnicity	21.1%	43.8%	47.8%
Other/Unknown	100.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	36.8%	70.6%	60.0%
20 to 24	22.2%	28.6%	48.1%
25 to 29	38.5%	41.7%	42.9%
30 to 34	20.0%	46.2%	60.0%
35 to 39	55.6%	30.0%	60.0%
40 to 49	50.0%	73.3%	58.8%
50 and Older	72.4%	66.7%	66.7%

The percentage difference in the **course success rate** in French courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the French 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the French **course success rate** was substantially lower than the **college average** and minimally different than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall French success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** French courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall French success rate for 2016-17, the success rate was moderately higher for **female** students in French courses, substantially lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall French success rate for 2016-17, the success rate was substantially lower for **African American** students in French courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, moderately lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall French success rate for 2016-17, the success rate was slightly higher for students aged **19 or less** in French courses, moderately lower for students aged **20 to 24**, substantially lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
French Retention Rate	81.0%	88.0%	77.5%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	81.0%	88.0%	77.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	80.9%	87.1%	77.0%
Male	83.3%	91.4%	76.5%
Unknown	50.0%	66.7%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	83.3%	77.8%	60.0%
American Indian/AK Native	-	-	-
Asian	87.5%	88.4%	85.7%
Hispanic	88.9%	100.0%	62.5%
Pacific Islander/HI Native	-	-	-
White	77.8%	84.8%	81.3%
Multi-Ethnicity	68.4%	93.8%	65.2%
Other/Unknown	100.0%	-	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	84.2%	94.1%	70.0%
20 to 24	70.4%	100.0%	74.1%
25 to 29	84.6%	75.0%	78.6%
30 to 34	60.0%	84.6%	80.0%
35 to 39	77.8%	60.0%	60.0%
40 to 49	92.9%	100.0%	76.5%
50 and Older	89.7%	88.9%	84.8%

The percentage difference in the **retention rate** in French courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the French 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the French **retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall French retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** French courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall French retention rate for 2016-17, the retention rate was minimally different for **female** students in French courses, slightly lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall French retention rate for 2016-17, the retention rate was substantially lower for **African American** students in French courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall French retention rate for 2016-17, the retention rate was moderately lower for students aged **19 or less** in French courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Japanese

## Internal Analysis

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Japanese Enrollment	0	57	71
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Japanese Resident FTES	0.00	5.18	9.30
Sections	0	2	3
Fill Rate	0.0%	63.3%	52.6%
WSCH/FTEF 595 Efficiency	-	255	320
FTEF/30	0.0	0.3	0.5
Extended Learning Enrollment	0	0	0

The percentage change in the number of Japanese **enrollments** in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15.

The percentage change in 2016-17 **resident FTES** in Japanese credit courses showed a substantial increase from 2015-2016 and no comparative data in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Japanese courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Japanese courses showed a substantial decrease from 2015-16 and no comparative data in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Japanese courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Japanese courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Japanese **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.



<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Japanese Enrollment	0	57	71

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	0.0%	0.0%
Online	0.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	49.1%	59.2%
Male	0.0%	49.1%	39.4%
Unknown	0.0%	1.8%	1.4%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	2.8%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	0.0%	35.1%	31.0%
Hispanic	0.0%	8.8%	8.5%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	0.0%	40.4%	28.2%
Multi-Ethnicity	0.0%	14.0%	28.2%
Other/Unknown	0.0%	1.8%	1.4%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	0.0%	17.5%	26.8%
20 to 24	0.0%	47.4%	23.9%
25 to 29	0.0%	10.5%	15.5%
30 to 34	0.0%	7.0%	8.5%
35 to 39	0.0%	3.5%	5.6%
40 to 49	0.0%	7.0%	12.7%
50 and Older	0.0%	7.0%	7.0%

Japanese courses made up 0.1% of all state-funded enrollment for 2016-17. The percentage difference in Japanese course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Japanese during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Japanese enrollment consisted of 59.2% **female**, 39.4% **male**, and 1.4% students of **unknown** gender. In 2016-17, Japanese enrollment consisted of 2.8% **African American** students, 0.0% **American Indian/AK Native** students, 31.0% **Asian** students, 8.5% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 28.2% **White** students, 28.2% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Japanese revealed 26.8% aged **19 or less**, 23.9% aged **20 to 24**, 15.5% aged **25 to 29**, 8.5% aged **30 to 34**, 5.6% aged **35 to 39**, 12.7% aged **40 to 49**, and 7.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Japanese Degrees	0	0	0
College Awarded Certificates	748	644	602
Japanese Certificates	0	0	0

The percentage change in the number of Japanese **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Japanese **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Japanese Success Rate	0.0%	49.1%	60.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	-	49.1%	60.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	46.4%	69.0%
Male	0.0%	50.0%	50.0%
Unknown	0.0%	100.0%	0.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	100.0%
American Indian/AK Native	-	-	-
Asian	0.0%	50.0%	72.7%
Hispanic	0.0%	20.0%	16.7%
Pacific Islander/HI Native	-	-	-
White	0.0%	52.2%	65.0%
Multi-Ethnicity	0.0%	50.0%	55.0%
Other/Unknown	0.0%	100.0%	0.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	-	80.0%	73.7%
20 to 24	0.0%	44.4%	47.1%
25 to 29	0.0%	66.7%	63.6%
30 to 34	0.0%	25.0%	50.0%
35 to 39	0.0%	100.0%	75.0%
40 to 49	0.0%	25.0%	55.6%
50 and Older	0.0%	0.0%	60.0%

The percentage difference in the **course success rate** in Japanese courses in 2016-17 showed a substantial increase from 2015-16 and no comparative data from 2014-15. When comparing the percentage point difference in the Japanese 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Japanese **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Japanese success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Japanese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Japanese success rate for 2016-17, the success rate was moderately higher for **female** students in Japanese courses, substantially lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Japanese success rate for 2016-17, the success rate was substantially higher for **African American** students in Japanese courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Japanese success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Japanese courses, substantially lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and minimally different for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Japanese Retention Rate	0.0%	80.7%	80.3%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	-	80.7%	80.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	0.0%	82.1%	88.1%
Male	0.0%	78.6%	67.9%
Unknown	0.0%	100.0%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	100.0%
American Indian/AK Native	-	-	-
Asian	0.0%	75.0%	81.8%
Hispanic	0.0%	100.0%	66.7%
Pacific Islander/HI Native	-	-	-
White	0.0%	78.3%	85.0%
Multi-Ethnicity	0.0%	87.5%	75.0%
Other/Unknown	0.0%	100.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	-	100.0%	94.7%
20 to 24	0.0%	81.5%	64.7%
25 to 29	0.0%	83.3%	72.7%
30 to 34	0.0%	100.0%	66.7%
35 to 39	0.0%	100.0%	100.0%
40 to 49	0.0%	75.0%	88.9%
50 and Older	0.0%	0.0%	80.0%

The percentage difference in the **retention rate** in Japanese courses in 2016-17 showed minimal difference from 2015-16 and no comparative data from 2014-15. When comparing the percentage point difference in the Japanese 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Japanese **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Japanese retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Japanese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Japanese retention rate for 2016-17, the retention rate was moderately higher for **female** students in Japanese courses, substantially lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Japanese retention rate for 2016-17, the retention rate was substantially higher for **African American** students in Japanese courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Japanese retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Japanese courses, substantially lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Spanish

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Spanish Enrollment	1,270	1,333	1,075
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Spanish Resident FTES	182.73	198.79	149.88
Sections	22	25	24
Fill Rate	77.4%	82.5%	77.7%
WSCH/FTEF 595 Efficiency	801	741	610
FTEF/30	3.8	4.5	4.1
Extended Learning Enrollment	217	211	142

The percentage change in the number of Spanish **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Spanish credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Spanish courses in 2016-17 showed a slight decrease from 2015-16 and a moderate increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Spanish courses showed a moderate decrease from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Spanish courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Spanish courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Spanish **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Spanish Enrollment	1,270	1,333	1,075

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	25.4%	9.8%	9.9%
Online	44.0%	49.2%	46.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	30.6%	41.0%	44.2%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	43.4%	38.9%	40.0%
Male	55.9%	60.0%	58.1%
Unknown	0.7%	1.1%	1.9%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	10.4%	12.2%	9.6%
American Indian/AK Native	0.9%	0.9%	1.3%
Asian	9.3%	8.8%	9.2%
Hispanic	32.0%	29.2%	31.2%
Pacific Islander/HI Native	0.5%	0.5%	0.3%
White	28.2%	29.5%	30.6%
Multi-Ethnicity	16.2%	17.4%	16.2%
Other/Unknown	2.4%	1.6%	1.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	19.4%	18.5%	21.4%
20 to 24	21.7%	22.6%	17.2%
25 to 29	16.3%	15.0%	15.0%
30 to 34	12.0%	11.7%	12.2%
35 to 39	9.6%	10.7%	12.4%
40 to 49	13.2%	15.0%	14.1%
50 and Older	7.7%	6.5%	7.7%

Spanish courses made up 1.8% of all state-funded enrollment for 2016-17. The percentage difference in Spanish course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Spanish during 2016-17 showed 9.9% of courses were taught **traditional (face-to-face)**, 46.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 44.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Spanish enrollment consisted of 40.0% **female**, 58.1% **male**, and 1.9% students of **unknown** gender. In 2016-17, Spanish enrollment consisted of 9.6% **African American** students, 1.3% **American Indian/AK Native** students, 9.2% **Asian** students, 31.2% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 30.6% **White** students, 16.2% **multi-ethnic** students, and 1.7% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Spanish revealed 21.4% aged **19 or less**, 17.2% aged **20 to 24**, 15.0% aged **25 to 29**, 12.2% aged **30 to 34**, 12.4% aged **35 to 39**, 14.1% aged **40 to 49**, and 7.7% aged **50 and older**.



<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Spanish Degrees	7	3	3
College Awarded Certificates	748	644	602
Spanish Certificates	0	0	0

The percentage change in the number of Spanish **degrees** awarded in 2016-17 showed minimal difference from 2015-16 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Spanish **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Spanish Success Rate	64.1%	62.4%	58.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	79.2%	77.7%	88.6%
Online	58.7%	64.1%	67.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	59.2%	56.9%	43.4%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	66.3%	66.9%	70.6%
Male	62.5%	59.6%	50.2%
Unknown	55.6%	60.0%	65.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	37.7%	31.8%	30.1%
American Indian/AK Native	33.3%	66.7%	42.9%
Asian	71.3%	69.6%	69.7%
Hispanic	74.6%	69.7%	63.8%
Pacific Islander/HI Native	50.0%	85.7%	33.3%
White	63.3%	64.8%	60.7%
Multi-Ethnicity	58.3%	63.0%	59.3%
Other/Unknown	73.3%	57.1%	38.9%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	72.7%	75.4%	85.2%
20 to 24	61.8%	59.9%	58.7%
25 to 29	64.9%	52.8%	50.0%
30 to 34	64.9%	66.5%	54.6%
35 to 39	62.8%	59.9%	53.0%
40 to 49	57.8%	62.3%	46.7%
50 and Older	58.3%	53.5%	38.6%

The percentage difference in the **course success rate** in Spanish courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Spanish 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Spanish **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Spanish success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Spanish courses, moderately higher for **online** courses, not applicable for **hybrid courses**, and substantially lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Spanish success rate for 2016-17, the success rate was substantially higher for **female** students in Spanish courses, moderately lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Spanish success rate for 2016-17, the success rate was substantially lower for **African American** students in Spanish courses, substantially lower for **American Indian/AK Native** students, substantially higher for **Asian** students, moderately higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Spanish success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Spanish courses, minimally different for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Spanish Retention Rate	79.9%	77.7%	81.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	90.7%	90.8%	90.5%
Online	74.6%	80.1%	86.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	78.3%	71.7%	74.9%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	80.2%	82.0%	87.2%
Male	79.6%	75.1%	77.8%
Unknown	77.8%	66.7%	85.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	68.5%	58.6%	68.0%
American Indian/AK Native	75.0%	66.7%	64.3%
Asian	80.0%	80.9%	81.8%
Hispanic	88.3%	83.4%	85.6%
Pacific Islander/HI Native	66.7%	100.0%	66.7%
White	76.5%	81.3%	84.1%
Multi-Ethnicity	76.0%	73.5%	80.2%
Other/Unknown	86.7%	76.2%	72.2%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	88.6%	91.0%	93.5%
20 to 24	75.7%	74.0%	78.3%
25 to 29	80.5%	71.1%	73.1%
30 to 34	80.1%	76.1%	83.1%
35 to 39	76.9%	69.7%	84.1%
40 to 49	74.7%	78.4%	73.7%
50 and Older	80.2%	81.4%	81.9%

The percentage difference in the **retention rate** in Spanish courses in 2016-17 showed a moderate increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Spanish 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Spanish **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Spanish retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** Spanish courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and moderately lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Spanish retention rate for 2016-17, the retention rate was moderately higher for **female** students in Spanish courses, slightly lower for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Spanish retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Spanish courses, substantially lower for **American Indian/AK Native** students, minimally different for **Asian** students, slightly higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Spanish retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Spanish courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Vietnamese

## Internal Analysis

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Vietnamese Enrollment	341	413	246
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Vietnamese Resident FTES	53.30	65.66	40.36
Sections	5	7	7
Fill Rate	85.3%	84.1%	79.4%
WSCH/FTEF 595 Efficiency	819	808	534
FTEF/30	1.1	1.3	1.3
Extended Learning Enrollment	0	0	0

The percentage change in the number of Vietnamese **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Vietnamese credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Vietnamese courses in 2016-17 showed a minimal difference from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Vietnamese courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Vietnamese courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Vietnamese courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Vietnamese **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Vietnamese Enrollment	341	413	246

Modality	2014-15	2015-16	2016-17
Traditional	34.0%	36.6%	69.5%
Online	66.0%	63.4%	30.5%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	57.8%	57.1%	62.2%
Male	39.6%	40.7%	35.8%
Unknown	2.6%	2.2%	2.0%

Ethnicity	2014-15	2015-16	2016-17
African American	0.0%	0.2%	0.0%
American Indian/AK Native	0.0%	0.2%	0.0%
Asian	95.9%	93.7%	98.4%
Hispanic	0.0%	0.5%	0.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	1.2%	1.2%	0.0%
Multi-Ethnicity	2.1%	3.6%	1.2%
Other/Unknown	0.9%	0.5%	0.4%

Age Group	2014-15	2015-16	2016-17
19 or Less	5.0%	3.1%	2.0%
20 to 24	13.5%	14.5%	11.4%
25 to 29	7.3%	12.1%	8.5%
30 to 34	3.2%	4.4%	4.1%
35 to 39	6.2%	4.8%	5.7%
40 to 49	14.1%	12.6%	13.4%
50 and Older	50.7%	48.4%	54.9%

Vietnamese courses made up 0.4% of all state-funded enrollment for 2016-17. The percentage difference in Vietnamese course **enrollment** in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. Enrollment in Vietnamese during 2016-17 showed 69.5% of courses were taught **traditional (face-to-face)**, 30.5% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Vietnamese enrollment consisted of 62.2% **female**, 35.8% **male**, and 2.0% students of **unknown** gender. In 2016-17, Vietnamese enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 98.4% **Asian** students, 0.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 0.0% **White** students, 1.2% **multi-ethnic** students, and 0.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Vietnamese revealed 2.0% aged **19 or less**, 11.4% aged **20 to 24**, 8.5% aged **25 to 29**, 4.1% aged **30 to 34**, 5.7% aged **35 to 39**, 13.4% aged **40 to 49**, and 54.9% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Vietnamese Degrees	0	0	0
College Awarded Certificates	748	644	602
Vietnamese Certificates	0	0	0

The percentage change in the number of Vietnamese **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Vietnamese **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.



<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Vietnamese Success Rate	90.6%	90.2%	93.9%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	95.7%	95.4%	93.6%
Online	88.0%	87.2%	94.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	90.4%	92.3%	94.8%
Male	91.1%	88.5%	94.3%
Unknown	88.9%	66.7%	60.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	0.0%
American Indian/AK Native	-	0.0%	-
Asian	92.4%	93.0%	94.2%
Hispanic	0.0%	100.0%	-
Pacific Islander/HI Native	-	-	-
White	50.0%	50.0%	0.0%
Multi-Ethnicity	28.6%	40.0%	66.7%
Other/Unknown	100.0%	0.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	82.4%	100.0%	80.0%
20 to 24	76.1%	81.4%	92.9%
25 to 29	84.0%	90.0%	95.2%
30 to 34	81.8%	100.0%	90.0%
35 to 39	95.2%	84.2%	92.9%
40 to 49	91.7%	84.0%	100.0%
50 and Older	96.0%	93.5%	93.3%

The percentage difference in the **course success rate** in Vietnamese courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Vietnamese 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Vietnamese **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Vietnamese success rate for 2016-17, the success rate was minimally different for **traditional (face-to-face)** Vietnamese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Vietnamese success rate for 2016-17, the success rate was minimally different for **female** students in Vietnamese courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Vietnamese success rate for 2016-17, the success rate was not applicable for **African American** students in Vietnamese courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, not applicable for **White** students, substantially lower for **multi-ethnic** students, and moderately higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Vietnamese success rate for 2016-17, the success rate was substantially lower for students aged **19 or less** in Vietnamese courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Vietnamese Retention Rate	93.0%	92.4%	94.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	95.7%	96.0%	94.7%
Online	91.6%	90.3%	94.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	92.4%	94.0%	94.8%
Male	94.1%	90.3%	94.3%
Unknown	88.9%	88.9%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	0.0%	0.0%	0.0%
American Indian/AK Native	-	0.0%	-
Asian	94.2%	94.5%	95.0%
Hispanic	0.0%	100.0%	-
Pacific Islander/HI Native	-	-	-
White	50.0%	75.0%	0.0%
Multi-Ethnicity	57.1%	53.3%	66.7%
Other/Unknown	100.0%	0.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	88.2%	100.0%	80.0%
20 to 24	82.6%	84.7%	92.9%
25 to 29	84.0%	92.0%	95.2%
30 to 34	81.8%	100.0%	90.0%
35 to 39	95.2%	89.5%	92.9%
40 to 49	95.8%	88.0%	100.0%
50 and Older	97.1%	95.0%	94.8%

The percentage difference in the **retention rate** in Vietnamese courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Vietnamese 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Vietnamese **retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Vietnamese retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** Vietnamese courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Vietnamese retention rate for 2016-17, the retention rate was minimally different for **female** students in Vietnamese courses, minimally different for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Vietnamese retention rate for 2016-17, the retention rate was not applicable for **African American** students in Vietnamese courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/Hi Native** students, not applicable for **White** students, substantially lower for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Vietnamese retention rate for 2016-17, the retention rate was substantially lower for students aged **19 or less** in Vietnamese courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

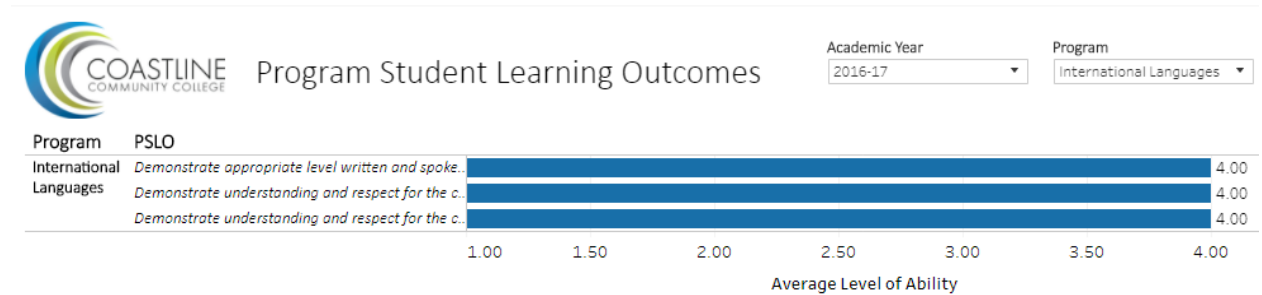
Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

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

### 2016-2017 International Languages Program Student Learning Outcomes (PSLOs)

International Languages PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Demonstrate appropriate level written and spoken fluency in the language.	1	100.0%	0.0%	0.0%	0.0%
Demonstrate understanding and respect for the cultural and global diversity in the francophone countries.	1	100.0%	0.0%	0.0%	0.0%
Demonstrate understanding and respect for the cultural and global diversity in the Spanish-speaking countries.	1	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the International Languages Program to produce meaningful data.



As the college is transitioning to a new SLO assessment and reporting process, the program will be reporting Chinese (CHIN 180) in spring 2018. The findings and practices of SLOs will be discussed at the upcoming all college meeting in fall.

## Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

### Table Curriculum Review

Course	Date Reviewed	Status
Arabic C180B	FALL 2017	Minor course revision
Arabic C182	FALL 2017	Minor course revision
Arabic C185	FALL 2017	Minor course revision
Arabic C185A	FALL 2017	Minor course revision
Arabic C185B	FALL 2017	Minor course revision
Arabic C280	FALL 2017	Minor course revision
Arabic C280	SPRING 2018	Course suspension
Arabic C280 A	FALL 2017	Minor course revision
Arabic C280B	FALL 2017	Minor course revision
Arabic C285	FALL 2017	Minor course revision

Course	Date Reviewed	Status
Arabic C285	SPRING 2018	Course suspension
Arabic C285A	FALL 2017	Minor course revision
Arabic C285B	FALL 2017	Minor course revision
Chinese C280	SPRING 2018	Course suspension
Chinese C285	SPRING 2018	Course suspension
Italian C280	SPRING 2018	Course suspension
Italian C285	SPRING 2018	Course suspension
Japanese C180	FALL 2017	Minor course revision
Japanese C185	FALL 2017	Minor course revision
Spanish C180	SPRING 2018	Minor course revision
Spanish C185	SPRING 2018	Minor course revision

## 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 40 students.	In-Progress	<p>2016-17 There has been a decrease in some online classes from 120 to 80 and some with 45 students.</p> <p>2017-18 Japanese, Chinese, and French are capped at 45. All 8-weeks have been capped at 45</p> <p>2018-19 will request that the caps will be decreased in all online language classes to 40 in order to ensure RSI department and college requirements are met.</p>	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.	Completed	The license exists but training is needed	

## Response to Program/Department Committee Recommendation(s)

### Progress on Recommendations

Recommendation(s)	Status	Response Summary
Find ways to increase student interaction in telecourse classes.	In-progress	A new academic quality Instructor handbook is being created and approved by the Academic Senate as a way to ensure quality of instruction and to foster a more effective student interaction in telecourse classes. The statewide prisons are doing online by 2019 and it is expected to increase efficiency in student interaction. Still waiting the transitions to online. There is a concern with operational aspects of transition online with caps since this is a correspondent course. The International Language Department is considering keeping the telecourses as correspondence classes in order to keep the integrity of those courses.
Request an update on the Spanish ADT.	In-progress	The articulation officer confirmed that Spanish C180 has gotten its CID approved for Spanish 100. Waiting for the articulation officer to provide an update on Spanish ADT

### Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

The primary contact with the faculty will be via email as the majority of the instructors are teaching in distance education. Information such as RSI, SLOs, and curriculum will be disseminated on an as needed basis. Faculty meet at the all-college flex meeting to discuss these topics.

### Implications of Change

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

In 2017-18 the program offered a SPAN 180 as a hybrid course and found while the retention rates were below standard, the rate of success for students that stayed in the course was 100%. In the future the program should explore ways of retaining students for the hybrid and face to face modality.

There is a need to build awareness of the hybrid and face to face courses and the chair is working with the marketing department in spring 2018 to increase enrollment through different marketing strategies.

The department is considering the possibility of offering non- credit certificate of Spanish for life. That will include two non-credit courses which topics will be service at the airport and customs, and service at the hotel. To develop new curriculum for the non-credit certificate, the department need to hire a full-time instructor.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Position Title (# of positions)		Position Title 1	Position Title 12		
Current year 2018-19	Position Title (# of positions)		Position Title 1	Position Title 14		
1 year 2019-20	Position Title (# of positions)		Position Title 2	Position Title 9		
2 years 2020-21	Position Title (# of positions)		Position Title 2	Position Title 9		
3 years 2021-22	Position Title (# of positions)		Position Title 2	Position Title 9		

As the College continues to grow to meet its enrollment goal of 6,700 FTES and the focus towards guided pathways with students graduating with degrees and transferring there is an apparent need to increase the number of international language courses to meet this demand. To add stability to the program and continue with the expansion of the AD-T and non-credit courses, there is a need to add a full-time position in Spanish. Additionally, the department is having a challenge to hire online ready faculty. It should also be noted that based on the change of 80 enrollment to 40 there will be a need to increase sections.

### Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Sandra Basabe Professor of Spanish Co-Chair of International Languages Department at Coastline	Coastline Le Jao Center. Training Vistas site	Trained to teach with a new textbook and technology using Vistas Publisher site
	Mc Graw Hill Introduction Spanish Focus Group Conference	Aware of new technology used by McGraw Hill to teach Spanish online with Connect site
	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version
	Appointed by Dean Emerson as the Chair of International Languages Department	Expanding administrative knowledge and learning several administrative tasks
	Women Hold Up Half Sky Conference	Learned techniques to empower women to interact and work in a more effective way at schools
	Le Jao Department Chair Leadership Meeting	Administrative training and information



Name (Title)	Professional Development	Outcome
	Coastline International Language SLOs workshop at Le Jao	Learned how to create a rubric and report SLOs in Canvas
	Successfully completed 3 Advancement Courses at Loyola Marymount University	Learned new strategies, content, and ideas to transform future instructional routine
	Attended to All College Flex Day Spring and Fall 2018	Informed about SLOs and RSI requirements, new changes and improvements for DL courses, practices for Guided Pathways at Coastline
	Served at Curriculum Committee for 3 years. Served as the chair for an English full-time faculty evaluation process. Currently, serving in the Academic Senate for second period. Serving in the ESL TERC Committee for a full-time faculty.	Got more experience and Knowledge about college laws, policies, function, and administrative processes.
Dr. Amer El-Ahraf Professor of Arabic	Presenter at The Conference of the California Environmental Health Association. Presenter at Chapman University on the same subject.	Incorporate cultural concepts in teaching about the component of the cultural context of the Arabic Language for the Arabic classes
	Founding Coordinator of the Arabic Studies Cluster at Chapman University. Founding Faculty Adviser of the Arabic Language Club at Coastline community College	Coordinate Arabic activities in campus
	Emeritus Professor of Health Sciences and Vice President Emeritus CSU Dominguez Hills	
	Former Chair, Board of Governors, Egyptian American Organization	
Petra Petry Instructor of Spanish	Attended regularly to the ACTFL Conference	Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom
	Attended to POD Conference	Learn new updates, upgrades of Canvas MLS
	Successfully completed a class at MtSAC	Learned information, and practices to serve Students with Disabilities
	Volunteer once a month in Heritage Italian beginner class at Bowers Museum	Community Service
Donna Marques Professor Of Spanish Co- Chair of International Languages Department at Coastline	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version
	What's new on the VHL Supersite?	Learn updates to the VHL Supersite
	Webinar: Twitter, Really?	Learn how to incorporate Twitter in online classes
	Creating beautiful images for your online	Learn how to create images for

Name (Title)	Professional Development	Outcome
	course Design Your Virtual Classroom: Teaching Online with the Supersite	the online class Learn how to embed SSO links in Canvas
	Using Zoom to Teach and Learn Synchronously Online	Learn how to use Zoom in classroom
	Recipe for Creating a Good Learning Environment	Learn best tools to use for students.
	Dynamic Online Language Learning in the 21 <sup>st</sup> Century	Presenter at conference showing best practices for teaching languages online

A high percentage of the International Language Department’s instructors have participated in the Canvas training, other college workshops offered locally as well as several language conferences nationwide which directly affect and enhance their teaching which in turn translates to a benefit for their students. The department will continue encouraging instructors to attend to workshops or trainings offered by Coastline to improve their teaching skills as well as to keep abreast of the new technology, classroom practices and strategies, and tools presented at any other conference with the objective to improve their foreign language teaching skills and courses each semester.

## 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

All language instructors completed Canvas Training. Currently, all of them are using Canvas. This training addressed the issues related to RSI and also addressed pedagogical improvement to make the students more successful.

Spanish instructors adopted a new textbook for all Spanish classes. Portales features online communication activities and tools that provide students with a safe social space for developing their interpersonal communicative skills. Also, Portales brings video Virtual Chat activities providing students with unique opportunities to develop their listening skills and to build confidence as they practice with video recording of native speakers. Video Virtual Chats now allows distance learning students to engage in a conversation with fluent speakers of the target language in the same way students do it in a face to face class. Portales also offers students the opportunity to interact with one another in the online environment. The Partner Chat activities are especially important to highlight since they enable students to work in pairs to record a conversation in Spanish which particularly was very difficult and challenging to achieve in an online setting.

After the adoption of Portales some instructors have reported.

- 1- Increase student success and retention

- 2- increase student`s oral communication in the target language in the online classes
- 3- Students report Vistas to be easy to use, dynamic, logical, practical and powerful to learn Spanish.
- 4- Students and instructors in general reported to be happy with Vistas customer service and technical support
- 5- By using Portales with Vistas, instructors now have a more effective way to assess the SLO for the oral component in the online classes.

The International Languages Department would like to see Canvas developing a tool for authentication resources to be incorporated. This feature / tool would allow instructors to verify the identity of students when taking a quiz or exam at Canvas. This tool would be great to keep the integrity of the exams in the online classes.

The department is going to work to make sure all the languages classes are using updated textbooks to be in compliance with Title V. and Coastline Curriculum Committee requirements.

## Section 5: New Initiatives

**Initiative:** To support program sustainability to meet the needs of degree-seeking and transfer students by providing stability in the schedule and development of new degrees and certificates.

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

Provide an explanation of how the initiative supports the College mission.

**What college goal does the initiative support?** 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 Educational Master Plan objective does the initiative support?** Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**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.**

There is a push for growth in general education for transfer and degree completion. As the College continues to grow to meet its enrollment goal of 6,700 FTES and the focus towards guided pathways with students graduating with degrees and transferring there is an apparent need to increase the number of international language courses to meet this demand. To add stability to the program and continue with the expansion of the AD-T and non-credit courses, there is a need to add a full-time position in Spanish. Additionally, the department is having a challenge to hire online ready faculty. It should also be noted that based on the change of 80 enrollment to 40 there will be a need to increase sections.

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

Full-time Spanish Faculty

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

Increase course offerings and graduates

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

Present in fall 2018 and hire in spring 2019

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
To support program sustainability to meet the needs of degree-seeking and transfer students by providing stability in the schedule and development of new degrees and certificates.	Full-Time Faculty		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support; Student Retention and Persistence	2019-20	

### Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

# 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.

**COAST COMMUNITY COLLEGE DISTRICT  
invites applications for the position of:**

## **Instructor, Spanish**

---

**SALARY:** \$50,519.00 - \$120,442.00 Annually

**OPENING DATE:** 12/18/17

**CLOSING DATE:** 02/06/18 11:59 PM

**DEFINITION:**

Golden West College – You Are Welcome Here!

Located in the coastal community of Huntington Beach, also known as "Surf City," Golden West College is regarded as one of the most beautiful campuses in Southern California. The college is highly regarded for academic quality and innovation. In its earliest years, the college was recognized for its pioneering leadership in designing learning-centered programs and services for its student body and continues in that tradition to this day.

Golden West College (GWC) has an unwavering commitment to quality education, equitable outcomes; inclusive practices; and racial, ethnic, and socioeconomic diversity. Ideal candidates for all positions at our college share our devotion to educating and improving the lives of our representative student, employee, and community populations. At this time, our college enrolls approximately 12,000 students per term; 34% are Latinx, 29% are White, 26% are Asian, 2% are African-American, 2% are Filipino, 0.5% are Native Hawaiian or Pacific Islander, and 5% are multiracial. GWC is an officially designated Hispanic-Serving Institution (HSI) and has an eligibility designation as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). GWC engages in regular professional development opportunities and partnerships so that we can best serve disproportionately impacted groups. Activities and connections include GWC's partnership with USC's Center for Urban Education; student and employee involvement in organizations like Puente, Student Veterans, and Gay Lesbian Alternative Straight Alliance (GLASA); a robust District Ally training program, including UndocuAlly (undocumented students), SafeZone (LGBTQ), Vet Net (veterans), and Ability Ally; and other equity minded programs; as well as a full calendar of culturally responsive events.

**THE POSITION**

Golden West College is currently seeking a full-time tenure track Spanish, Instructor commencing with the 2018 fall semester. The primary teaching assignment involves Spanish instruction. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to

change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success through the work of Spanish.

**Examples of Duties:** Duties may include, but are not limited to, the following:

1. Provide instruction in **Spanish** in accordance with established course outlines.
2. Provide leadership in the development and revision of **Spanish** curriculum.
3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.
4. Maintain current knowledge in the subject matter areas.
5. Maintain appropriate standards of professional conduct and ethics.
6. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
7. Assignment may include day, evening, weekend, and online sections.

## **QUALIFICATIONS AND PHYSICAL DEMANDS:**

### **Minimum:**

Master's in Spanish **OR** Bachelor's in Spanish **AND** Master's in another language or linguistics **OR** a California Community College Teaching Credential **OR** meet the equivalent qualifications established by the District, **AND**

- Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
- Ability to contribute to campus and district-wide professional responsibilities and activities.
- Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

### **Desirable Qualifications:**

- Educational and/or instructional preparation in Spanish.
- A minimum of two years of recent experience teaching Spanish at the post-secondary level.
- Evidence of participation in student success initiatives in a post-secondary setting.
- Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.
- Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.
- Evidence of an ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class.



- Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.
- Evidence of innovation, scholarship, or leadership in the teaching of Spanish.
- Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.
- Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.
- Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses (where academically appropriate); and intrinsic motivation and ability to develop and teach online courses.
- Evidence of an ability to communicate effectively both orally and in writing.

### **CONDITIONS OF EMPLOYMENT:**

For a full-time, two-semester position a maximum starting range of \$50,519 to \$86,130 is offered, based on the 2017-2018 salary schedule of \$50,519 to \$120,442. In addition, an annual stipend of \$2,946.00 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910 )
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individual's interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

*The deadline to apply is **11:59 p.m., February 6, 2018**. Application materials must be electronically submitted on-line at <http://www.cccd.edu/employment>. Incomplete applications and application materials submitted by mail will not be considered.*

### **SELECTION PROCEDURE**

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the minimum qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss

their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.

3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the Board of Trustees.
6. The successful candidate will be offered the position and placed on the current salary schedule based on their education and experience.
7. The start date will be determined by the hiring manager depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

### **Physical Abilities**

- Requires the ability to function in a classroom and/or office environment performing work of primarily a sedentary nature with some requirement to move to about the classroom, campus and off-campus locales. Requires the ability to use hearing and speech to make presentations to groups and carry on conversations over the phone and in person. Requires speaking skills to communicate with staff and students in on-on-one and small group settings, on the phone, and to distinguish sound prompts from various types of equipment. Requires near visual acuity to read printed materials and computer screens. Requires sufficient hand/arm/finger dexterity to retrieve work materials, operate a personal computer keyboard, and operate standard office equipment. Requires the ability to lift and/or move up to 25 pounds.

### **Working Conditions**

- Work is performed indoors where minimal safety considerations exist.

### **ADDITIONAL INFORMATION:**

**ATTENTION:** Before applying, please be sure to review the Coast Colleges District Board Policy regarding Nepotism ([BP 7310](#)) to check if your application may be impacted. If you have any questions, please contact HR Recruitment at 714-438-4714 or 714-438-4716.

### **APPLICATION REQUIREMENTS**

To be considered for employment you must submit a COMPLETE application packet. A complete application packet includes:

- District online application

- Responses to supplemental questions (please provide clear and detailed responses as they will be carefully evaluated to determine the most qualified candidate(s) to be invited for an interview; please do not paste your resume, or put "see resume" or "N/A", or leave blank).
- Resume (not to exceed two pages)
- All unofficial or official transcripts (undergraduate and graduate) Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Services (NACES).
- *Equivalency Request Form* and supporting documentation (if applicable) Candidates who are applying with minimum qualifications on the basis of equivalency must submit a completed Application for Equivalency Form (which can be downloaded [here](#) with supporting documentation, in addition to all other required materials.
- Documents not requested in the job announcement will not be considered.

**Submission of all required application information and materials is the responsibility of the applicant.**

Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4716 or 714.438.4714.

Information for TDD users is available by calling (714) 438-4755.

**APPLICATION PROCEDURES:**

Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**. Electronic applications may be completed by visiting [www.cccd.edu/employment](http://www.cccd.edu/employment). Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Recruitment at (714) 438-4716.

All application materials become the property of the Coast Community College District and will NOT be copied or returned.

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested. Additional materials will not be considered or returned. Any documents that you are unable to attach can be faxed to (714) 782-6065. Faxes must clearly indicate your name and the job to which you are applying.

**SELECTION PROCEDURE**

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the minimum qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited discuss

their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.

3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the Board of Trustees.
6. The successful candidate will be offered the position and placed on the current salary schedule based on their education and experience.
7. The start date will be determined by the hiring manager depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

## **EMPLOYMENT INFORMATION**

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the faculty recruitment process.
- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).
- Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes [Coastline Community College](#), [Golden West College](#), and [Orange Coast College](#). The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

*THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:*

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

---

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS MAY BE FILED ONLINE AT:  
<http://www.cccd.edu>

Position #1-G-19  
INSTRUCTOR, SPANISH  
BW

1370 Adams Avenue  
Costa Mesa, CA 92626  
714-438-4714  
714-438-4716

[jobs@ccd.edu](mailto:jobs@ccd.edu)

---

### **Instructor, Spanish Supplemental Questionnaire**

- \* 1. Outline examples of your commitment to quality teaching, motivation of students, student success, and academic excellence.
  
- \* 2. Outline your breadth of knowledge of academic, occupational and/or student services areas and ability to design curriculum and learning activities to address a wide range of learning levels and learning styles in both a lecture and lab setting.

- \* 3. Assess and cite examples of your experience of working with a diverse population of students and staff.
  
- \* 4. Explain your understanding and cite examples of your working knowledge of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
  
- \* 5. Explain your current and past involvement in professional development activities and campus/community service involvement.
  
- \* 6. Are you applying for equivalency? (A completed Application for Equivalency Form with supporting documentation MUST BE ATTACHED if you do not possess the minimum qualifications for this discipline as listed in the job posting. The Equivalency Application Form can be downloaded at [www.cccd.edu/employment](http://www.cccd.edu/employment).)
  - No, I am not applying for equivalency because I already possess the minimum qualifications for this discipline area as listed in the job posting.
  - No, I am not applying for equivalency because I was already granted equivalency in this discipline area by Coastline College, Golden West College and/or Orange Coast College.
  - Yes, I have ATTACHED my completed Application for Equivalency Form (downloadable at [www.cccd.edu/employment](http://www.cccd.edu/employment)) with supporting documentation included, for review.
  
- \* 7. If you were previously granted equivalency in this discipline area by a CCCD college, please specify: (1) the discipline(s) (2) from which college(s) equivalency was granted, and (3) when equivalency was granted. (Please type "N/A" if this question does not apply to you.)

\* Required Question