

COASTLINE
COLLEGE



2019-2020
Annual Program Review

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

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Internal Analysis: Arabic

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Arabic Enrollment	25	29	37
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Arabic Resident FTES	2.49	3.41	5.20
Sections	1	2	2
Fill Rate	62.5%	45.3%	52.9%
WSCH/FTEF 595 Efficiency	425	246	320
FTEF/30	0.1	0.3	0.3
Extended Learning Enrollment	8	0	0

The percentage change in the number of Arabic **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Arabic credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Arabic courses in 2017-18 showed a minimal difference from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Arabic courses showed a substantial increase from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Arabic courses in 2017-18 showed a substantial increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Arabic courses in 2017-18 showed a moderate increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Arabic **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Arabic Enrollment	25	29	37

Modality	2015-16	2016-17	2017-18
Traditional	100.0%	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%

Gender	2015-16	2016-17	2017-18
Female	48.0%	44.8%	48.6%
Male	52.0%	55.2%	45.9%
Unknown	0.0%	0.0%	5.4%

Ethnicity	2015-16	2016-17	2017-18
African American	8.0%	3.4%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	8.0%	6.9%	13.5%
Hispanic	12.0%	10.3%	2.7%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	60.0%	62.1%	62.2%
Multi-Ethnicity	12.0%	13.8%	18.9%
Other/Unknown	0.0%	3.4%	2.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	24.0%	13.8%	10.8%
20 to 24	24.0%	31.0%	32.4%
25 to 29	12.0%	3.4%	5.4%
30 to 34	24.0%	10.3%	13.5%
35 to 39	0.0%	10.3%	13.5%
40 to 49	12.0%	13.8%	13.5%
50 and Older	4.0%	17.2%	10.8%

Arabic courses made up 0.1% of all state-funded enrollment for 2017-18. The percentage difference in Arabic course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Arabic during 2017-18 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 2017-18, Arabic enrollment consisted of 48.6% **female**, 45.9% **male**, and 5.4% students of **unknown** gender. In 2017-18, Arabic enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 13.5% **Asian** students, 2.7% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 62.2% **White** students, 18.9% **multi-ethnic** students, and 2.7% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Arabic revealed 10.8% aged **19 or less**, 32.4% aged **20 to 24**, 5.4% aged **25 to 29**, 13.5% aged **30 to 34**, 13.5% aged **35 to 39**, 13.5% aged **40 to 49**, and 10.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Arabic Degrees	0	0	0
College Awarded Certificates	600	602	628
Arabic Certificates	0	0	0

The percentage change in the number of Arabic **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Arabic **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Arabic

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Arabic Success Rate	77.8%	93.1%	86.5%

Modality	2015-16	2016-17	2017-18
Traditional	77.8%	93.1%	86.5%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	88.9%	92.3%	88.9%
Male	66.7%	93.8%	82.4%
Unknown	-	-	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	100.0%	-
American Indian/AK Native	-	-	-
Asian	100.0%	100.0%	80.0%
Hispanic	50.0%	100.0%	100.0%
Pacific Islander/HI Native	-	-	-
White	80.0%	88.9%	82.6%
Multi-Ethnicity	100.0%	100.0%	100.0%
Other/Unknown	-	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	100.0%	100.0%
20 to 24	100.0%	88.9%	83.3%
25 to 29	33.3%	100.0%	100.0%
30 to 34	100.0%	100.0%	80.0%
35 to 39	-	100.0%	80.0%
40 to 49	33.3%	100.0%	100.0%
50 and Older	-	80.0%	75.0%

The percentage difference in the **course success rate** in Arabic courses in 2017-18 showed a substantial increase from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Arabic 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Arabic **course success 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 success rate for 2017-18, 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 2017-18, the success rate was slightly higher for **female** students in Arabic 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 Arabic success rate for 2017-18, the success rate was not applicable for **African American** students in Arabic courses, not applicable for **American Indian/AK Native** students, moderately lower for **Asian** students, substantially higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, substantially higher 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 Arabic success rate for 2017-18, the success rate was substantially higher for students aged **19 or less** in Arabic courses, slightly lower for students aged **20 to 24**, substantially higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Arabic Retention Rate	77.8%	96.6%	91.9%

Modality	2015-16	2016-17	2017-18
Traditional	77.8%	96.6%	91.9%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	88.9%	92.3%	88.9%
Male	66.7%	100.0%	94.1%
Unknown	-	-	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	100.0%	-
American Indian/AK Native	-	-	-
Asian	100.0%	100.0%	80.0%
Hispanic	50.0%	100.0%	100.0%
Pacific Islander/HI Native	-	-	-
White	80.0%	94.4%	91.3%
Multi-Ethnicity	100.0%	100.0%	100.0%
Other/Unknown	-	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	100.0%	100.0%
20 to 24	100.0%	88.9%	91.7%
25 to 29	33.3%	100.0%	100.0%
30 to 34	100.0%	100.0%	80.0%
35 to 39	-	100.0%	100.0%
40 to 49	33.3%	100.0%	100.0%
50 and Older	-	100.0%	75.0%

The percentage difference in the **retention rate** in Arabic courses in 2017-18 showed a slight decrease from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Arabic 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Arabic **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 Arabic retention rate for 2017-18, 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 2017-18, the retention rate was slightly lower for **female** students in Arabic courses, slightly higher for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Arabic retention rate for 2017-18, the retention rate was not applicable for **African American** students in Arabic courses, not applicable for **American Indian/AK Native** students, substantially lower for **Asian** students, moderately higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different 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 retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Arabic courses, minimally different for students aged **20 to 24**, moderately higher for students aged **25 to 29**, substantially lower 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**.

*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%

Internal Analysis: Chinese

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Chinese Enrollment	69	83	88
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Chinese Resident FTES	10.21	11.58	12.81
Sections	2	3	4
Fill Rate	76.7%	60.7%	48.9%
WSCH/FTEF 595 Efficiency	518	410	510
FTEF/30	0.3	0.5	0.4
Extended Learning Enrollment	0	0	0

The percentage change in the number of Chinese **enrollments** in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Chinese credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Chinese courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Chinese courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Chinese courses in 2017-18 showed a substantial increase from 2016-17 and a slight decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Chinese courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Chinese **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Chinese Enrollment	69	83	88

Modality	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
Female	58.0%	51.8%	61.4%
Male	37.7%	45.8%	35.2%
Unknown	4.3%	2.4%	3.4%

Ethnicity	2015-16	2016-17	2017-18
African American	5.8%	2.4%	5.7%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	58.0%	56.6%	55.7%
Hispanic	5.8%	7.2%	2.3%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	18.8%	18.1%	18.2%
Multi-Ethnicity	11.6%	14.5%	14.8%
Other/Unknown	0.0%	1.2%	3.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	27.5%	19.3%	21.6%
20 to 24	26.1%	37.3%	38.6%
25 to 29	7.2%	13.3%	11.4%
30 to 34	13.0%	9.6%	8.0%
35 to 39	7.2%	2.4%	6.8%
40 to 49	4.3%	6.0%	9.1%
50 and Older	14.5%	12.0%	4.5%

Chinese courses made up 0.1% of all state-funded enrollment for 2017-18. The percentage difference in Chinese course **enrollment** in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Chinese during 2017-18 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 2017-18, Chinese enrollment consisted of 61.4% **female**, 35.2% **male**, and 3.4% students of **unknown** gender. In 2017-18, Chinese enrollment consisted of 5.7% **African American** students, 0.0% **American Indian/AK Native** students, 55.7% **Asian** students, 2.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 18.2% **White** students, 14.8% **multi-ethnic** students, and 3.4% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Chinese revealed 21.6% aged **19 or less**, 38.6% aged **20 to 24**, 11.4% aged **25 to 29**, 8.0% aged **30 to 34**, 6.8% aged **35 to 39**, 9.1% aged **40 to 49**, and 4.5% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Chinese Degrees	0	0	0
College Awarded Certificates	600	602	628
Chinese Certificates	0	0	0

The percentage change in the number of Chinese **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Chinese **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Chinese

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Chinese Success Rate	62.3%	72.3%	76.1%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	62.3%	72.3%	76.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	70.0%	72.1%	74.1%
Male	53.8%	71.1%	80.6%
Unknown	33.3%	100.0%	66.7%

Ethnicity	2015-16	2016-17	2017-18
African American	50.0%	50.0%	20.0%
American Indian/AK Native	-	-	-
Asian	62.5%	85.1%	91.8%
Hispanic	100.0%	50.0%	50.0%
Pacific Islander/HI Native	-	-	-
White	53.8%	53.3%	56.3%
Multi-Ethnicity	62.5%	58.3%	69.2%
Other/Unknown	-	100.0%	66.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	57.9%	93.8%	78.9%
20 to 24	77.8%	80.6%	73.5%
25 to 29	60.0%	63.6%	70.0%
30 to 34	88.9%	37.5%	85.7%
35 to 39	40.0%	50.0%	66.7%
40 to 49	33.3%	40.0%	87.5%
50 and Older	40.0%	70.0%	75.0%

The percentage difference in the **course success rate** in Chinese courses in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Chinese 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Chinese **course success 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 Chinese success rate for 2017-18, 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 2017-18, the success rate was slightly lower for **female** students in Chinese courses, slightly higher for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Chinese success rate for 2017-18, 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, moderately 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 Chinese success rate for 2017-18, the success rate was slightly higher for students aged **19 or less** in Chinese courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, moderately higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Chinese Retention Rate	72.5%	83.1%	81.8%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	72.5%	83.1%	81.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	82.5%	79.1%	81.5%
Male	61.5%	86.8%	83.9%
Unknown	33.3%	100.0%	66.7%

Ethnicity	2015-16	2016-17	2017-18
African American	50.0%	50.0%	60.0%
American Indian/AK Native	-	-	-
Asian	75.0%	91.5%	93.9%
Hispanic	100.0%	66.7%	50.0%
Pacific Islander/HI Native	-	-	-
White	61.5%	73.3%	68.8%
Multi-Ethnicity	75.0%	75.0%	69.2%
Other/Unknown	-	100.0%	66.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	63.2%	93.8%	84.2%
20 to 24	83.3%	93.5%	79.4%
25 to 29	80.0%	81.8%	80.0%
30 to 34	88.9%	37.5%	85.7%
35 to 39	60.0%	50.0%	83.3%
40 to 49	33.3%	80.0%	87.5%
50 and Older	70.0%	80.0%	75.0%

The percentage difference in the **retention rate** in Chinese courses in 2017-18 showed a slight decrease from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Chinese 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Chinese **retention rate** was slightly lower 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 Chinese retention rate for 2017-18, 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 2017-18, the retention rate was minimally different for **female** students in Chinese courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Chinese retention rate for 2017-18, the retention 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 lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Chinese retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Chinese courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and moderately 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%

Internal Analysis: French

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
French Enrollment	108	111	100
College Student Resident FTES	6,343.35	5,928.76	6,189.62
French Resident FTES	16.31	16.31	14.97
Sections	3	4	4
Fill Rate	53.2%	61.7%	55.0%
WSCH/FTEF 595 Efficiency	467	416	376
FTEF/30	0.6	0.7	0.7
Extended Learning Enrollment	0	0	0

The percentage change in the number of French **enrollments** in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in French credit courses showed a moderate decrease from 2016-17 and a moderate decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in French courses in 2017-18 showed a minimal difference from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for French courses showed a substantial decrease from 2016-17 and a slight increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in French courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for French courses in 2017-18 showed a minimal difference from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of French **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
French Enrollment	108	111	100

Modality	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
Female	64.8%	66.7%	68.0%
Male	32.4%	30.6%	32.0%
Unknown	2.8%	2.7%	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	8.3%	4.5%	7.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	39.8%	37.8%	29.0%
Hispanic	6.5%	7.2%	9.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	30.6%	28.8%	28.0%
Multi-Ethnicity	14.8%	20.7%	26.0%
Other/Unknown	0.0%	0.9%	1.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	15.7%	9.0%	24.0%
20 to 24	13.0%	24.3%	27.0%
25 to 29	11.1%	12.6%	12.0%
30 to 34	12.0%	4.5%	4.0%
35 to 39	9.3%	4.5%	5.0%
40 to 49	13.9%	15.3%	8.0%
50 and Older	25.0%	29.7%	20.0%

French courses made up 0.2% of all state-funded enrollment for 2017-18. The percentage difference in French course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16. Enrollment in French during 2017-18 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 2017-18, French enrollment consisted of 68.0% **female**, 32.0% **male**, and 0.0% students of **unknown** gender. In 2017-18, French enrollment consisted of 7.0% **African American** students, 0.0% **American Indian/AK Native** students, 29.0% **Asian** students, 9.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 28.0% **White** students, 26.0% **multi-ethnic** students, and 1.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in French revealed 24.0% aged **19 or less**, 27.0% aged **20 to 24**, 12.0% aged **25 to 29**, 4.0% aged **30 to 34**, 5.0% aged **35 to 39**, 8.0% aged **40 to 49**, and 20.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
French Degrees	0	0	0
College Awarded Certificates	600	602	628
French Certificates	0	0	0

The percentage change in the number of French **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of French **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: French

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
French Success Rate	54.6%	56.8%	65.0%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	54.6%	56.8%	65.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	54.3%	62.2%	66.2%
Male	60.0%	44.1%	62.5%
Unknown	0.0%	66.7%	-

Ethnicity	2015-16	2016-17	2017-18
African American	55.6%	40.0%	28.6%
American Indian/AK Native	-	-	-
Asian	60.5%	66.7%	89.7%
Hispanic	42.9%	37.5%	22.2%
Pacific Islander/HI Native	-	-	-
White	54.5%	56.3%	71.4%
Multi-Ethnicity	43.8%	47.8%	53.8%
Other/Unknown	-	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	70.6%	60.0%	70.8%
20 to 24	28.6%	48.1%	66.7%
25 to 29	41.7%	42.9%	25.0%
30 to 34	46.2%	60.0%	25.0%
35 to 39	30.0%	60.0%	60.0%
40 to 49	73.3%	58.8%	50.0%
50 and Older	66.7%	66.7%	95.0%

The percentage difference in the **course success rate** in French courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the French 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the French **course success 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 French success rate for 2017-18, 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 2017-18, the success rate was slightly higher for **female** students in French courses, slightly lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall French success rate for 2017-18, the success rate was substantially lower for **African American** students in French 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 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 French success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in French courses, slightly higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
French Retention Rate	88.0%	77.5%	77.0%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	88.0%	77.5%	77.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	87.1%	77.0%	80.9%
Male	91.4%	76.5%	68.8%
Unknown	66.7%	100.0%	-

Ethnicity	2015-16	2016-17	2017-18
African American	77.8%	60.0%	42.9%
American Indian/AK Native	-	-	-
Asian	88.4%	85.7%	96.6%
Hispanic	100.0%	62.5%	55.6%
Pacific Islander/HI Native	-	-	-
White	84.8%	81.3%	75.0%
Multi-Ethnicity	93.8%	65.2%	73.1%
Other/Unknown	-	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	94.1%	70.0%	79.2%
20 to 24	100.0%	74.1%	85.2%
25 to 29	75.0%	78.6%	50.0%
30 to 34	84.6%	80.0%	50.0%
35 to 39	60.0%	60.0%	60.0%
40 to 49	100.0%	76.5%	62.5%
50 and Older	88.9%	84.8%	95.0%

The percentage difference in the **retention rate** in French courses in 2017-18 showed minimal difference from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the French 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the French **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 French retention rate for 2017-18, 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 2017-18, the retention rate was slightly higher for **female** students in French courses, moderately lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall French retention rate for 2017-18, the retention rate was substantially lower for **African American** students in French 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 lower for **White** students, slightly 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 2017-18, the retention rate was slightly higher for students aged **19 or less** in French courses, moderately higher for students aged **20 to 24**, substantially 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 substantially 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%

Internal Analysis: Japanese

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Japanese Enrollment	57	71	110
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Japanese Resident FTES	5.18	9.30	14.04
Sections	2	3	4
Fill Rate	63.3%	52.6%	60.6%
WSCH/FTEF 595 Efficiency	510	480	466
FTEF/30	0.2	0.3	0.5
Extended Learning Enrollment	0	0	0

The percentage change in the number of Japanese **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Japanese credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Japanese courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Japanese courses showed a substantial increase from 2016-17 and a slight decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Japanese courses in 2017-18 showed a slight decrease from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Japanese courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Japanese **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Japanese Enrollment	57	71	110

Modality	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
Female	49.1%	59.2%	49.1%
Male	49.1%	39.4%	41.8%
Unknown	1.8%	1.4%	9.1%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	2.8%	6.4%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	35.1%	31.0%	28.2%
Hispanic	8.8%	8.5%	10.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	40.4%	28.2%	23.6%
Multi-Ethnicity	14.0%	28.2%	20.0%
Other/Unknown	1.8%	1.4%	11.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	17.5%	26.8%	28.2%
20 to 24	47.4%	23.9%	25.5%
25 to 29	10.5%	15.5%	16.4%
30 to 34	7.0%	8.5%	8.2%
35 to 39	3.5%	5.6%	5.5%
40 to 49	7.0%	12.7%	8.2%
50 and Older	7.0%	7.0%	8.2%

Japanese courses made up 0.2% of all state-funded enrollment for 2017-18. The percentage difference in Japanese course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Japanese during 2017-18 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 2017-18, Japanese enrollment consisted of 49.1% **female**, 41.8% **male**, and 9.1% students of **unknown** gender. In 2017-18, Japanese enrollment consisted of 6.4% **African American** students, 0.0% **American Indian/AK Native** students, 28.2% **Asian** students, 10.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 23.6% **White** students, 20.0% **multi-ethnic** students, and 11.8% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Japanese revealed 28.2% aged **19 or less**, 25.5% aged **20 to 24**, 16.4% aged **25 to 29**, 8.2% aged **30 to 34**, 5.5% aged **35 to 39**, 8.2% aged **40 to 49**, and 8.2% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Japanese Degrees	0	0	0
College Awarded Certificates	600	602	628
Japanese Certificates	0	0	0

The percentage change in the number of Japanese **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Japanese **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Japanese

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Japanese Success Rate	49.1%	60.6%	65.5%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	49.1%	60.6%	65.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	46.4%	69.0%	66.7%
Male	50.0%	50.0%	58.7%
Unknown	100.0%	0.0%	90.0%

Ethnicity	2015-16	2016-17	2017-18
African American	-	100.0%	42.9%
American Indian/AK Native	-	-	-
Asian	50.0%	72.7%	71.0%
Hispanic	20.0%	16.7%	45.5%
Pacific Islander/HI Native	-	-	-
White	52.2%	65.0%	73.1%
Multi-Ethnicity	50.0%	55.0%	45.5%
Other/Unknown	100.0%	0.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	80.0%	73.7%	74.2%
20 to 24	44.4%	47.1%	75.0%
25 to 29	66.7%	63.6%	50.0%
30 to 34	25.0%	50.0%	44.4%
35 to 39	100.0%	75.0%	50.0%
40 to 49	25.0%	55.6%	44.4%
50 and Older	0.0%	60.0%	88.9%

The percentage difference in the **course success rate** in Japanese courses in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Japanese 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Japanese **course success 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 Japanese success rate for 2017-18, 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 2017-18, the success rate was slightly higher for **female** students in Japanese courses, moderately 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 success rate for 2017-18, the success rate was substantially lower for **African American** students in Japanese 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 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 Japanese success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in Japanese courses, moderately higher for students aged **20 to 24**, substantially 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 substantially higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Japanese Retention Rate	80.7%	80.3%	78.2%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	80.7%	80.3%	78.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	82.1%	88.1%	77.8%
Male	78.6%	67.9%	76.1%
Unknown	100.0%	100.0%	90.0%

Ethnicity	2015-16	2016-17	2017-18
African American	-	100.0%	71.4%
American Indian/AK Native	-	-	-
Asian	75.0%	81.8%	77.4%
Hispanic	100.0%	66.7%	54.5%
Pacific Islander/HI Native	-	-	-
White	78.3%	85.0%	84.6%
Multi-Ethnicity	87.5%	75.0%	72.7%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	94.7%	87.1%
20 to 24	81.5%	64.7%	89.3%
25 to 29	83.3%	72.7%	61.1%
30 to 34	100.0%	66.7%	55.6%
35 to 39	100.0%	100.0%	66.7%
40 to 49	75.0%	88.9%	66.7%
50 and Older	0.0%	80.0%	88.9%

The percentage difference in the **retention rate** in Japanese courses in 2017-18 showed a slight decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Japanese 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) 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 2017-18, 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 2017-18, the retention rate was minimally different for **female** students in Japanese 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 Japanese retention rate for 2017-18, the retention rate was moderately lower for **African American** students in Japanese courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, moderately 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 2017-18, the retention rate was moderately higher for students aged **19 or less** in Japanese courses, substantially higher for students aged **20 to 24**, substantially 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 substantially 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%

Internal Analysis: Spanish

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Spanish Enrollment	1,313	1,072	1,032
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Spanish Resident FTES	198.61	149.87	152.84
Sections	25	24	24
Fill Rate	80.0%	76.3%	66.9%
WSCH/FTEF 595 Efficiency	797	661	679
FTEF/30	4.1	3.7	3.7
Extended Learning Enrollment	210	139	171

The percentage change in the number of Spanish **enrollments** in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Spanish credit courses showed a slight increase from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Spanish courses in 2017-18 showed a minimal difference from 2016-17 and a slight decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Spanish courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Spanish courses in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Spanish courses in 2017-18 showed a minimal difference from 2016-17 and a moderate decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial increase in the number of Spanish **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Spanish Enrollment	1,313	1,072	1,032

Modality	2015-16	2016-17	2017-18
Traditional	9.9%	9.8%	9.8%
Online	48.5%	45.9%	45.2%
Hybrid	0.0%	0.0%	0.9%
Correspondence (Cable, Telecourse, Other DL)	41.6%	44.3%	44.2%

Gender	2015-16	2016-17	2017-18
Female	38.8%	40.1%	36.5%
Male	60.0%	58.0%	61.3%
Unknown	1.1%	1.9%	2.1%

Ethnicity	2015-16	2016-17	2017-18
African American	12.0%	9.6%	11.7%
American Indian/AK Native	0.9%	1.3%	0.7%
Asian	8.8%	9.2%	8.8%
Hispanic	29.4%	31.2%	29.7%
Pacific Islander/HI Native	0.5%	0.3%	0.2%
White	29.3%	30.6%	32.2%
Multi-Ethnicity	17.5%	16.1%	16.0%
Other/Unknown	1.6%	1.7%	0.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	18.6%	21.5%	21.4%
20 to 24	22.0%	17.3%	17.6%
25 to 29	15.0%	14.9%	12.9%
30 to 34	11.8%	12.1%	11.7%
35 to 39	10.8%	12.3%	11.4%
40 to 49	15.2%	14.2%	16.1%
50 and Older	6.6%	7.7%	8.8%

Spanish courses made up 1.7% of all state-funded enrollment for 2017-18. The percentage difference in Spanish course **enrollment** in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Spanish during 2017-18 showed 9.8% of courses were taught **traditional (face-to-face)**, 45.2% were taught **online**, 0.9% were taught in the **hybrid** modality, and 44.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Spanish enrollment consisted of 36.5% **female**, 61.3% **male**, and 2.1% students of **unknown** gender. In 2017-18, Spanish enrollment consisted of 11.7% **African American** students, 0.7% **American Indian/AK Native** students, 8.8% **Asian** students, 29.7% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 32.2% **White** students, 16.0% **multi-ethnic** students, and 0.7% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Spanish revealed 21.4% aged **19 or less**, 17.6% aged **20 to 24**, 12.9% aged **25 to 29**, 11.7% aged **30 to 34**, 11.4% aged **35 to 39**, 16.1% aged **40 to 49**, and 8.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Spanish Degrees	3	3	3
College Awarded Certificates	600	602	628
Spanish Certificates	0	0	0

The percentage change in the number of Spanish **degrees** awarded in 2017-18 showed minimal difference from 2016-17 and minimal difference from the number of degrees awarded in 2015-16.

The percentage change in the number of Spanish **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Spanish

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Spanish Success Rate	62.4%	58.6%	65.7%

Modality	2015-16	2016-17	2017-18
Traditional	77.7%	88.6%	96.2%
Online	64.1%	67.0%	70.4%
Hybrid	-	-	77.8%
Correspondence (Cable, Telecourse, Other DL)	56.9%	43.4%	55.5%

Gender	2015-16	2016-17	2017-18
Female	66.9%	70.6%	73.4%
Male	59.6%	50.2%	60.8%
Unknown	60.0%	65.0%	81.0%

Ethnicity	2015-16	2016-17	2017-18
African American	31.8%	30.1%	36.4%
American Indian/AK Native	66.7%	42.9%	28.6%
Asian	69.6%	69.7%	80.2%
Hispanic	69.7%	63.8%	77.9%
Pacific Islander/HI Native	85.7%	33.3%	100.0%
White	64.8%	60.7%	63.2%
Multi-Ethnicity	63.0%	59.3%	65.0%
Other/Unknown	57.1%	38.9%	42.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	75.4%	85.2%	87.9%
20 to 24	59.9%	58.7%	64.8%
25 to 29	52.8%	50.0%	63.2%
30 to 34	66.5%	54.6%	64.5%
35 to 39	59.9%	53.0%	60.2%
40 to 49	62.3%	46.7%	59.0%
50 and Older	53.5%	38.6%	44.0%

The percentage difference in the **course success rate** in Spanish courses in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Spanish 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Spanish **course success 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 success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** Spanish courses, slightly higher for **online** courses, substantially higher 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 2017-18, the success rate was moderately higher for **female** students in Spanish 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 Spanish success rate for 2017-18, 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, substantially higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly lower 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 2017-18, the success rate was substantially higher for students aged **19 or less** in Spanish courses, minimally different for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Spanish Retention Rate	77.7%	81.7%	86.3%

Modality	2015-16	2016-17	2017-18
Traditional	90.8%	90.5%	97.5%
Online	80.1%	86.4%	85.0%
Hybrid	-	-	77.8%
Correspondence (Cable, Telecourse, Other DL)	71.7%	74.9%	86.0%

Gender	2015-16	2016-17	2017-18
Female	82.0%	87.2%	85.2%
Male	75.1%	77.8%	86.7%
Unknown	66.7%	85.0%	95.2%

Ethnicity	2015-16	2016-17	2017-18
African American	58.6%	68.0%	75.2%
American Indian/AK Native	66.7%	64.3%	85.7%
Asian	80.9%	81.8%	89.5%
Hispanic	83.4%	85.6%	94.0%
Pacific Islander/HI Native	100.0%	66.7%	100.0%
White	81.3%	84.1%	83.9%
Multi-Ethnicity	73.5%	80.2%	84.4%
Other/Unknown	76.2%	72.2%	71.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	91.0%	93.5%	94.5%
20 to 24	74.0%	78.3%	85.2%
25 to 29	71.1%	73.1%	86.5%
30 to 34	76.1%	83.1%	86.0%
35 to 39	69.7%	84.1%	83.1%
40 to 49	78.4%	73.7%	86.1%
50 and Older	81.4%	81.9%	75.8%

The percentage difference in the **retention rate** in Spanish courses in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Spanish 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Spanish **retention rate** was slightly 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 Spanish retention rate for 2017-18, the retention rate was substantially higher for **traditional (face-to-face)** Spanish courses, slightly lower for **online** courses, moderately lower for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Spanish retention rate for 2017-18, the retention rate was slightly lower for **female** students in Spanish 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 Spanish retention rate for 2017-18, the retention rate was substantially lower for **African American** students in Spanish courses, minimally different for **American Indian/AK Native** students, slightly higher for **Asian** students, moderately higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly 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 Spanish retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Spanish courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and substantially 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%

Internal Analysis: Vietnamese

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Vietnamese Enrollment	408	246	208
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Vietnamese Resident FTES	65.54	40.32	33.01
Sections	7	7	6
Fill Rate	84.1%	79.4%	65.8%
WSCH/FTEF 595 Efficiency	807	533	476
FTEF/30	1.3	1.3	1.2
Extended Learning Enrollment	0	0	0

The percentage change in the number of Vietnamese **enrollments** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Vietnamese credit courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Vietnamese courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Vietnamese courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Vietnamese courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Vietnamese courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Vietnamese **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Vietnamese Enrollment	408	246	208

Modality	2015-16	2016-17	2017-18
Traditional	37.0%	69.5%	45.7%
Online	63.0%	30.5%	54.3%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	57.4%	62.2%	61.5%
Male	40.4%	35.8%	37.0%
Unknown	2.2%	2.0%	1.4%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	0.0%	0.0%
American Indian/AK Native	0.2%	0.0%	0.0%
Asian	94.4%	98.4%	94.7%
Hispanic	0.5%	0.0%	1.9%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	1.0%	0.0%	0.5%
Multi-Ethnicity	3.7%	1.2%	2.9%
Other/Unknown	0.2%	0.4%	0.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	3.2%	2.0%	5.3%
20 to 24	14.5%	11.4%	14.9%
25 to 29	12.3%	8.5%	11.5%
30 to 34	4.4%	4.1%	7.2%
35 to 39	4.7%	5.7%	5.3%
40 to 49	12.3%	13.4%	10.6%
50 and Older	48.8%	54.9%	45.2%

Vietnamese courses made up 0.3% of all state-funded enrollment for 2017-18. The percentage difference in Vietnamese course **enrollment** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Vietnamese during 2017-18 showed 45.7% of courses were taught **traditional (face-to-face)**, 54.3% 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 2017-18, Vietnamese enrollment consisted of 61.5% **female**, 37.0% **male**, and 1.4% students of **unknown** gender. In 2017-18, Vietnamese enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 94.7% **Asian** students, 1.9% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 0.5% **White** students, 2.9% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Vietnamese revealed 5.3% aged **19 or less**, 14.9% aged **20 to 24**, 11.5% aged **25 to 29**, 7.2% aged **30 to 34**, 5.3% aged **35 to 39**, 10.6% aged **40 to 49**, and 45.2% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Vietnamese Degrees	0	0	0
College Awarded Certificates	600	602	628
Vietnamese Certificates	0	0	0

The percentage change in the number of Vietnamese **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Vietnamese **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Vietnamese

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Vietnamese Success Rate	90.2%	93.9%	90.9%

Modality	2015-16	2016-17	2017-18
Traditional	95.4%	93.6%	97.9%
Online	87.2%	94.7%	85.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	92.3%	94.8%	89.8%
Male	88.5%	94.3%	92.2%
Unknown	66.7%	60.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	-	-	-
American Indian/AK Native	0.0%	-	-
Asian	93.0%	94.2%	92.4%
Hispanic	100.0%	-	50.0%
Pacific Islander/HI Native	-	-	-
White	50.0%	-	100.0%
Multi-Ethnicity	40.0%	66.7%	66.7%
Other/Unknown	0.0%	100.0%	-

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	80.0%	90.9%
20 to 24	81.4%	92.9%	80.6%
25 to 29	90.0%	95.2%	95.8%
30 to 34	100.0%	90.0%	66.7%
35 to 39	84.2%	92.9%	72.7%
40 to 49	84.0%	100.0%	90.9%
50 and Older	93.5%	93.3%	98.9%

The percentage difference in the **course success rate** in Vietnamese courses in 2017-18 showed a minimal difference from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Vietnamese 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Vietnamese **course success 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 Vietnamese success rate for 2017-18, the success rate was moderately higher for **traditional (face-to-face)** Vietnamese courses, moderately lower 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 2017-18, the success rate was slightly lower for **female** students in Vietnamese courses, slightly higher for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Vietnamese success rate for 2017-18, the success rate was not applicable for **African American** students in Vietnamese 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, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Vietnamese success rate for 2017-18, the success rate was minimally different for students aged **19 or less** in Vietnamese 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 lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Vietnamese Retention Rate	92.4%	94.7%	94.2%

Modality	2015-16	2016-17	2017-18
Traditional	96.0%	94.7%	97.9%
Online	90.3%	94.7%	91.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	94.0%	94.8%	93.0%
Male	90.3%	94.3%	96.1%
Unknown	88.9%	100.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	-	-	-
American Indian/AK Native	0.0%	-	-
Asian	94.5%	95.0%	95.4%
Hispanic	100.0%	-	50.0%
Pacific Islander/HI Native	-	-	-
White	75.0%	-	100.0%
Multi-Ethnicity	53.3%	66.7%	83.3%
Other/Unknown	0.0%	100.0%	-

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	80.0%	100.0%
20 to 24	84.7%	92.9%	83.9%
25 to 29	92.0%	95.2%	100.0%
30 to 34	100.0%	90.0%	73.3%
35 to 39	89.5%	92.9%	90.9%
40 to 49	88.0%	100.0%	90.9%
50 and Older	95.0%	94.8%	100.0%

The percentage difference in the **retention rate** in Vietnamese courses in 2017-18 showed minimal difference from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Vietnamese 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) 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 2017-18, the retention rate was slightly higher for **traditional (face-to-face)** Vietnamese courses, slightly lower 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 2017-18, the retention rate was slightly lower for **female** students in Vietnamese courses, slightly higher 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 2017-18, the retention rate was not applicable for **African American** students in Vietnamese 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, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Vietnamese retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Vietnamese courses, substantially lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, substantially lower for students aged **30 to 34**, slightly 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%

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

Table X *SLO Assessment and Plan*

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
FREN C180	Instructor did not assess SLOs.	N/A	New instructor hired for French C180 for Fall 2019.
SPAN C180	<ul style="list-style-type: none"> • Capstone Assignment • Exam • Writing Assignment • Final Project • Oral Presentation 	Julie Alweheiby Sandra Basabe Donna Marqués Citlalli Pérez-Gutiérrez	<ul style="list-style-type: none"> • More oral practice via Partner Chats & Virtual Chats • More written assignments on Portales & via discussion boards • Increased feedback via more detailed grading rubrics • Adjunct office hours to help clarify difficult grammar points
VIET C180	VIET C180 was not offered in Spring 2019.	N/A	N/A

Table X *PSLO Results 2015-2016 through 2018-2019*

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%

The college only offers 200 level courses in the early high school program at this time. We would like to explore the idea of offering 200 level courses at Coastline College in order to help students to get an AD-T in Spanish. Currently, there are not enough respondents (less than 10) to the aggregate post-graduate survey data for the International Languages Program to produce meaningful data.

The International language department continues to look for ways to grow our programs to be able to offer 200 level courses at Coastline College.

- Donna Marques participated in an OEI informational session over the summer to explore entering our courses into the Exchange.
- New PT French Instructor hired for Fall 2019.
- New PT Spanish Instructor hired for Fall 2019.
- New PT Vietnamese Instructor hired for Fall 2019.

Curriculum Review

There have been no revisions to curriculum in our department.

Table Curriculum Review

Course	Title	Term Reviewed	Status
ARAB C180	Elementary Arabic 1	Fall, 2015	Active
ARAB C180A	Elementary Arabic 1A	Fall, 2015	Active
ARAB C180B	Elementary Arabic 1B	Fall, 2017	Active
ARAB C182	Conversational Arabic	Fall, 2017	Active
ARAB C185	Elementary Arabic 2	Fall, 2017	Active
ARAB C185A	Elementary Arabic 2A	Fall, 2017	Active
ARAB C185B	Elementary Arabic 2B	Fall, 2017	Active
ARAB C280	Intermediate Arabic 1	Fall, 2017	Inactive
ARAB C280A	Intermediate Arabic 1A	Fall, 2017	Inactive
ARAB C280B	Intermediate Arabic 1B	Fall, 2017	Inactive
ARAB C285	Intermediate Arabic 2	N/A	Inactive
ARAB C285A	Intermediate Arabic 2A	Fall, 2017	Active
ARAB C285B	Intermediate Arabic 2B	Fall, 2017	Active
CHIN C180	Elementary Chinese 1	Spring, 2017	Active
CHIN C185	Elementary Chinese 2	Fall, 2015	Active
CHIN C280	Intermediate Chinese 1	Fall, 2015	Inactive
CHIN C285	Intermediate Chinese 2	Fall, 2015	Inactive
FREN C180	Elementary French 1	Spring, 2015	Active
FREN C185	Elementary French 2	Spring, 2015	Active
FREN C280	Intermediate French 1	Fall, 2015	Active
FREN C285	Intermediate French 2	Fall, 2015	Active
JAPN C180	Elementary Japanese 1	Fall, 2017	Active
JAPN C185	Elementary Japanese 2	Fall, 2017	Active
SPAN C160	Spanish for Spanish Speakers 1	Fall, 2015	Active
SPAN C165	Spanish for Spanish Speakers 2	Fall, 2015	Active
SPAN C180	Elementary Spanish 1	Spring, 2018	Active
SPAN C180A	Elementary Spanish 1A	Fall, 2015	Active
SPAN C180B	Elementary Spanish 1B	Fall, 2015	Active
SPAN C185	Elementary Spanish 2	Spring, 2018	Active
SPAN C185A	Elementary Spanish 2A	Fall, 2015	Active
SPAN C185B	Elementary Spanish 2B	Fall, 2015	Active
SPAN C280	Intermediate Spanish 1	Fall, 2015	Active
SPAN C280A	Intermediate Spanish 1A	Spring, 2016	Active
SPAN C280B	Intermediate Spanish 1B	Spring, 2016	Active
SPAN C285	Intermediate Spanish 2	Fall, 2015	Active
VIET C160	Vietnamese For Vietnamese Speakers	Spring, 2013	Active
VIET C180	Elementary Vietnamese 1	Spring, 2015	Active
VIET C185	Elementary Vietnamese 2	Spring, 2015	Active
VIET C280	Intermediate Vietnamese 1	Spring, 2015	Active
VIET C285	Intermediate Vietnamese 2	Spring, 2015	Active

Progress on Initiative(s)

Table X Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Decrease caps for all International Language online courses to 40 students.	Completed	<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> <p>2018-19 the courses have caps at 40.</p>	<p>Data pending in. Fren C180 #92504, Fren C185 #93147; Japn C180 #93115 and #93164, Span C180 #92505, #92510, #92992, Span C185 #92512.</p> <p>In the future let's look at success rates for 2018-19</p>
Decrease caps for all International Language online courses to 40 students.	In progress	<p>Department chairs were notified that VPI plans to increase cap sizes.</p> <p>TBD</p>	TBD
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	<p>The license exists but training is needed.</p> <p>Explore Camtasia training at the Faculty Center when they are offered.</p>	Faculty attended a training on Camtasia in Spring 2019. Faculty may now begin using Camtasia to create instructional videos for classes.
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.	In-Progress	2018-19 a position was proposed to the Academic Senate, it was not selected. However, we are going to continue to expand out part-time faculty and push for a full-time position in the coming year.	<ul style="list-style-type: none"> • New PT French Instructor hired for Fall 2019. • New PT Spanish Instructor hired for Fall 2019. • New PT Vietnamese Instructor hired for Fall 2019.
Increase integrity in online language classes	In-Progress	Explore the idea of implementing department	

		wide use of Proctorio for all online language exams.	
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Response to Program and Department Review Committee Recommendation(s)

Table X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Find ways to increase student interaction in telecourse classes.	Not Applicable	<p>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.</p> <p>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.</p> <p>The college is using a new mailing vendor which can decrease the time for mail transit. It is expected that students will get feedback in a timelier manner.</p> <p>There is a plan to request a reader to help provide faster feedback.</p>
Find ways to increase student interaction in telecourse classes.	Not Applicable	VPI has cancelled Spanish telecourses as of spring 2019.
Request an update on the Spanish ADT.	Addressed	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. As of 2018-19 the ADT was approved by the state.

Program Planning and Communication Strategies

The International Language department members communicate via phone, live meetings, and meetings via Zoom to discuss best practices in second language acquisition, curriculum updates, planning, SLOs, PSLOs and institutional data. Donna Marques met with all new PT instructors via webinar this summer to train them on curriculum, update them with department standards, discussion board requirements, and RSI requirements.

Coastline Pathways

Sandra Basabe has attended all of the meetings organized by Distance Learning regarding Guided Pathways, including the Flex activity in Spring 2019. Donna Marqués & Citlalli Pérez-Gutiérrez also attended the Flex activity in Spring 2019.

Implications of Change

The International Language Department continues to build the hybrid program by offering courses at the La Jao Center and the Newport Center.

There is a need to build awareness of the hybrid and courses and the chair is working with the marketing department in Fall 2019 to increase enrollment through different marketing strategies.

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.

- We have added online Spanish courses in new formats to meet the needs of more students:
 - Online Spanish 16-weeks
 - Online Spanish 12-weeks
 - Online Spanish 8-weeks
- We are exploring the idea of offering non-credit courses in Spanish for medical workers.
- We are exploring the idea of entering Spanish into the OEI exchange

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean	1			
Current year	Dean	1			
1 year	Dean	2			
2 years	Dean	2			
3 years	Dean	3			

As the College continues to grow and 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.

Professional Development

Table X 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
	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
	Le Jao Department Chair Leadership Meeting	Administrative training and information
	Coastline International Language SLOs workshop at Le Jao	Learned how to create a rubric and report SLOs in Canvas
	Attended to All College Flex Day Spring and Fall 2019	Informed about SLOs and RSI requirements, new changes and improvements for DL courses, practices for Guided Pathways at Coastline
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.	Coordinate Arabic activities in campus

Name (Title)	Professional Development	Outcome
	Founding Faculty Adviser of the Arabic Language Club at Coastline community College	
	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
	AATSP	Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom
	Using Proctorio to proctor online exams	Learn how to use Proctorio
	Dynamic Online Language Learning in the 21 st Century	Presenter at conference showing best practices for teaching languages online
Julie Alweheiby 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
Citlalli Pérez Guitérrez Instructor of Spanish	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version
Fátima Garcí Ríos Instructor of Spanish	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version
David Fuchs Instructor of French	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version
Thomas Tran Instructor of Vietnamese	Coastline Canvas Training Workshop	Trained to use new features of the new Canvas Learning Management system version

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 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 addresses pedagogical improvement to make students more successful.

The International Languages Department would like to implement the use of Proctorio in all online language classes. This tool would allow instructors to verify the identity of students when taking a quiz or exam on Canvas as well as deter cheating.

The department is has made sure that all languages classes are using updated textbooks to be in compliance with Title V. and Coastline Curriculum Committee requirements. French in now using Portails, Vista Higher Learning, 2017.

Section 5: New and Current 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

- Student Learning Outcome (SLO) 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 and 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.

How does the initiative play a part in Coastline Pathways?

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 2019 and hire in spring 2020

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

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 Spanish instructor		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Student Retention and Persistence	2020-21	

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 service 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