

**COASTLINE**

C O L L E G E



2020-21

Comprehensive Program Review

International Languages

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

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## Executive Summary

The program review process was completed by Donna Marques, Department Chair, with input from other faculty and students. Program Review surveys from students and faculty and annual institutional planning report contributed to the indication of the needs and suggestions of the International Languages Department.

The International Language faculty meet two times per year to discuss departmental issues as well as best practices in second language acquisition, curriculum updates, planning, SLOs, PSLOs and institutional data. Additionally, faculty confer via email and Zoom on a regular basis and as needed. All International Language faculty participate in numerous professional development classes and workshops to stay relevant in their field. Additionally, various members such as, Donna Marques and Dr. Amer El-Ahraf are leaders in their fields, presenting at numerous conferences, publishing various articles, and serving on numerous boards.

Our courses continue to attract a wide variety of students of all ages and ethnicities. In summer 2020, we were able to offer all languages, a first for our department. In spring of 2021, we will offer Spanish 180 & Spanish 185 in 8-week formats allowing students to complete two courses in one semester. We look forward to seeing how the two-way live courses affect retention and fill rates. Additionally, we strive to offer 200 level courses to be able to complete ADTs.

Generally speaking, the majority of students are successful in meeting the student learning outcomes for the International Language classes. In this program review, we were successful in retiring courses that have not been taught in the last four years, updating course descriptions, course content, assignments, methods of evaluation, modality, and materials.

The International Language department has been successful in completing some of our initiatives. We successfully decreased cap sizes in all of our online language classes to 40. We are currently working toward trainings for instructors on Camtasia and Proctorio. We are also hoping to use Vista Higher Learning integrated into Canvas for spring 2021. The integration is currently under review by the district office. Our upcoming goals include creating a certificate program in Spanish and/or Vietnamese for Healthcare, Business, etc. and offering Italian and ASL courses.

# Section 1: Program Planning:

## Purpose Statement

The Department of International Languages provides programs of study that educate students to live, work, and lead in a complex, technological, and diverse world. The department sees its role as one that prepares our diverse students to become global citizens who will lead in the globalized community of the 21st Century.

## Description of the Program

The Department of International Languages offers courses in Arabic, Chinese, French, Japanese, Spanish, and Vietnamese. Courses are taught in face-to face, hybrid, and fully online modalities. Emphasis is placed on reading, writing, speaking, and listening skills in the target language. Currently, on certificate or degree programs are offered at Coastline.

## Internal Analysis and Program Effectiveness: Arabic

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	0	25	29	37	46
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	0.00	2.49	3.41	5.20	7.95
Sections	0	1	2	2	2
Fill Rate	0.0%	62.5%	45.3%	52.9%	67.6%
WSCH/FTEF 595 Efficiency	0	425	246	320	391
FTEF/30	0.0	0.1	0.3	0.3	0.3
Extended Learning Enrollment	14	8	0	0	0

The percentage change in the number of Arabic **enrollments** in 2018-19 showed a substantial increase from 2017-18 and no comparative data from 2014-15.

The percentage change in 2018-19 **resident FTES** in Arabic credit courses showed a substantial increase from 2017-18 and no comparative data in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Arabic courses in 2018-19 showed a minimal difference from 2017-18 and no comparative data from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Arabic courses showed a substantial increase from 2017-18 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 2018-19 showed a substantial increase from 2017-18 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Arabic courses in 2018-19 showed a substantial increase from 2017-18 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	0	25	29	37	46

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	0.0%	100.0%	100.0%	100.0%	100.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	0.0%	48.0%	44.8%	48.6%	52.2%
Male	0.0%	52.0%	55.2%	45.9%	45.7%
Unknown	0.0%	0.0%	0.0%	5.4%	2.2%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	0.0%	8.0%	3.4%	0.0%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	8.0%	6.9%	13.5%	2.2%
Hispanic	0.0%	12.0%	10.3%	2.7%	6.5%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	60.0%	62.1%	62.2%	80.4%
Multi-Ethnicity	0.0%	12.0%	13.8%	18.9%	8.7%
Other/Unknown	0.0%	0.0%	3.4%	2.7%	2.2%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Less	0.0%	24.0%	13.8%	10.8%	34.8%
20 to 24	0.0%	24.0%	31.0%	32.4%	35.1%
25 to 29	0.0%	12.0%	3.4%	5.4%	4.3%
30 to 34	0.0%	24.0%	10.3%	13.5%	8.7%
35 to 39	0.0%	0.0%	10.3%	13.5%	8.7%
40 to 49	0.0%	12.0%	13.8%	13.5%	10.9%
50 and Older	0.0%	4.0%	17.2%	10.8%	4.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Arabic courses made up 0.1% of all state-funded enrollment for 2018-19. The percentage difference in Arabic course **enrollment** in 2018-19 showed a substantial increase from 2017-18 and no comparative data from 2014-15. Enrollment in Arabic during 2018-19 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 2018-19, Arabic enrollment consisted of 52.2% **female**, 45.7% **male**, and 2.2% students of **unknown** gender. In 2018-19, Arabic enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 2.2% **Asian** students, 6.5% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 80.4% **White** students, 8.7% **multi-ethnic** students, and 2.2% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Arabic revealed 34.8% aged **19 or less**, 35.1% aged **20 to 24**, 4.3% aged **25 to 29**, 8.7% aged **30 to 34**, 8.7% aged **35 to 39**, 10.9% aged **40 to 49**, 4.3% aged **50 and older**, and 0.0% **unknown**.

## Success and Retention: Arabic

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	0.0%	77.8%	93.1%	86.5%	86.7%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	77.8%	93.1%	86.5%	86.7%
Online	-	-	-	-	-
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	0.0%	88.9%	92.3%	88.9%	83.3%
Male	0.0%	66.7%	93.8%	82.4%	90.0%
Unknown	0.0%	-	-	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	100.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	0.0%	100.0%	100.0%	80.0%	100.0%
Hispanic	0.0%	50.0%	100.0%	100.0%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	0.0%	80.0%	88.9%	82.6%	94.4%
Multi-Ethnicity	0.0%	100.0%	100.0%	100.0%	25.0%
Other/Unknown	0.0%	-	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	-	100.0%	100.0%	100.0%	81.3%
20 to 24	0.0%	100.0%	88.9%	83.3%	100.0%
25 to 29	0.0%	33.3%	100.0%	100.0%	50.0%
30 to 34	0.0%	100.0%	100.0%	80.0%	100.0%
35 to 39	0.0%	0.0%	100.0%	80.0%	75.0%
40 to 49	0.0%	33.3%	100.0%	100.0%	80.0%
50 and Older	0.0%	0.0%	80.0%	75.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Arabic courses in 2018-19 showed a minimal difference from 2017-18 and no comparative data from 2014-15. When comparing the percentage point difference in the Arabic 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) 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 2018-19, the success rate was of minimal difference for **traditional (face-to-face)** Arabic

courses, no comparative data for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Arabic success rate for 2018-19, the success rate was slightly lower for **female** students in Arabic 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 Arabic success rate for 2018-19, there was no comparative data for **African American** students in Arabic courses, no comparative data for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data 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 Arabic success rate for 2018-19, the success rate was moderately lower for students aged **19 or less** in Arabic courses, substantially higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, substantially higher for students aged **50 and older**, and no comparative data for students of unknown age.



<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	0.0%	77.8%	96.6%	91.9%	97.8%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	-	77.8%	96.6%	91.9%	97.8%
Online	-	-	-	-	-
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	0.0%	88.9%	92.3%	88.9%	95.8%
Male	0.0%	66.7%	100.0%	94.1%	100.0%
Unknown	0.0%	-	-	100.0%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	0.0%	0.0%	100.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	0.0%	100.0%	100.0%	80.0%	100.0%
Hispanic	0.0%	50.0%	100.0%	100.0%	100.0%
Pacific Islander/HI Native	-	-	-	-	-
White	0.0%	80.0%	94.4%	91.3%	100.0%
Multi-Ethnicity	0.0%	100.0%	100.0%	100.0%	75.0%
Other/Unknown	0.0%	-	100.0%	100.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2018-19</b>
19 or Less	-	100.0%	100.0%	100.0%	93.8%
20 to 24	0.0%	100.0%	88.9%	91.7%	100.0%
25 to 29	0.0%	33.3%	100.0%	100.0%	100.0%
30 to 34	0.0%	100.0%	100.0%	80.0%	100.0%
35 to 39	0.0%	0.0%	100.0%	100.0%	100.0%
40 to 49	0.0%	33.3%	100.0%	100.0%	100.0%
50 and Older	0.0%	0.0%	100.0%	75.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Arabic courses in 2018-19 showed a moderate increase from 2017-18 and no comparative data from 2014-15. When comparing the percentage point difference in the Arabic 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Arabic **course retention rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Arabic retention rate for 2018-19, the retention rate was of minimal difference for **traditional (face-to-face)** Arabic courses, no comparative data for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Arabic retention rate for 2018-19, the retention rate was slightly lower for **female** students in Arabic courses, slightly higher for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Arabic retention rate for 2018-19, there was no comparative data for **African American** students in Arabic courses, no comparative data for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially lower 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 2018-19, the retention rate was slightly lower for students aged **19 or less** in Arabic courses, slightly higher 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**, slightly higher for students aged **50 and older**, and no comparative data for students of **unknown** age.

## Internal Analysis and Program Effectiveness: Chinese

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	60	69	83	88	83
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	8.99	10.21	11.73	12.81	11.73
Sections	2	2	3	4	3
Fill Rate	66.7%	76.7%	60.7%	48.9%	63.8%
WSCH/FTEF 595 Efficiency	450	518	410	510	420
FTEF/30	0.3	0.3	0.5	0.4	0.5
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Chinese **enrollments** in 2018-19 showed a moderate decrease from 2017-18 and a substantial increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Chinese credit courses showed a moderate decrease from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Chinese courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Chinese courses showed a substantial increase from 2017-18 and a slight decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Chinese courses in 2018-19 showed a substantial decrease from 2017-18 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Chinese courses in 2018-19 showed a substantial increase from 2017-18 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 2018-19 from 2017-18 and no comparative data from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	60	69	83	88	83

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	66.7%	58.0%	51.8%	61.4%	61.4%
Male	31.7%	37.7%	45.8%	35.2%	37.3%
Unknown	1.7%	4.3%	2.4%	3.4%	1.2%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	11.7%	5.8%	2.4%	5.7%	3.6%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61.7%	58.0%	56.6%	55.7%	55.4%
Hispanic	1.7%	5.8%	7.2%	2.3%	7.2%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	1.2%
White	15.0%	18.8%	18.1%	18.2%	10.8%
Multi-Ethnicity	6.7%	11.6%	14.5%	14.8%	14.5%
Other/Unknown	3.3%	0.0%	1.2%	3.4%	7.2%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Less	6.7%	27.5%	19.3%	21.6%	34.9%
20 to 24	33.3%	26.1%	37.3%	38.6%	33.0%
25 to 29	13.3%	7.2%	13.3%	11.4%	7.2%
30 to 34	10.0%	13.0%	9.6%	8.0%	4.8%
35 to 39	3.3%	7.2%	2.4%	6.8%	3.6%
40 to 49	15.0%	4.3%	6.0%	9.1%	2.4%
50 and Older	18.3%	14.5%	12.0%	4.5%	12.0%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Chinese courses made up 0.1% of all state-funded enrollment for 2018-19. The percentage difference in Chinese course **enrollment** in 2018-19 showed a moderate decrease from 2017-18 and a substantial increase from 2014-15. Enrollment in Chinese during 2018-19 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 2018-19, Chinese enrollment consisted of 61.4% **female**, 37.3% **male**, and 1.2% students of **unknown** gender. In 2018-19, Chinese enrollment consisted of 3.6% **African American** students, 0.0% **American Indian/AK Native** students, 55.4% **Asian** students, 7.2% **Hispanic** students, 1.2% **Pacific Islander/HI Native** students, 10.8% **White** students, 14.5% **multi-ethnic** students, and 7.2% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Chinese revealed 34.9% aged **19 or less**, 33.0% aged **20 to 24**, 7.2% aged **25 to 29**, 4.8% aged **30 to 34**, 3.6% aged **35 to 39**, 2.4% aged **40 to 49**, 12.0% aged **50 and older**, and 0.0% **unknown**.

## Success and Retention: Chinese

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	60.0%	62.3%	72.3%	76.1%	72.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	60.0%	62.3%	72.3%	76.1%	72.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	55.0%	70.0%	72.1%	74.1%	72.5%
Male	68.4%	53.8%	71.1%	80.6%	74.2%
Unknown	100.0%	33.3%	100.0%	66.7%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	14.3%	50.0%	50.0%	20.0%	66.7%
American Indian/AK Native	-	-	-	-	-
Asian	67.6%	62.5%	85.1%	91.8%	87.0%
Hispanic	0.0%	100.0%	50.0%	50.0%	33.3%
Pacific Islander/HI Native	-	-	-	-	100.0%
White	77.8%	53.8%	53.3%	56.3%	44.4%
Multi-Ethnicity	50.0%	62.5%	58.3%	69.2%	58.3%
Other/Unknown	50.0%	-	100.0%	66.7%	66.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	75.0%	57.9%	93.8%	78.9%	93.1%
20 to 24	55.0%	77.8%	80.6%	73.5%	72.4%
25 to 29	62.5%	60.0%	63.6%	70.0%	33.3%
30 to 34	33.3%	88.9%	37.5%	85.7%	50.0%
35 to 39	50.0%	40.0%	50.0%	66.7%	33.3%
40 to 49	77.8%	33.3%	40.0%	87.5%	100.0%
50 and Older	63.6%	40.0%	70.0%	75.0%	50.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Chinese courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Chinese 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) for credit course success, the Chinese **course success rate** was minimal to no difference 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 2018-19, there was no comparative data for **traditional (face-to-face)** Chinese courses, a

minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Chinese success rate for 2018-19, there was a minimal difference 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 success rate for 2018-19, the success rate was moderately lower for **African American** students in Chinese courses, no comparative data for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially 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 2018-19, the success rate was substantially higher for students aged **19 or less** in Chinese courses, of minimal difference 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 higher for students aged **40 to 49**, substantially lower for students aged **50 and older**, and no comparative data for students of unknown age.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	76.7%	72.5%	83.1%	81.8%	85.5%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	-	-	-	-	-
Online	76.7%	72.5%	83.1%	81.8%	85.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	75.0%	82.5%	79.1%	81.5%	88.2%
Male	78.9%	61.5%	86.8%	83.9%	80.6%
Unknown	100.0%	33.3%	100.0%	66.7%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	42.9%	50.0%	50.0%	60.0%	100.0%
American Indian/AK Native	-	-	-	-	-
Asian	81.1%	75.0%	91.5%	93.9%	93.5%
Hispanic	100.0%	100.0%	66.7%	50.0%	83.3%
Pacific Islander/HI Native	-	-	-	-	100.0%
White	88.9%	61.5%	73.3%	68.8%	55.6%
Multi-Ethnicity	75.0%	75.0%	75.0%	69.2%	83.3%
Other/Unknown	50.0%	-	100.0%	66.7%	66.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2018-19</b>
19 or Less	75.0%	63.2%	93.8%	84.2%	93.1%
20 to 24	70.0%	83.3%	93.5%	79.4%	86.2%
25 to 29	87.5%	80.0%	81.8%	80.0%	50.0%
30 to 34	66.7%	88.9%	37.5%	85.7%	75.0%
35 to 39	100.0%	60.0%	50.0%	83.3%	66.7%
40 to 49	88.9%	33.3%	80.0%	87.5%	100.0%
50 and Older	72.7%	70.0%	80.0%	75.0%	90.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Chinese courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Chinese 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Chinese **course retention rate** was of minimal to no difference compared to the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Chinese retention rate for 2018-19, there was no comparative data for **traditional (face-to-face)** Chinese courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Chinese retention rate for 2018-19, the retention rate was slightly higher 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 retention rate for 2018-19, the retention rate was substantially higher for **African American** students in Chinese courses, no comparative data for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, substantially 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 Chinese retention rate for 2018-19, the retention rate was moderately higher for students aged **19 or less** in Chinese courses, of minimal difference 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 higher for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of **unknown** age.



## Internal Analysis and Program Effectiveness: French

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	121	108	111	100	95
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	18.13	16.46	16.46	14.97	14.04
Sections	2	3	4	4	4
Fill Rate	54.5%	53.2%	61.7%	55.0%	55.3%
WSCH/FTEF 595 Efficiency	720	467	416	376	357
FTEF/30	0.4	0.6	0.7	0.7	0.7
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of French **enrollments** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in French credit courses showed a moderate decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in French courses in 2018-19 showed a minimal difference from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for French courses showed a minimal difference from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in French courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for French courses in 2018-19 showed a minimal difference from 2017-18 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 2018-19 from 2017-18 and no comparative data from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	121	108	111	100	95

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	73.6%	64.8%	66.7%	68.0%	69.5%
Male	24.8%	32.4%	30.6%	32.0%	28.4%
Unknown	1.7%	2.8%	2.7%	0.0%	2.1%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	5.0%	8.3%	4.5%	7.0%	8.4%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	1.1%
Asian	33.1%	39.8%	37.8%	29.0%	27.4%
Hispanic	7.4%	6.5%	7.2%	9.0%	9.5%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	37.2%	30.6%	28.8%	28.0%	31.6%
Multi-Ethnicity	15.7%	14.8%	20.7%	26.0%	20.0%
Other/Unknown	1.7%	0.0%	0.9%	1.0%	2.1%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Less	15.7%	15.7%	9.0%	24.0%	18.9%
20 to 24	22.3%	13.0%	24.3%	27.0%	30.0%
25 to 29	10.7%	11.1%	12.6%	12.0%	10.5%
30 to 34	8.3%	12.0%	4.5%	4.0%	6.3%
35 to 39	7.4%	9.3%	4.5%	5.0%	7.4%
40 to 49	11.6%	13.9%	15.3%	8.0%	10.5%
50 and Older	24.0%	25.0%	29.7%	20.0%	14.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

French courses made up 0.2% of all state-funded enrollment for 2018-19. The percentage difference in French course **enrollment** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in French during 2018-19 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 2018-19, French enrollment consisted of 69.5% **female**, 28.4% **male**, and 2.1% students of **unknown** gender. In 2018-19, French enrollment consisted of 8.4% **African American** students, 1.1% **American Indian/AK Native** students, 27.4% **Asian** students, 9.5% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 31.6% **White** students, 20.0% **multi-ethnic** students, and 2.1% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in French revealed 18.9% aged **19 or less**, 30.0% aged **20 to 24**, 10.5% aged **25 to 29**, 6.3% aged **30 to 34**, 7.4% aged **35 to 39**, 10.5% aged **40 to 49**, 14.7% aged **50 and older**, and 0.0% **unknown**.

## Success and Retention: French

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	43.8%	54.6%	56.8%	65.0%	53.7%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	43.8%	54.6%	56.8%	65.0%	53.7%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	34.8%	54.3%	62.2%	66.2%	51.5%
Male	70.0%	60.0%	44.1%	62.5%	63.0%
Unknown	50.0%	0.0%	66.7%	-	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	50.0%	55.6%	40.0%	28.6%	25.0%
American Indian/AK Native	-	-	-	-	0.0%
Asian	65.0%	60.5%	66.7%	89.7%	57.7%
Hispanic	44.4%	42.9%	37.5%	22.2%	22.2%
Pacific Islander/HI Native	-	-	-	-	-
White	31.1%	54.5%	56.3%	71.4%	70.0%
Multi-Ethnicity	21.1%	43.8%	47.8%	53.8%	47.4%
Other/Unknown	100.0%	-	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	36.8%	70.6%	60.0%	70.8%	72.2%
20 to 24	22.2%	28.6%	48.1%	66.7%	46.7%
25 to 29	38.5%	41.7%	42.9%	25.0%	50.0%
30 to 34	20.0%	46.2%	60.0%	25.0%	0.0%
35 to 39	55.6%	30.0%	60.0%	60.0%	42.9%
40 to 49	50.0%	73.3%	58.8%	50.0%	50.0%
50 and Older	72.4%	66.7%	66.7%	95.0%	78.6%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in French courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the French 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) for credit course success, the French **course success rate** was substantially lower than the **college average** and moderately lower 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 2018-19, there was no comparative data for **traditional (face-to-face)** French courses, of

minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall French success rate for 2018-19, the success rate was slightly lower for **female** students in French courses, moderately higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall French success rate for 2018-19, the success rate was substantially lower for **African American** students in French courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, substantially 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 French success rate for 2018-19, the success rate was substantially higher for students aged **19 or less** in French courses, moderately lower 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**, substantially higher for students aged **50 and older**, and no comparative data for students of unknown age.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	81.0%	88.0%	77.5%	77.0%	74.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	-	-	-	-	-
Online	81.0%	88.0%	77.5%	77.0%	74.7%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	80.9%	87.1%	77.0%	80.9%	69.7%
Male	83.3%	91.4%	76.5%	68.8%	85.2%
Unknown	50.0%	66.7%	100.0%	-	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	83.3%	77.8%	60.0%	42.9%	50.0%
American Indian/AK Native	-	-	-	-	0.0%
Asian	87.5%	88.4%	85.7%	96.6%	76.9%
Hispanic	88.9%	100.0%	62.5%	55.6%	55.6%
Pacific Islander/HI Native	-	-	-	-	-
White	77.8%	84.8%	81.3%	75.0%	86.7%
Multi-Ethnicity	68.4%	93.8%	65.2%	73.1%	73.7%
Other/Unknown	100.0%	-	100.0%	100.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2018-19</b>
19 or Less	84.2%	94.1%	70.0%	79.2%	83.3%
20 to 24	70.4%	100.0%	74.1%	85.2%	83.3%
25 to 29	84.6%	75.0%	78.6%	50.0%	60.0%
30 to 34	60.0%	84.6%	80.0%	50.0%	33.3%
35 to 39	77.8%	60.0%	60.0%	60.0%	57.1%
40 to 49	92.9%	100.0%	76.5%	62.5%	70.0%
50 and Older	89.7%	88.9%	84.8%	95.0%	85.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in French courses in 2018-19 showed a slight decrease from 2017-18 and a moderate decrease from 2014-15. When comparing the percentage point difference in the French 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the French **course retention rate** was substantially lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall French retention rate for 2018-19, there was no comparative data for **traditional (face-to-face)** French courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall French retention rate for 2018-19, the retention rate was moderately lower for **female** students in French courses, substantially higher 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 2018-19, the retention rate was substantially lower for **African American** students in French courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, substantially higher 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 2018-19, the retention rate was moderately 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**, slightly lower for students aged **40 to 49**, substantially higher for students aged **50 and older**, and no comparative data for students of **unknown** age.

## Internal Analysis and Program Effectiveness: Japanese

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	0	57	71	110	101
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	0.00	5.18	9.30	16.66	15.43
Sections	0	2	3	4	4
Fill Rate	0.0%	63.3%	52.6%	60.6%	59.4%
WSCH/FTEF 595 Efficiency	0	255	320	349	384
FTEF/30	0.0	0.3	0.5	0.7	0.7
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Japanese **enrollments** in 2018-19 showed a moderate decrease from 2017-18 and no comparative data from 2014-15.

The percentage change in 2018-19 **resident FTES** in Japanese credit courses showed a moderate decrease from 2017-18 and no comparative data in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Japanese courses in 2018-19 showed a minimal difference from 2017-18 and no comparative data from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Japanese courses showed a slight decrease from 2017-18 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 2018-19 showed a moderate increase from 2017-18 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Japanese courses in 2018-19 showed a minimal difference from 2017-18 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 2018-19 from 2017-18 and no comparative data from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	0	57	71	110	101

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	0.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	0.0%	49.1%	59.2%	49.1%	51.5%
Male	0.0%	49.1%	39.4%	41.8%	44.6%
Unknown	0.0%	1.8%	1.4%	9.1%	4.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	0.0%	0.0%	2.8%	6.4%	5.9%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	35.1%	31.0%	28.2%	28.7%
Hispanic	0.0%	8.8%	8.5%	10.0%	5.9%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	40.4%	28.2%	23.6%	36.6%
Multi-Ethnicity	0.0%	14.0%	28.2%	20.0%	19.8%
Other/Unknown	0.0%	1.8%	1.4%	11.8%	3.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Less	0.0%	17.5%	26.8%	28.2%	34.7%
20 to 24	0.0%	47.4%	23.9%	25.5%	29.1%
25 to 29	0.0%	10.5%	15.5%	16.4%	13.9%
30 to 34	0.0%	7.0%	8.5%	8.2%	5.9%
35 to 39	0.0%	3.5%	5.6%	5.5%	5.0%
40 to 49	0.0%	7.0%	12.7%	8.2%	4.0%
50 and Older	0.0%	7.0%	7.0%	8.2%	5.0%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Japanese courses made up 0.2% of all state-funded enrollment for 2018-19. The percentage difference in Japanese course **enrollment** in 2018-19 showed a moderate decrease from 2017-18 and no comparative data from 2014-15. Enrollment in Japanese during 2018-19 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 2018-19, Japanese enrollment consisted of 51.5% **female**, 44.6% **male**, and 4.0% students of **unknown** gender. In 2018-19, Japanese enrollment consisted of 5.9% **African American** students, 0.0% **American Indian/AK Native** students, 28.7% **Asian** students, 5.9% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 36.6% **White** students, 19.8% **multi-ethnic** students, and 3.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Japanese revealed 34.7% aged **19 or less**, 29.1% aged **20 to 24**, 13.9% aged **25 to 29**, 5.9% aged **30 to 34**, 5.0% aged **35 to 39**, 4.0% aged **40 to 49**, 5.0% aged **50 and older**, and 0.0% **unknown**.



## Success and Retention: Japanese

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	0.0%	49.1%	60.6%	65.5%	68.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	-	49.1%	60.6%	65.5%	68.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	0.0%	46.4%	69.0%	66.7%	76.9%
Male	0.0%	50.0%	50.0%	58.7%	57.8%
Unknown	0.0%	100.0%	0.0%	90.0%	75.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	100.0%	42.9%	50.0%
American Indian/AK Native	-	-	-	-	-
Asian	0.0%	50.0%	72.7%	71.0%	75.9%
Hispanic	0.0%	20.0%	16.7%	45.5%	50.0%
Pacific Islander/HI Native	-	-	-	-	-
White	0.0%	52.2%	65.0%	73.1%	75.7%
Multi-Ethnicity	0.0%	50.0%	55.0%	45.5%	55.0%
Other/Unknown	0.0%	100.0%	0.0%	100.0%	66.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	-	80.0%	73.7%	74.2%	77.1%
20 to 24	0.0%	44.4%	47.1%	75.0%	56.3%
25 to 29	0.0%	66.7%	63.6%	50.0%	64.3%
30 to 34	0.0%	25.0%	50.0%	44.4%	83.3%
35 to 39	0.0%	100.0%	75.0%	50.0%	60.0%
40 to 49	0.0%	25.0%	55.6%	44.4%	75.0%
50 and Older	0.0%	0.0%	60.0%	88.9%	80.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Japanese courses in 2018-19 showed a slight increase from 2017-18 and no comparative data from 2014-15. When comparing the percentage point difference in the Japanese 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) 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 2018-19, there was no comparative data for **traditional (face-to-face)** Japanese

courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Japanese success rate for 2018-19, the success rate was moderately higher for **female** students in Japanese 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 Japanese success rate for 2018-19, the success rate was substantially lower for **African American** students in Japanese courses, no comparative data for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and slightly lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Japanese success rate for 2018-19, the success rate was moderately higher for students aged **19 or less** in Japanese courses, substantially lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, substantially higher for students aged **50 and older**, and no comparative data for students of unknown age.

## Retention: Japanese

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	0.0%	80.7%	80.3%	78.2%	76.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	-	80.7%	80.3%	78.2%	76.2%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	0.0%	82.1%	88.1%	77.8%	82.7%
Male	0.0%	78.6%	67.9%	76.1%	66.7%
Unknown	0.0%	100.0%	100.0%	90.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	100.0%	71.4%	50.0%
American Indian/AK Native	-	-	-	-	-
Asian	0.0%	75.0%	81.8%	77.4%	82.8%
Hispanic	0.0%	100.0%	66.7%	54.5%	83.3%
Pacific Islander/HI Native	-	-	-	-	-
White	0.0%	78.3%	85.0%	84.6%	81.1%
Multi-Ethnicity	0.0%	87.5%	75.0%	72.7%	60.0%
Other/Unknown	0.0%	100.0%	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	-	100.0%	94.7%	87.1%	80.0%
20 to 24	0.0%	81.5%	64.7%	89.3%	65.6%
25 to 29	0.0%	83.3%	72.7%	61.1%	85.7%
30 to 34	0.0%	100.0%	66.7%	55.6%	83.3%
35 to 39	0.0%	100.0%	100.0%	66.7%	60.0%
40 to 49	0.0%	75.0%	88.9%	66.7%	100.0%
50 and Older	0.0%	0.0%	80.0%	88.9%	80.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Japanese courses in 2018-19 showed a slight decrease from 2017-18 and no comparative data from 2014-15. When comparing the percentage point difference in the Japanese 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Japanese **course retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Japanese retention rate for 2018-19, there was no comparative data for **traditional (face-to-face)**

Japanese courses, of minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Japanese retention rate for 2018-19, the retention rate was moderately 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 retention rate for 2018-19, the retention rate was substantially lower for **African American** students in Japanese courses, no comparative data for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately higher for **Hispanic** students, no comparative data 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 Japanese retention rate for 2018-19, the retention rate was slightly higher for students aged **19 or less** in Japanese courses, substantially lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, moderately higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of **unknown** age.

## Internal Analysis and Program Effectiveness: Spanish

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,268	1,326	1,072	1,033	1,015
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	183.75	196.18	150.02	153.74	152.78
Sections	28	25	24	24	21
Fill Rate	75.2%	80.0%	76.3%	66.9%	74.6%
WSCH/FTEF 595 Efficiency	801	740	609	626	596
FTEF/30	3.8	4.5	4.1	4.1	4.2
Extended Learning Enrollment	194	209	137	172	104

The percentage change in the number of Spanish **enrollments** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Spanish credit courses showed a minimal difference from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Spanish courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Spanish courses showed a substantial increase from 2017-18 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 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Spanish courses in 2018-19 showed a slight increase from 2017-18 and a substantial 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,268	1,326	1,072	1,033	1,015

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	25.4%	9.8%	9.8%	9.8%	9.2%
Online	44.1%	49.0%	45.9%	45.1%	42.9%
Hybrid	0.0%	0.0%	0.0%	0.9%	1.9%
Correspondence (Cable, Telecourse, Other DL)	30.5%	41.2%	44.3%	44.2%	46.1%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	43.5%	38.8%	40.1%	36.5%	35.6%
Male	55.8%	60.1%	58.0%	61.4%	63.3%
Unknown	0.7%	1.1%	1.9%	2.1%	1.1%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	10.4%	12.1%	9.6%	11.7%	8.8%
American Indian/AK Native	0.9%	0.9%	1.3%	0.7%	0.7%
Asian	9.3%	8.8%	9.2%	8.8%	10.2%
Hispanic	32.0%	29.3%	31.2%	29.8%	36.7%
Pacific Islander/HI Native	0.5%	0.5%	0.3%	0.2%	0.9%
White	28.2%	29.3%	30.6%	32.1%	27.0%
Multi-Ethnicity	16.2%	17.4%	16.1%	16.0%	14.2%
Other/Unknown	2.4%	1.6%	1.7%	0.7%	1.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	19.4%	18.5%	21.5%	21.4%	22.8%
20 to 24	21.7%	22.5%	17.3%	17.6%	17.2%
25 to 29	16.3%	15.0%	14.9%	13.0%	13.8%
30 to 34	12.0%	11.7%	12.1%	11.7%	12.2%
35 to 39	9.6%	10.7%	12.3%	11.4%	10.8%
40 to 49	13.2%	15.1%	14.2%	16.1%	14.5%
50 and Older	7.7%	6.6%	7.7%	8.8%	8.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Spanish courses made up 1.7% of all state-funded enrollment for 2018-19. The percentage difference in Spanish course **enrollment** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Spanish during 2018-19 showed 9.2% of courses were taught **traditional (face-to-face)**, 42.9% were taught **online**, 1.9% were taught in the **hybrid** modality, and 46.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Spanish enrollment consisted of 35.6% **female**, 63.3% **male**, and 1.1% students of **unknown** gender. In 2018-19, Spanish enrollment consisted of 8.8% **African American** students, 0.7% **American Indian/AK Native** students, 10.2% **Asian** students, 36.7% **Hispanic** students, 0.9% **Pacific Islander/HI Native** students, 27.0% **White** students, 14.2% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Spanish revealed 22.8% aged **19 or less**, 17.2% aged **20 to 24**, 13.8% aged **25 to 29**, 12.2% aged **30 to 34**, 10.8% aged **35 to 39**, 14.5% aged **40 to 49**, 8.4% aged **50 and older**, and 0.0% **unknown**.

## Program Awards: Spanish

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	7	3	3	3	1
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Spanish degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Spanish certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

## Success and Retention: Spanish

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	64.1%	62.4%	58.6%	66.5%	63.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	79.2%	77.7%	88.6%	95.9%	95.7%
Online	58.7%	64.1%	67.0%	70.6%	67.8%
Hybrid	-	-	-	77.8%	47.4%
Correspondence (Cable, Telecourse, Other DL)	59.2%	56.9%	43.4%	55.7%	53.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	66.3%	66.9%	70.6%	74.4%	71.4%
Male	62.5%	59.6%	50.2%	61.2%	58.3%
Unknown	55.6%	60.0%	65.0%	81.8%	81.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	37.7%	31.8%	30.1%	36.4%	30.3%
American Indian/AK Native	33.3%	66.7%	42.9%	28.6%	42.9%
Asian	71.3%	69.6%	69.7%	81.1%	69.2%
Hispanic	74.6%	69.7%	63.8%	78.4%	70.4%
Pacific Islander/HI Native	50.0%	85.7%	33.3%	100.0%	66.7%
White	63.3%	64.8%	60.7%	63.9%	65.7%
Multi-Ethnicity	58.3%	63.0%	59.3%	66.1%	57.3%
Other/Unknown	73.3%	57.1%	38.9%	42.9%	56.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	72.7%	75.4%	85.2%	88.5%	83.9%
20 to 24	61.8%	59.9%	58.7%	65.4%	64.6%
25 to 29	64.9%	52.8%	50.0%	63.2%	57.9%
30 to 34	64.9%	66.5%	54.6%	64.5%	56.5%
35 to 39	62.8%	59.9%	53.0%	60.2%	52.7%
40 to 49	57.8%	62.3%	46.7%	59.6%	53.1%
50 and Older	58.3%	53.5%	38.6%	44.0%	54.1%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Spanish courses in 2018-19 showed a slight decrease from 2017-18 and a slight decrease from 2014-15. When comparing the percentage point difference in the Spanish 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) for credit course success, the Spanish **course success 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 Spanish success rate for 2018-19, the success rate was substantially higher for **traditional (face-to-face)** Spanish



courses, slightly higher for **online** courses, substantially lower 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 2018-19, 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 2018-19, the success rate was substantially lower for **African American** students in Spanish courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately higher for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher 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 Spanish success rate for 2018-19, the success rate was substantially higher for students aged **19 or less** in Spanish courses, slightly higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, moderately lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, substantially lower for students aged **40 to 49**, moderately lower for students aged **50 and older**, and no comparative data for students of unknown age.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	79.9%	77.7%	81.7%	86.6%	84.3%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	90.7%	90.8%	90.5%	96.9%	95.7%
Online	74.6%	80.1%	86.4%	85.0%	84.1%
Hybrid	-	-	-	77.8%	78.9%
Correspondence (Cable, Telecourse, Other DL)	78.3%	71.7%	74.9%	86.2%	82.5%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	80.2%	82.0%	87.2%	85.6%	86.1%
Male	79.6%	75.1%	77.8%	86.9%	83.2%
Unknown	77.8%	66.7%	85.0%	95.5%	90.9%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	68.5%	58.6%	68.0%	75.2%	70.8%
American Indian/AK Native	75.0%	66.7%	64.3%	85.7%	85.7%
Asian	80.0%	80.9%	81.8%	90.0%	82.7%
Hispanic	88.3%	83.4%	85.6%	94.1%	88.7%
Pacific Islander/HI Native	66.7%	100.0%	66.7%	100.0%	66.7%
White	76.5%	81.3%	84.1%	84.3%	85.8%
Multi-Ethnicity	76.0%	73.5%	80.2%	84.2%	81.1%
Other/Unknown	86.7%	76.2%	72.2%	71.4%	81.3%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2018-19</b>
19 or Less	88.6%	91.0%	93.5%	94.5%	93.9%
20 to 24	75.7%	74.0%	78.3%	85.2%	82.6%
25 to 29	80.5%	71.1%	73.1%	86.5%	78.6%
30 to 34	80.1%	76.1%	83.1%	86.0%	79.0%
35 to 39	76.9%	69.7%	84.1%	83.1%	80.0%
40 to 49	74.7%	78.4%	73.7%	86.7%	84.4%
50 and Older	80.2%	81.4%	81.9%	75.8%	84.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Spanish courses in 2018-19 showed a slight decrease from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Spanish 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Spanish **course retention rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Spanish retention rate for 2018-19, the retention rate was substantially higher for **traditional (face-to-face)** Spanish courses, of minimal difference for **online** courses, moderately lower for **hybrid courses**, and slightly 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 2018-19, the retention rate was slightly higher for **female** students in Spanish courses, slightly 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 retention rate for 2018-19, the retention rate was substantially lower for **African American** students in Spanish courses, slightly higher for **American Indian/AK Native** students, slightly lower 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 slightly lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Spanish retention rate for 2018-19, the retention rate was moderately 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**, moderately lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, of minimal difference for students aged **40 to 49**, of minimal difference for students aged **50 and older**, and no comparative data for students of **unknown** age.

## Internal Analysis and Program Effectiveness: Vietnamese

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	341	408	246	208	165
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	53.30	64.93	40.31	33.00	26.52
Sections	5	7	7	6	5
Fill Rate	85.3%	84.1%	79.4%	65.8%	69.5%
WSCH/FTEF 595 Efficiency	819	807	533	476	483
FTEF/30	1.1	1.3	1.3	1.2	0.9
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Vietnamese **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Vietnamese credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Vietnamese courses in 2018-19 showed a substantial decrease from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Vietnamese courses showed a moderate increase from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Vietnamese courses in 2018-19 showed a slight increase from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Vietnamese courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Vietnamese **Extended Learning enrollments** in 2018-19 from 2017-18 and no comparative data from 2014-15.

### Calculation Categories

<b>Language</b>	<b>Range</b>
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%

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	341	408	246	208	165

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Traditional	34.0%	37.0%	69.5%	45.7%	56.4%
Online	66.0%	63.0%	30.5%	54.3%	43.6%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	57.8%	57.4%	62.2%	61.5%	58.2%
Male	39.6%	40.4%	35.8%	37.0%	41.2%
Unknown	2.6%	2.2%	2.0%	1.4%	0.6%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	0.0%	0.2%	0.0%	0.0%	0.0%
Asian	95.9%	94.4%	98.4%	94.7%	95.2%
Hispanic	0.0%	0.5%	0.0%	1.9%	0.6%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	1.2%	1.0%	0.0%	0.5%	1.2%
Multi-Ethnicity	2.1%	3.7%	1.2%	2.9%	3.0%
Other/Unknown	0.9%	0.2%	0.4%	0.0%	0.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Less	5.0%	3.2%	2.0%	5.3%	4.2%
20 to 24	13.5%	14.5%	11.4%	14.9%	11.5%
25 to 29	7.3%	12.3%	8.5%	11.5%	9.1%
30 to 34	3.2%	4.4%	4.1%	7.2%	6.1%
35 to 39	6.2%	4.7%	5.7%	5.3%	9.7%
40 to 49	14.1%	12.3%	13.4%	10.6%	13.9%
50 and Older	50.7%	48.8%	54.9%	45.2%	42.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Vietnamese courses made up 0.3% of all state-funded enrollment for 2018-19. The percentage difference in Vietnamese course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Vietnamese during 2018-19 showed 56.4% of courses were taught **traditional (face-to-face)**, 43.6% 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 2018-19, Vietnamese enrollment consisted of 58.2% **female**, 41.2% **male**, and 0.6% students of **unknown** gender. In 2018-19, Vietnamese enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 95.2% **Asian** students, 0.6% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 1.2% **White** students, 3.0% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Vietnamese revealed 4.2%

aged **19 or less**, 11.5% aged **20 to 24**, 9.1% aged **25 to 29**, 6.1% aged **30 to 34**, 9.7% aged **35 to 39**, 13.9% aged **40 to 49**, 42.4% aged **50 and older**, and 0.0% **unknown**. Success and Retention: Vietnamese

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	90.6%	90.2%	93.9%	90.9%	89.1%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	95.7%	95.4%	93.6%	97.9%	95.7%
Online	88.0%	87.2%	94.7%	85.0%	80.6%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	90.4%	92.3%	94.8%	89.8%	90.6%
Male	91.1%	88.5%	94.3%	92.2%	86.8%
Unknown	88.9%	66.7%	60.0%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	0.0%	-	-	-
Asian	92.4%	93.0%	94.2%	92.4%	91.1%
Hispanic	0.0%	100.0%	-	50.0%	0.0%
Pacific Islander/HI Native	-	-	-	-	-
White	50.0%	50.0%	0.0%	100.0%	50.0%
Multi-Ethnicity	28.6%	40.0%	66.7%	66.7%	60.0%
Other/Unknown	100.0%	0.0%	100.0%	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	82.4%	100.0%	80.0%	90.9%	85.7%
20 to 24	76.1%	81.4%	92.9%	80.6%	91.7%
25 to 29	84.0%	90.0%	95.2%	95.8%	66.7%
30 to 34	81.8%	100.0%	90.0%	66.7%	70.0%
35 to 39	95.2%	84.2%	92.9%	72.7%	93.8%
40 to 49	91.7%	84.0%	100.0%	90.9%	91.3%
50 and Older	96.0%	93.5%	93.3%	98.9%	94.3%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Vietnamese courses in 2018-19 showed a slight decrease from 2017-18 and a slight decrease from 2014-15. When comparing the percentage point difference in the Vietnamese 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) 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 2018-19, the success rate was moderately higher for **traditional (face-to-**

**face**) Vietnamese courses, moderately lower for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Vietnamese success rate for 2018-19, the success rate was slightly higher for **female** students in Vietnamese 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 Vietnamese success rate for 2018-19, there was no comparative data for **African American** students in Vietnamese courses, no comparative data for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially lower for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Vietnamese success rate for 2018-19, the success rate was slightly lower for students aged **19 or less** in Vietnamese 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 higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, moderately higher for students aged **50 and older**, and no comparative data for students of unknown age.

## Retention: Vietnamese

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	93.0%	92.4%	94.7%	94.2%	93.9%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	95.7%	96.0%	94.7%	97.9%	95.7%
Online	91.6%	90.3%	94.7%	91.2%	91.7%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	92.4%	94.0%	94.8%	93.0%	93.8%
Male	94.1%	90.3%	94.3%	96.1%	94.1%
Unknown	88.9%	88.9%	100.0%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	0.0%	-	-	-
Asian	94.2%	94.5%	95.0%	95.4%	95.5%
Hispanic	0.0%	100.0%	-	50.0%	0.0%
Pacific Islander/HI Native	-	-	-	-	-
White	50.0%	75.0%	0.0%	100.0%	50.0%
Multi-Ethnicity	57.1%	53.3%	66.7%	83.3%	80.0%
Other/Unknown	100.0%	0.0%	100.0%	-	-

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	88.2%	100.0%	80.0%	100.0%	85.7%
20 to 24	82.6%	84.7%	92.9%	83.9%	100.0%
25 to 29	84.0%	92.0%	95.2%	100.0%	93.3%
30 to 34	81.8%	100.0%	90.0%	73.3%	90.0%
35 to 39	95.2%	89.5%	92.9%	90.9%	93.8%
40 to 49	95.8%	88.0%	100.0%	90.9%	91.3%
50 and Older	97.1%	95.0%	94.8%	100.0%	94.3%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Vietnamese courses in 2018-19 showed a minimal difference from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Vietnamese 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Vietnamese **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Vietnamese retention rate for 2018-19, the retention rate was slightly higher for **traditional (face-to-face)**



Vietnamese courses, slightly lower for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Vietnamese retention rate for 2018-19, the retention rate was of minimal difference for **female** students in Vietnamese courses, of minimal difference 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 2018-19, there was no comparative data for **African American** students in Vietnamese courses, no comparative data for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially lower for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

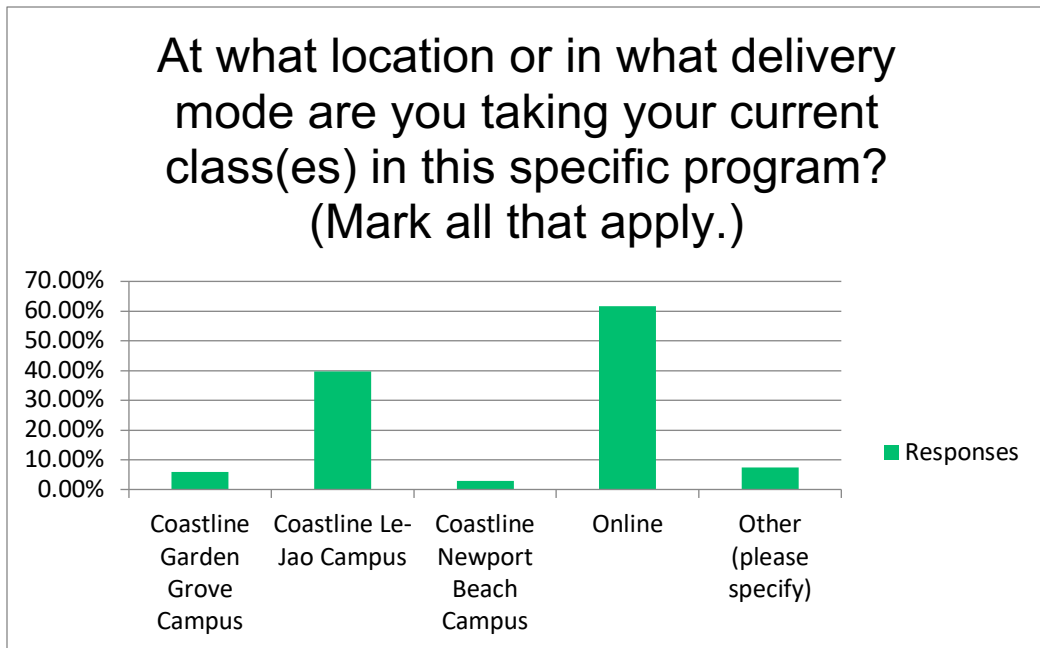
When comparing the percentage point difference between age groups to the overall Vietnamese retention rate for 2018-19, the retention rate was moderately lower for students aged **19 or less** in Vietnamese courses, moderately higher for students aged **20 to 24**, of minimal difference for students aged **25 to 29**, slightly lower for students aged **30 to 34**, of minimal difference for students aged **35 to 39**, slightly lower for students aged **40 to 49**, of minimal difference for students aged **50 and older**, and no comparative data for students of **unknown** age.

## International Languages Program Review Student Survey Results

Question #1:

At what location or in what delivery mode are you taking your current class(es) in this specific program? (Mark all that apply.)

Answer Choices	Responses	
Coastline Garden Grove Campus	5.88%	4
Coastline Le-Jao Campus	39.71%	27
Coastline Newport Beach Campus	2.94%	2
Online	61.76%	42
Other (please specify)	7.35%	5
	<b>Answered</b>	<b>68</b>
	<b>Skipped</b>	<b>0</b>

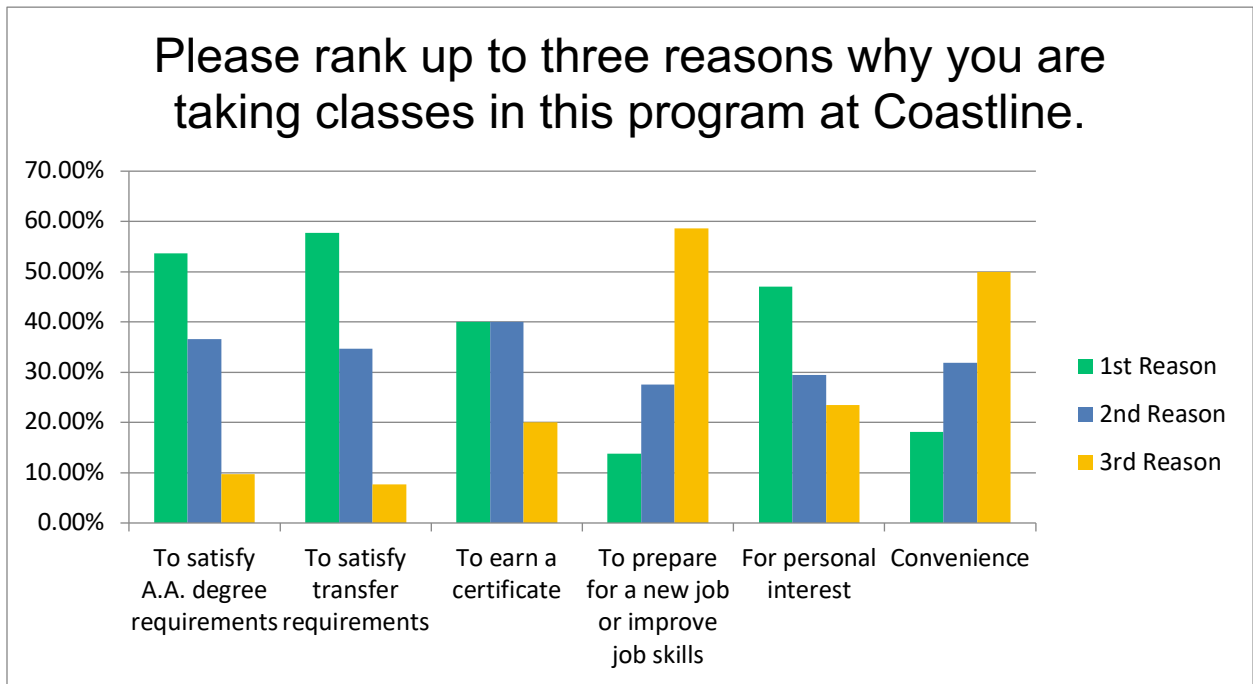


Question #2

Please rank up to three reasons why you are taking classes in this program at Coastline.

	1st Reason		2nd Reason		3rd Reason		Total
To satisfy A.A. degree requirements	53.66%	22	36.59%	15	9.76%	4	41
To satisfy transfer requirements	57.69%	15	34.62%	9	7.69%	2	26

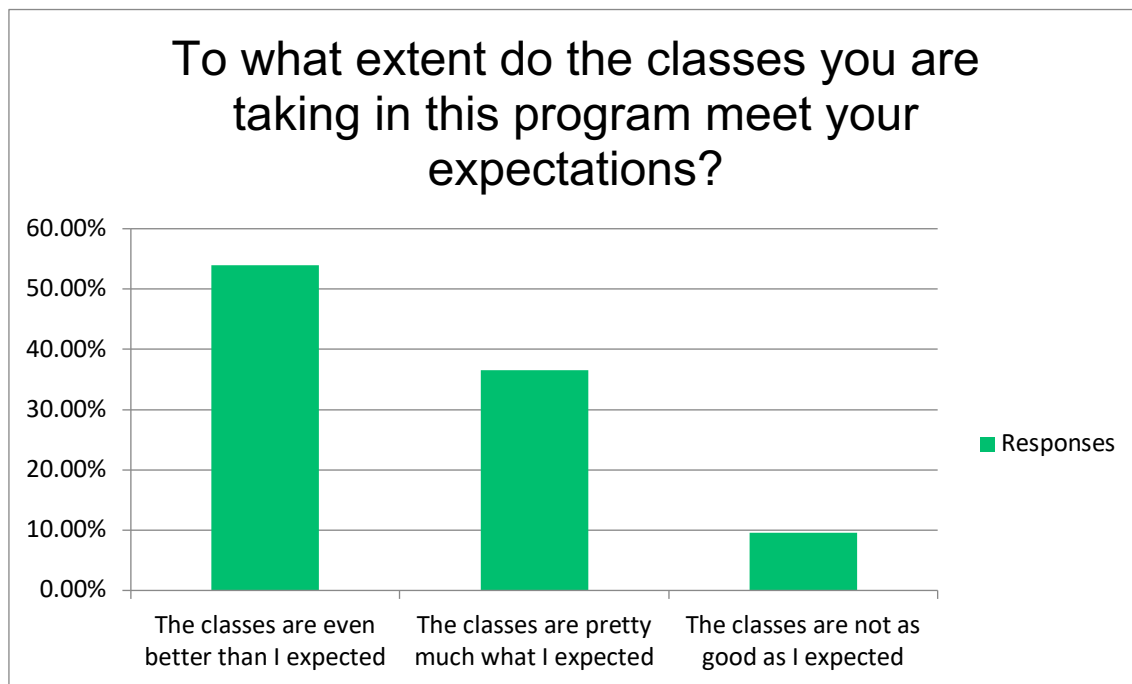
To earn a certificate	40.00%	2	40.00%	2	20.00%	1	5
To prepare for a new job or improve job skills	13.79%	4	27.59%	8	58.62%	17	29
For personal interest	47.06%	16	29.41%	10	23.53%	8	34
Convenience	18.18%	4	31.82%	7	50.00%	11	22
						<b>Answered</b>	<b>63</b>
						<b>Skipped</b>	<b>5</b>



**Question #3**

To what extent do the classes you are taking in this program meet your expectations?

Answer Choices	Responses	
The classes are even better than I expected	53.97%	34
The classes are pretty much what I expected	36.51%	23
The classes are not as good as I expected	9.52%	6
	<b>Answered</b>	<b>63</b>
	<b>Skipped</b>	<b>5</b>

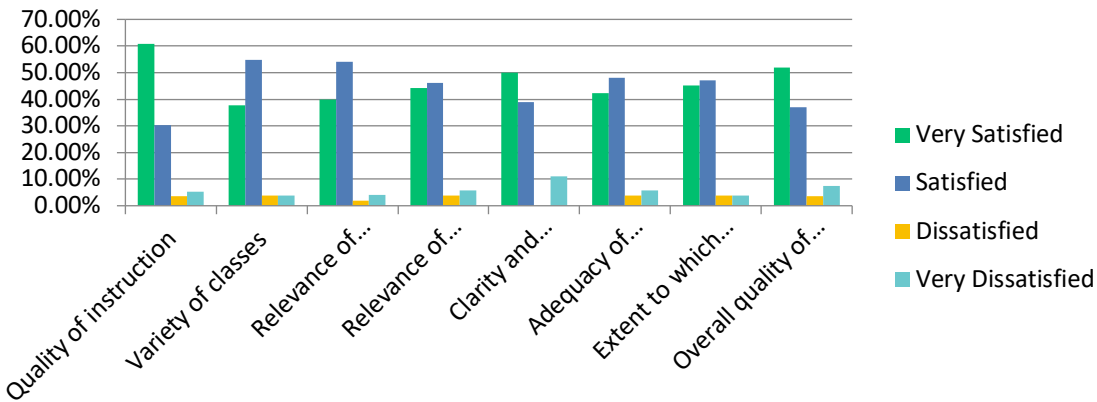


#### Question #4

Please rate your level of satisfaction with each of the following as related to classes in this program. (Skip any items that are not applicable to you.)

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total
Quality of instruction	60.71%	34	30.36%	17	3.57%	2	5.36%	3	56
Variety of classes	37.74%	20	54.72%	29	3.77%	2	3.77%	2	53
Relevance of classes to your academic or vocational needs	40.00%	20	54.00%	27	2.00%	1	4.00%	2	50
Relevance of assignments and exams to the course material you are studying	44.23%	23	46.15%	24	3.85%	2	5.77%	3	52
Clarity and comprehensiveness of the instructions for completing assignments	50.00%	27	38.89%	21	0.00%	0	11.11%	6	54
Adequacy of instructional facilities	42.31%	22	48.08%	25	3.85%	2	5.77%	3	52
Extent to which faculty and staff meet the needs of culturally diverse students	45.28%	24	47.17%	25	3.77%	2	3.77%	2	53
Overall quality of the program	51.85%	28	37.04%	20	3.70%	2	7.41%	4	54
								<b>Answered</b>	<b>57</b>
								<b>Skipped</b>	<b>11</b>

Please rate your level of satisfaction with each of the following as related to classes in this program. (Skip any items that are not applicable to you.)

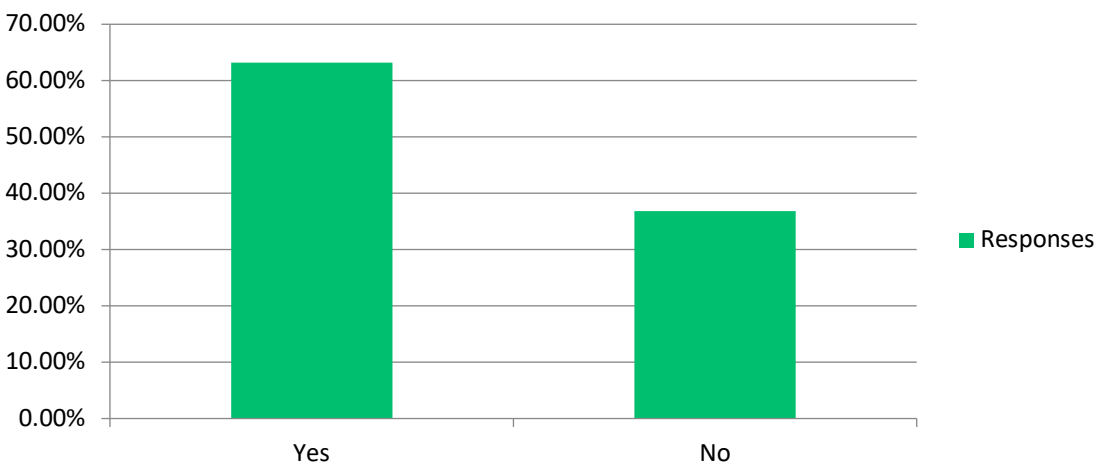


Question #5

Are you taking one or more of the International Languages classes through distance education?

Answer Choices	Responses	
Yes	63.16%	36
No	36.84%	21
	<b>Answered</b>	<b>57</b>
	<b>Skipped</b>	<b>11</b>

Are you taking one or more of the International Languages classes through distance education?

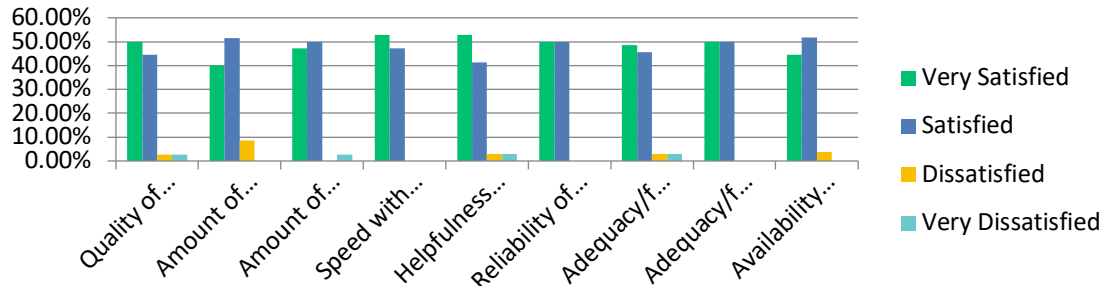


Question #6

If you are taking a class in this program in a distance learning or hybrid format, please indicate the extent of your satisfaction with each of the following elements. (Skip any items that are not applicable to you.)

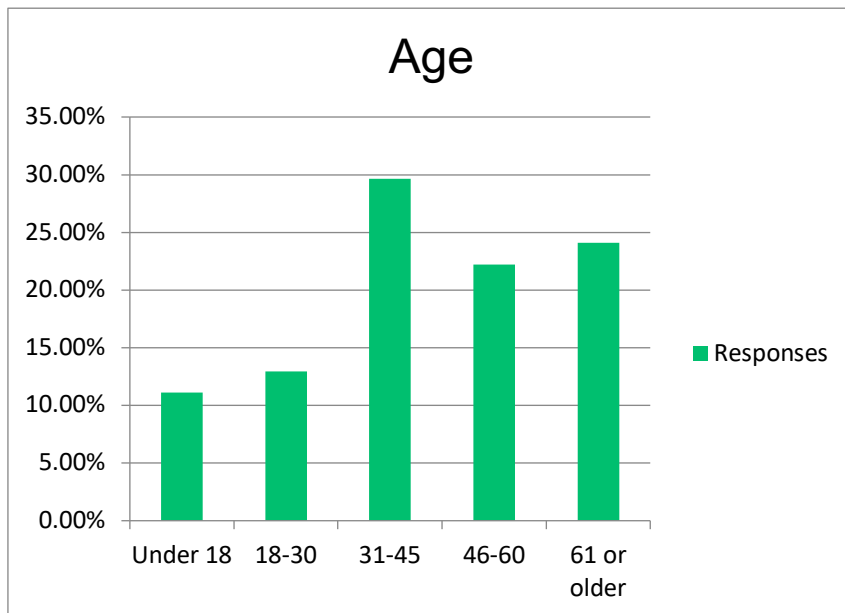
	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total
Quality of instruction in my distance learning course	50.00%	18	44.44%	16	2.78%	1	2.78%	1	36
Amount of interaction with other students in the class	40.00%	14	51.43%	18	8.57%	3	0.00%	0	35
Amount of interaction with the instructor	47.22%	17	50.00%	18	0.00%	0	2.78%	1	36
Speed with which the instructor responds to questions	52.78%	19	47.22%	17	0.00%	0	0.00%	0	36
Helpfulness of feedback on quizzes, assignments, and/or exams	52.94%	18	41.18%	14	2.94%	1	2.94%	1	34
Reliability of the technology used to deliver the course	50.00%	17	50.00%	17	0.00%	0	0.00%	0	34
Adequacy/functionality of the online quiz system in CANVAS	48.57%	17	45.71%	16	2.86%	1	2.86%	1	35
Adequacy/functionality of the Scantron quizzes (if your class uses them)	50.00%	9	50.00%	9	0.00%	0	0.00%	0	18
Availability of technical support, if needed	44.44%	12	51.85%	14	3.70%	1	0.00%	0	27
								<b>Answered</b>	<b>36</b>
								<b>Skipped</b>	<b>32</b>

If you are taking a class in this program in a distance learning or hybrid format, please indicate the extent of your satisfaction with each of the following elements. (Skip any items that are not applicable to you.)



Question #7  
Age

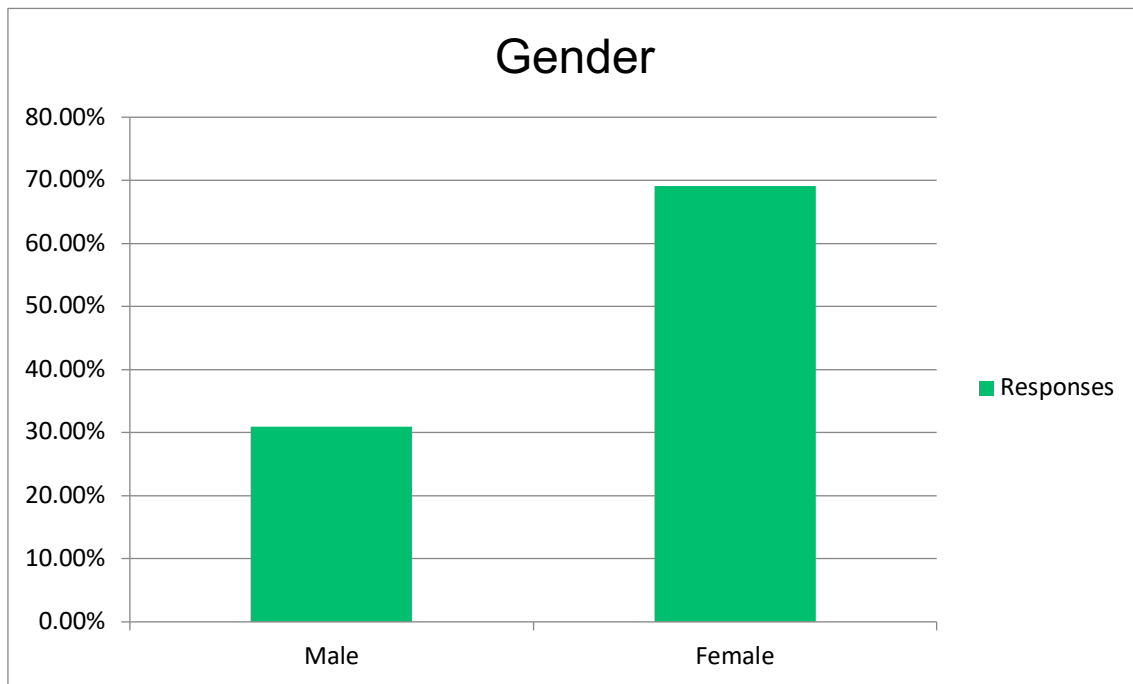
Answer Choices	Responses	
Under 18	11.11%	6
18-30	12.96%	7
31-45	29.63%	16
46-60	22.22%	12
61 or older	24.07%	13
	<b>Answered</b>	<b>54</b>
	<b>Skipped</b>	<b>14</b>



Question #8

Gender

Answer Choices	Responses	
Male	30.91%	17
Female	69.09%	38
	<b>Answered</b>	<b>55</b>
	<b>Skipped</b>	<b>13</b>



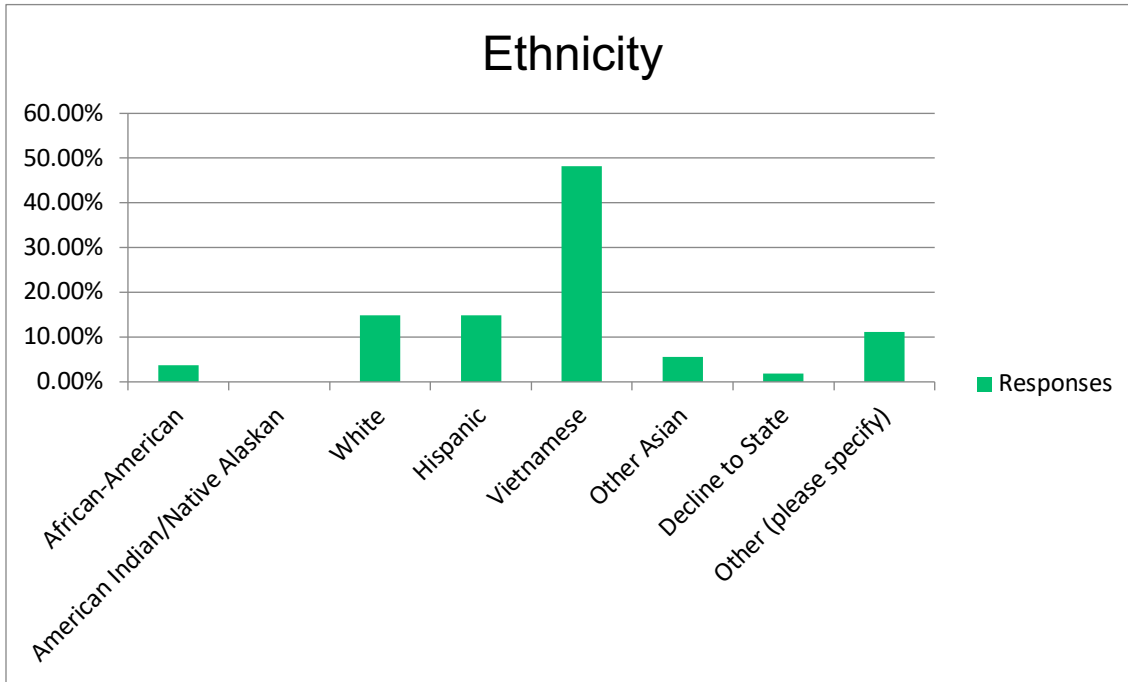
Question #9

Ethnicity

Answer Choices	Responses	
African American	3.70%	2
American Indian/Native Alaskan	0.00%	0
White	14.81%	8
Hispanic	14.81%	8
Vietnamese	48.15%	26
Other Asian	5.56%	3
Decline to State	1.85%	1
Other (please specify)	11.11%	6
	<b>Answered</b>	<b>54</b>



	<b>Skipped</b>	<b>14</b>
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**Question #10**

What is your current employment status?

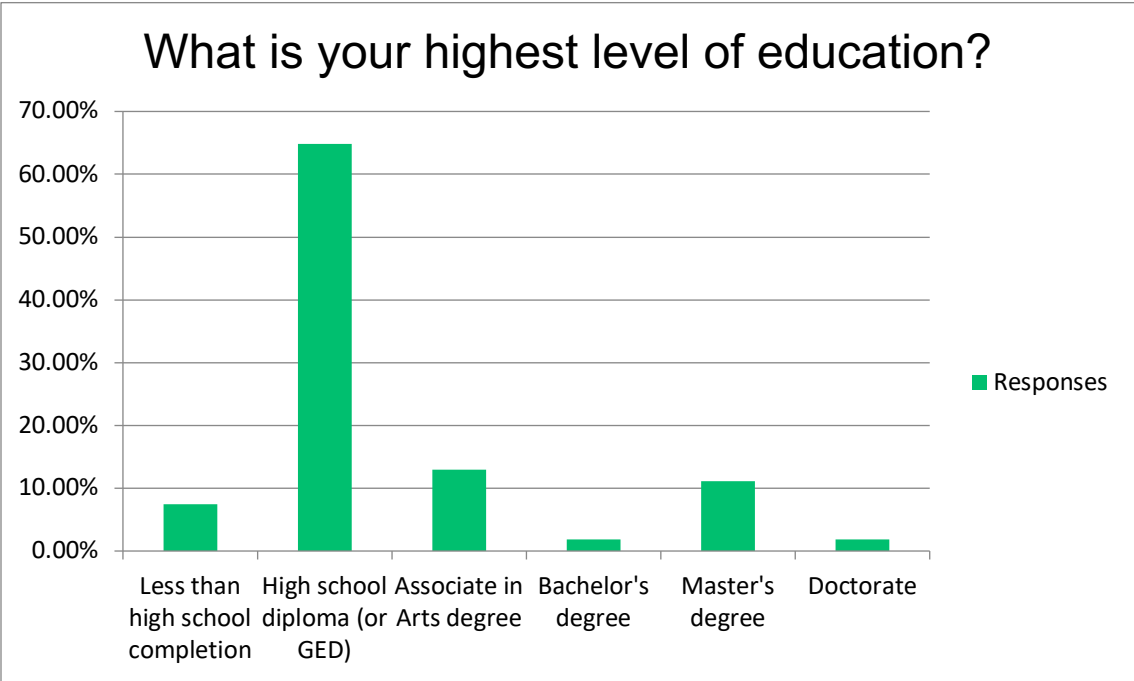
Answer Choices	Responses	
Not working outside the home	51.85%	28
Working as a volunteer (non-paid position)	5.56%	3
Working 20 hours or less per week	11.11%	6
Working between 21-30 hours per week	3.70%	2
Working full-time	27.78%	15
	<b>Answered</b>	<b>54</b>
	<b>Skipped</b>	<b>14</b>

**Question #11**

What is your highest level of education?

Answer Choices	Responses	
Less than high school completion	7.41%	4
High school diploma (or GED)	64.81%	35
Associate in Arts degree	12.96%	7
Bachelor's degree	1.85%	1

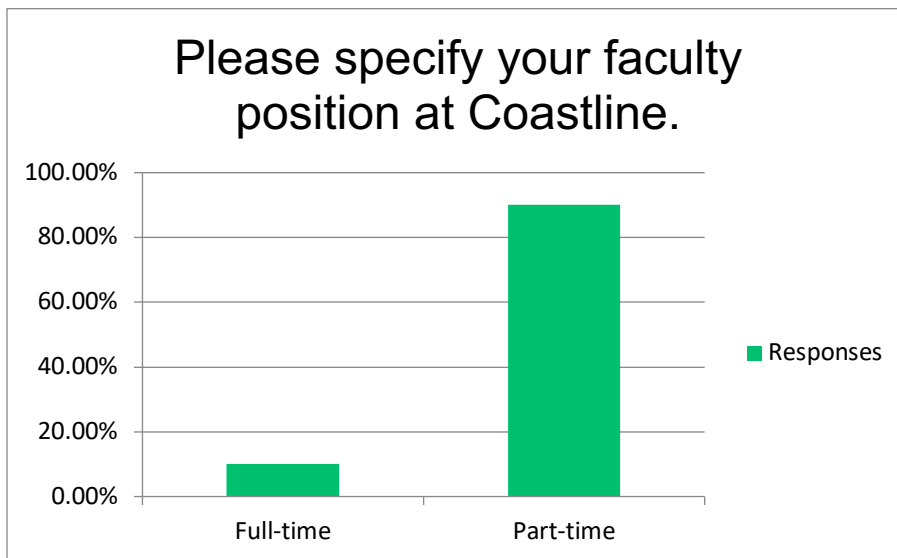
Master's degree	11.11%	6
Doctorate	1.85%	1
	<b>Answered</b>	<b>54</b>
	<b>Skipped</b>	<b>14</b>



Question #1

Please specify your faculty position at Coastline.

Answer Choices	Responses	
Full-time	10.00%	1
Part-time	90.00%	9
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>



Question #2

What course(s) do you typically teach at Coastline?

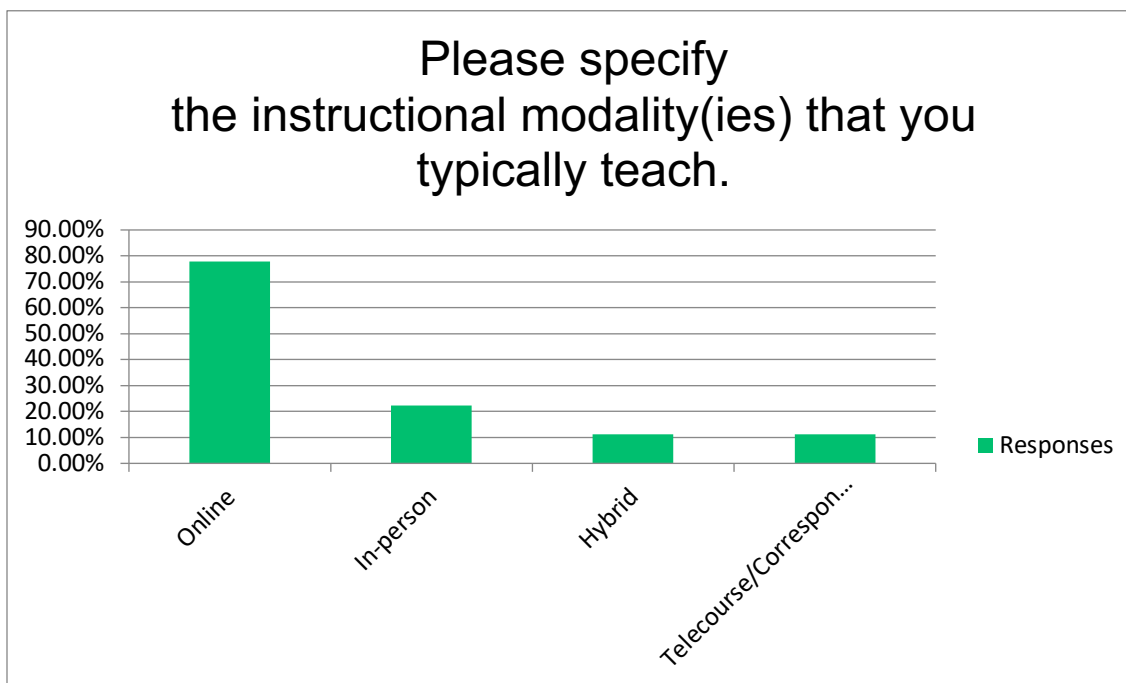
Respondents	Response Date	Responses
1	Apr 17, 2020 02:31 PM	Spanish 180 Spanish 185 & Spanish 185 Heritage Speakers Spanish 280 all transitioned on-line during COVID-19
2	Apr 16 2020 10:01 AM	French
3	Apr 15, 2020 05:05 PM	JAPN180 Elementary Japanese I JAPN185 Elementary Japanese II
4	Apr 15, 2020 08:11 AM	Spanish 180
5	Apr 14, 2020 11:38 AM	Spanish 180
6	Apr 14, 2020 09:28 AM	Vietnamese

7	Apr 13, 2020 03:27 PM	Spanish 180 Spanish 185
8	Apr 13, 2020 01:22 PM	Spanish
9	Apr 13, 2020 12:26 PM	Chinese 180
10	Apr 13, 2020 10:17 AM	Spanish 180 & 185

Question #3

Please specify the instructional modality(ies) that you typically teach.

Answer Choices	Responses	
Online	77.78%	7
In-person	22.22%	2
Hybrid	11.11%	1
Telecourse/Correspondence	11.11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>



Question #4

Based on your observations and review of SLO outcomes in you course(s), what course changes would you recommend?

Respondents	Response Date	Responses
1	Apr 17, 2020 02:31 PM	none
2	Apr 16, 2020 10:01 AM	No
3	Apr 15, 2020 05:05 PM	I would recommend regular synchronous class meetings via zoom to be mandatory for all online courses.
4	Apr 15, 2020 08:11 AM	I believe the course is great how it is.
5	Apr 14, 2020 11:38 AM	I am happy with our current SLO outcomes.
6	Apr 14, 2020 09:28 AM	None
7	Apr 13, 2020 03:27 PM	Bring back the telecourses
8	Apr 13, 2020 12:26 PM	It is fine as it is
9	Apr 13, 2020 10:17 AM	None

#### Question #5

Do you know of any open educational resources (OERs) available for your course(s)? Would you be interested in using OERs?

Respondents	Response Date	Responses
1	Apr 17, 2020 02:31 PM	I do always try to use any additional free resources, that some of the colleagues share in OER, sometimes with the changes and sometimes I just use a little portion.
2	Apr 16, 2020 10:01 AM	I am not aware of OER's
3	Apr 15, 2020 05:05 PM	I would be interested but I haven't found any OERs in Japanese that I would like to utilize.
4	Apr 15, 2020 08:11 AM	I'm not aware of any open educational resources for my course. Yes, I would be interested in using OER's.
5	Apr 14, 2020 11:38 AM	Yes! There are several websites that offer great immersive and instructional materials for language students. (Examples: Senorwooly.com, yabla.com, flipgrid.com)

6	Apr 14, 2020 09:28 AM	Yes Yes
7	Apr 13, 2020 03:27 PM	No
8	Apr 13, 2020 12:26 PM	I don't know any OERs available for the course.
9	Apr 13, 2020 10:17 AM	No

#### Question #6

What new courses should we develop?

Respondents	Response Date	Responses
1	Apr 17, 2020 02:31 PM	Italian 1, Italian History through Cinema, and Conversational Italian for Tourism or Hospitality. Just few ideas.
2	Apr 16, 2020 10:01 AM	Hybrid. I find that 100% online works for the very disciplined and leads many to drop. Hybrid would offer more in-person accountability.
3	Apr 15, 2020 08:11 AM	Probably, a beginner's Spanish course, for those students who have had zero exposure to the Spanish language to prepare them for Span 180.
4	Apr 14, 2020 11:38 AM	Courses designed for Certificates, conversational courses and an advanced Spanish course, maybe Spanish Film & TV.
5	Apr 14, 2020 09:28 AM	It's up to the Chair's decision.
6	Apr 13, 2020 03:27 PM	Offer the telecourses again.
7	Apr 13, 2020 12:26 PM	We should re-offer Chinese 185 in summer 2021.
8	Apr 13, 2020 10:17 AM	Third & Fourth semester Spanish

#### Question #7

What professional development or training have you attended in the last two years?

Respondents	Response Date	Responses
1	Apr 17, 2020 03:34 PM	I have a list: #1. ACTFL 4 days Conference with multiple modalities and publisher screening the new tech. for the World Languages. #2. CANVAS - MT SAC transitioned and trained in 2018

		<p>#3. VHL sponsored training Coastline with D. Marques</p> <p>#4. SPOT training MT SAC for online teaching 2019 in progress.</p> <p>#5. "Training From the Back of the Room" by Sharon Bowman - with students INCLUSION in mind training in person all Mt.SAC (2-day Workshop Mt.SAC) 9/13/2019</p> <p>#6. CANVAS set up and Design for on-line teaching.2/12/20</p> <p>#7. "How not to talk about Race and Diversity" - Mt.SAC Spring Flex Day.2/21/20</p> <p>#8. Navigating WebCMS 10 2/21/2020</p> <p>#9. How to Create Effective Video Content for Beginners.2/21/20</p> <p>#10. Sexual Harassment Prevention 8/3/2019</p> <p>#11. "Foster Youth Success" - by Erin Kim 4/13/2020</p> <p>#12. Equity minded Classroom: Ready, Set, Engage!</p> <p>#13. The Children Impacted by Trauma 4hrs (OC Social Services) 2/29/2020</p> <p>#14. TPRS in the World Language Class 5 hrs. (LA Italian Cultural Institute) 2/29/2020</p>
2	Apr 16, 2020 10:06 AM	<p>Canvas training (Coastline)</p> <p>SLA pedagogical training (UCI)</p> <p>Task training for SLA (UCI)</p>
3	Apr 15, 2020 05:08 PM	<p>Online Teaching Conference</p> <p>InstructureCon</p> <p>ACTFL</p> <p>Can Innovate</p>
4	Apr 15, 2020 08:20 AM	<p>I have completed the online training at Coastline to teach online using Canvas and have attended to about 9 Flex workshops.</p>
5	Apr 14, 2020 11:39 AM	<p>ACTFL (American Council on the Teaching of Foreign Languages) World Language Convention.</p>
6	Apr 14, 2020 09:37 AM	<p>I did not get any professional development in the last two years.</p>
7	Apr 13, 2020 03:49 PM	<p>I have attended to several Flex Day activities offered at CCC.</p> <p>Training VHL central Vistas at GWC World Languages Department</p> <p>Coastline Faculty Center: Training Using Camtasia</p> <p>Presenter at Harbor College Workshop: Topic How to use CANVAS to teach language courses online.</p> <p>Mc GrawHill Introduction to Spanish- Focus Group</p>

		Redondo Beach Women Hold Up Half Sky Cerritos CA. California Community College Foreign Language Conference (CCCFLC) Rio Hondo College- California
8	Apr 13, 2020 12:28 PM	Data Science at Coastline
9	Apr 13, 2020 10:18 AM	ACTFL and many other conferences

Question #8

What professional development would recommend that would enhance the teaching and learning experiences in your course(s)?

Respondents	Response Date	Responses
1	Apr 17, 2020 03:34 PM	F2F classes would benefit widely from TPRS especially with the lower-level classes and the underage Youth taking the College classes early. But Canvas is the tool communication that every professor should have. It was surprising for me how many of the teachers did not know anything about CANVAS, when we needed to transition.
2	Apr 16, 2020 10:06 AM	Application of low-stakes assessments on Canvas or other platforms. Ludic options (Kahoot, etc...)
3	Apr 15, 2020 05:08 PM	Online Teaching Conference InstructureCon ACTFL At One Courses
4	Apr 15, 2020 08:20 AM	I would say attending the webinars offered by the language learning system used in the Spanish classes to be up to date with all the improvements of the website. Also, keep learning and being aware of any new Canvas features and external apps/programs that might be helpful in teaching Spanish as a second language.
5	Apr 14, 2020 11:39 AM	1-day local conferences on online learning, teaching strategies.
6	Apr 14, 2020 09:37 AM	None So far so good
7	Apr 13, 2020 03:49 PM	VHL Central Partner Chat is a great tool to assess the oral component for online Spanish classes. "Vistas" offers a great deal of oral activities to develop the speaking skills of online students.



		I highly recommend it. It has worked perfect for me and students love it.
8	Apr 13, 2020 12:28 PM	International Language related
9	Apr 13, 2020 10:18 AM	Online teaching related specifically to second language acquisition.

#### Question #9

What technology or equipment do you use in you course(s)?

Respondents	Response Date	Responses
1	Apr 17, 2020 03:40 PM	Canvas, Skype, Join-Me, Confer Zoom, In-Class Projector, Computer, and sometimes printer to make sure students can write in on the paper fill in the blanks by colors divided and handwriting notes to recall the memory games.
2	Apr 16, 2020 10:07 AM	Laptop. Canvas. Kahoot. PowerPoint. YouTube.
3	Apr 15, 2020 05:09 PM	Computer with webcam and microphone
4	Apr 15, 2020 08:40 AM	-computer/tablet/cell phone -camera -microphone
5	Apr 14, 2020 11:42 AM	Canvas, and Portales (third party learning management system), YouTube, Screencast, Google Maps, flip grid.
6	Apr 14, 2020 09:41 AM	I teach on site class. Besides academic books, students use computers.
7	Apr 13, 2020 03:51 PM	I use an eBook, YouTube, Power Points, Canvas.
8	Apr 13, 2020 12:30 PM	webcam, audio video recorder, computer, scanner Camtasia, Zoom...
9	Apr 13, 2020 10:19 AM	computer, microphone, webcam

#### Question #10

What technology or equipment would you need to enhance the teaching and learning experience in your course(s)?

Respondents	Response Date	Responses
1	Apr 17, 2020 03:40 PM	It would be nice to have an extra Computer, for the Double screen. I had to purchase a new one this January because my 12 years old one would not open anything in Canvas. I am glad I did, but I can't afford to

		buy the second one on the adjunct temp salary. Plus, in the summer I'll be again on unemployment. The Apps and Software that can enhance students' ability to retain are many, and those would vary based on the subject matter.
2	Apr 16, 2020 10:07 AM	I would like to learn how to make my own videos look professional.
3	Apr 15, 2020 08:40 AM	I believe I have the necessary tools.
4	Apr 14, 2020 11:42 AM	I need FULL INTEGRATION with our third-party learning system, Portales into Canvas. (Vista Higher Learning)
5	Apr 14, 2020 09:41 AM	Computers
6	Apr 13, 2020 03:51 PM	I just started using Zoom.
7	Apr 13, 2020 12:30 PM	I am fine at this moment.
8	Apr 13, 2020 10:19 AM	none at the moment

Equity  
Arabic:

- Due to Covid 19, Arabic is being offered in an online setting for fall 20 & spring 21. We look forward to seeing how this new modality will help attract more students.
- African Americans do not tend to study Arabic. Create a campaign to attract more African Americans to show how knowing Arabic can be beneficial to their success.

Chinese:

- Chinese is not offered in face-to-face setting, missing out on opportunities for students who prefer this learning environment.
- Hispanics do not tend to study Chinese. Create a campaign to attract more Hispanics to show how knowing Chinese can be beneficial to their success.

French:

- French is not offered in face-to-face setting, missing out on opportunities for students who prefer this learning environment.

Japanese:

- Japanese is not offered in face-to-face setting, missing out on opportunities for students who prefer this learning environment.

Spanish:

- Incarcerated program discontinued.

Vietnamese:

- African Americans nor Hispanics do not tend to study Vietnamese. Create a campaign to attract more African Americans and Hispanics to show how knowing Vietnamese can be beneficial to their success.

## Achievement

Arabic:

- Asian and white students tend to academically excel, whereas Hispanics do not. Explore why this is happening and determine if a closer connection can be created to connect the Hispanic & Arabic worlds.
- Age outliers (19 below, 40+ tend to do have more success). Educate mid aged (20-40) how knowing Arabic can be beneficial to their success.

Chinese:

- Asian students tend to academically excel, whereas Whites do not. Explore why this is happening and determine if a closer connection can be created to connect the White & Asian worlds.
- Age outliers (19 below, 40+ tend to do have more success). Educate mid aged (20-40) how knowing Chinese can be beneficial to their success.

French:

- Asian and white students tend to academically excel, whereas Hispanics do not. Explore why this is happening and determine if a closer connection can be created to connect the Hispanic & Francophone worlds.
- Age outliers (19 below, 40+ tend to do have more success). Educate mid aged (20-40) how knowing French can be beneficial to their success.
- Males tend to academically excel over females. This should be researched.

Japanese:

- Asian and white students tend to academically excel, whereas Hispanics & African Americans do not. Explore why this is happening and determine if a closer connection can be created to connect the Hispanic, African American & Japanese worlds.
- Females tend to academically excel over males. This should be researched.

Spanish:

- Females tend to academically excel over males. This should be researched.
- Face to face setting yields the highest success rates.

Vietnamese:

- Asian students tend to academically excel.

## Program Efficiency

Arabic:

- FTES trending upward.

Chinese:

- FTES trending downward. More community outreach needed as negative political climate towards China has increased with COVID & Trump administration.

French:

- FTES trending downward. New French instructor hired in fall 2019. Curriculum updated to 2020 copyright. Hoping that enrollments will trend upwards due to new hire and fresh curriculum.

Japanese:

- FTES holding steady. More community outreach needed to attract more students.

Spanish:

- FTES trending downward. More community outreach needed to attract more students.
- Telecourses discontinued, FTES declined.
- Certificate program needs to be created.

Vietnamese:

- FTES trending upward.

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

- CHIN 180 (17 met the SLO and 5 partially met it). Instructor plans to increase the number of speaking activities in the class to ensure all students are fully meeting the SLO.
- SPAN 180 (28 met the SLO, 2 did not meet it, 2 partially met it). Instructors plans to assign more partner chat and virtual chat activities to help students to meet the SLO.
- VIET 180 (50 met the SLO and 2 did not meet it). Instructor plans to increase the number of speaking activities in the class to ensure all students are fully meeting the SLO.

*SLO Assessment and Plan*

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
CHIN 180 Given oral or written input by a native or near-native speaker of Chinese, demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language on topics related to self, immediate environment, courtesy requirements, and personal needs.	Oral exam	Instructors	More speaking opportunities in class via Zoom, Video discussion board.
SPAN180 Given oral or written input by a native or near-native speaker of Spanish, demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements, and personal needs.	Oral exam	Instructors	More speaking opportunities in class via Zoom, Video discussion board, Virtual Chats, Partner Chats
VIET180 Demonstrate the ability to compose oral and written utterances to indicate understanding of early beginning level of spoken and written Vietnamese.	Oral exam	Instructors	More speaking opportunities in class via Zoom, Video discussion board.

*Aggregate International Languages Program Student Learning Outcomes (PSLOs), 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%

There are not enough respondents (less than 10) to the aggregate post-graduation survey for the International Languages Program to produce meaningful data.

The International Language's department would like to offer 200 level courses in Spanish to be able to offer the transfer degree. Currently, Spanish 280 is offered in the early high school program.

### Curriculum Review

The following courses were retired due to the fact that they haven't been offered within the last four years.

- FREN 180 A
- FREN 180 B
- FREN 185 A
- FREN 185 B
- SPAN 160
- SPAN 165
- SPAN 185 A
- SPAN 185 B
- SPAN 280 A
- SPAN 280 B

The following curriculum updates were made:

- Course descriptions
- Course content
- Out of class assignments
- Methods of student evaluation
- Modality

to the following courses:

- CHIN 180
- CHIN 185
- JAPN 180
- JAPN 185
- SPAN 180
- SPAN 180 A
- SPAN 180 B
- SPAN 185
- SPAN 280
- SPAN 285
- VIET 160
- VIET 180
- VIET 185

The following instructional materials were updated to more current editions and/or updated language acquisition methodologies:

- ARAB 180
- ARAB 185
- FREN 180

- FREN 185
- JAPN 180
- JAPN 195
- SPAN 180
- SPAN 180 A
- SPAN 180 B
- SPAN 185
- SPAN 280

Table X Curriculum Review

Course	Title	Term Reviewed	Status
ARAB C180	Elementary Arabic 1	Fall, 2020	Active Updated textbook.
ARAB C180A	Elementary Arabic 1A	Fall, 2020	Active
ARAB C180B	Elementary Arabic 1B	Fall, 2020	Active
ARAB C182	Conversational Arabic	Fall, 2020	Active
ARAB C185	Elementary Arabic 2	Fall, 2020	Active Updated textbook.
ARAB C185A	Elementary Arabic 2A	Fall, 2020	Active
ARAB C185B	Elementary Arabic 2B	Fall, 2020	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	Fall, 2020	Active Updated out of class assignments, description, & methods of student evaluation.
CHIN C185	Elementary Chinese 2	Fall, 2020	Active Updated out of class assignments, description, & methods of student evaluation.
CHIN C280	Intermediate Chinese 1	Fall, 2015	Inactive
CHIN C285	Intermediate Chinese 2	Fall, 2015	Inactive
FREN C180	Elementary French 1	Fall, 2020	Active Updated course materials.
FREN C185	Elementary French 2	Fall, 2020	Active Updated course materials.
FREN C280	Intermediate French 1	Fall, 2015	Retired
FREN C285	Intermediate French 2	Fall, 2015	Retired
JAPN C180	Elementary Japanese 1	Fall, 2020	Active Updated topics, course assignments, and course materials.
JAPN C185	Elementary Japanese 2	Fall, 2020	Active Updated course assignments, out-of-class assignments, evaluation methods, and course materials.

SPAN C160	Spanish for Spanish Speakers 1	Spring, 2019	Retired
SPAN C165	Spanish for Spanish Speakers 2	Spring, 2019	Retired
SPAN C180	Elementary Spanish 1	Spring, 2018	Active Updated course assignments and evaluation methods.
SPAN C180A	Elementary Spanish 1A	Fall, 2015	Active Updated course content, course assignments, evaluation methods, and course materials.
SPAN C180B	Elementary Spanish 1B	Fall, 2015	Active Updated course content, course assignments, evaluation methods, and course materials.
SPAN C185	Elementary Spanish 2	Spring, 2018	Active Updated course assignments and evaluation methods.
SPAN C185A	Elementary Spanish 2A	Spring, 2019	Retired
SPAN C185B	Elementary Spanish 2B	Spring, 2019	Retired
SPAN C280	Intermediate Spanish 1	Fall, 2020	Active Updated course content, course assignments, evaluation methods, and course materials.
SPAN C280A	Intermediate Spanish 1A	Spring, 2019	Retired
SPAN C280B	Intermediate Spanish 1B	Spring, 2019	Retired
SPAN C285	Intermediate Spanish 2	Fall, 2020	Active Updated course assignments, evaluation methods, and course materials.
VIET C160	Vietnamese For Vietnamese Speakers	Fall, 2020	Active Updated course assignments, evaluation methods, modality, and course materials.
VIET C180	Elementary Vietnamese 1	Fall, 2020	Active Updated course assignments, description, and course materials.
VIET C185	Elementary Vietnamese 2	Fall, 2020	Active Updated course assignments, evaluation methods, description, and course materials.
VIET C280	Intermediate Vietnamese 1	Fall, 2020	Active
VIET C285	Intermediate Vietnamese 2	Fall, 2020	Active

## Progress on Initiative(s)

### Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Decrease caps for all International Language online courses to 40 students.	Completed	2016-17 There has been a decrease in some online classes from 120 to 80 and some with 45 students.  2017-18 Japanese, Chinese, and French are capped at	Data pending in. FREN C180 #92504, FREN C185 #93147; JAPN C180 #93115 and #93164, Span C180 #92505, #92510, #92992, Span C185 #92512.



Initiative(s)	Status	Progress Status Description	Outcome(s)
		<p>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>lon the future let's look at success rates for 2018-19</p>
Decrease caps for all International Language online courses to 40 students.	Completed	Department chairs were notified that VPI plans to increase cap sizes.	As to date, VPI has not increased cap sizes.
Increase online instructors' capability to serve their students wherever/ whenever.	Completed	The department chair was given a laptop. A microphone and headset were 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.	<ul style="list-style-type: none"> <li>• New PT French Instructor hired for Fall 2019.</li> <li>• New PT Spanish Instructor hired for Fall 2019.</li> <li>• New PT Vietnamese Instructor hired for Fall 2019.</li> </ul>
Increase integrity in online language classes	In-Progress	Explore the idea of implementing department wide use of Proctorio for all online language exams.	TBD
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	Explore the idea of implementing a certificate program. Work with department and dean to offer 200 level courses to meet the needs of degree-seeking and transfer students.	TBD
VHL & Canvas Integration	In- Progress	All the paperwork has been submitted to the district to	TBD

Initiative(s)	Status	Progress Status Description	Outcome(s)
		set up LTI Advantage integration with Vista Higher Learning & Canvas to provide students with a more streamlined course experience as well as RSI.	

## Response to Program and Department Review Committee Recommendation(s) 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.

## External Compliance

In order to ensure that RSI is occurring in all of the International Language courses, instructors include the following in their courses:

- Canvas weekly announcements that are academic in nature
- Weekly discussion forums:
  - 14 Discussion Forums in a 16-week class
  - 10 Discussion Forums in a 12-week class
  - 6 Discussion Forums in an 8-week class

- Instructors actively participate in all graded and non-graded discussion forums and post at least 10 substantive comments per forum for a regular size class. For large load classes this will be doubled to 20 posts.
- Assignments other than DF (oral assessments, essays, etc.) will receive RSI (academic in nature) in the same volume as DF assignments
- Discussion Forums include a rubric to guide students in their submissions. Substantive feedback may take form of a rubric if it is sufficiently detailed so as to offer substantive feedback to students relating to content (not just whether the assignment is turned on time, etc.).

Last date of attendance:

- All instructors must report the last date of attendance in MyCCC.

ADA Compliance:

- All instructors must complete the FSC150 Canvas course training which includes a module on ADA compliance. All courses are checked for ADA compliance.

## Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

The International Language department members communicate via phone, 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 department members via webinar this summer to train them on curriculum, update them with department standards, discussion board requirements, and RSI requirements.

## Coastline Pathways

The International Language's department faculty have participated in the Flex Day workshops and discussions about Coastline Pathways. We would like to get involved in more discussions so that our courses can be included in transfer degrees.

## Implications of Change

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 180 8-weeks
- Online Spanish 185 8-weeks

This will give students the opportunity to complete two Spanish courses in one semester.

In summer 2020, we were able to offer almost all languages in the summer term:

- Chinese 180
- French 180
- Japanese 180
- Spanish 180
- Spanish 185
- Vietnamese 180

For fall 2020, we are offering the following classes with live Zoom sessions:

- Arabic 180
- French 180

We are exploring the idea of offering non-credit courses in Spanish for medical workers.

We are exploring the idea of offering Spanish 280 & 285 so that students may acquire a transfer degree in Spanish.

### Forward Strategy

The international Languages department would like to explore and develop the following academic pathways:

- Create a certificate program (Spanish and/or Vietnamese for Healthcare, Business, etc.)
- Offer Italian classes
- Offer ASL classes

## Section 2: Human Capital Planning

### Staffing

#### Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	1	9	0	0
Current year	1	1	9	0	0
1 year	1			0	0
2 years	1			0	0
3 years	1			0	0

The International Language’s program wishes to grow our course offerings with certificate non-credit courses, Italian, and ASL. Therefore, it will be necessary to recruit new adjunct faculty to teach these courses. Additionally, we will continue to advocate for an additional full-time instructor as our department currently only has one full time colleague.

### Professional Development

Provide a description of the program’s professional development participation over the past five years. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program and that can address access, achievement equity gaps, and program efficiency.

The International language’s faculty is very active in professional development. Not only do they attend conferences every year, but many serve as mentors in the field offering numerous professional

development opportunities themselves. Topics include online language teaching methodologies as well as current trends in language acquisition theory. We have world renowned authors who publish and present papers every year.

Our faculty have made many updates to their online courses as a result of attending conferences. We have started to implement the use of Gen Z apps in our discussion prompts (i.e. memes, Instagram, and Snapchat). Not only are they more engaging for students, but they are a wonderful teaching tool to show how culture and language evolve around the world. Additionally, we are able to provide our students with up-to-date, real world application of the language.

### Professional Development

Name (Title)	Professional Development	Outcome
Sandra Basabe Professor of Spanish	<ul style="list-style-type: none"> <li>• Several Vista Higher Learning workshops and training for online instruction.</li> <li>• California Community College Foreign Language Council Conference</li> <li>•Canvas Training and Course Design and Development</li> <li>•Women Hold Up Sky Conference at Cerritos –California</li> <li>• Coastline SLO’s Training</li> <li>• LMU Professional Development classes at Loyola Marymount University               <ul style="list-style-type: none"> <li>1-Drugs, Kids, and Teachers</li> <li>2-Bullies at Schools</li> <li>3-Emotions and Learning</li> <li>4-Education Character &amp; Values</li> <li>5-Curbing Disruptive Behavior</li> <li>6-Kindness: Can It Be Taught?</li> </ul> </li> <li>• All Coastline Flex Days</li> <li>• Coastline Moodle Training</li> <li>• Coastline Training Using Camtasia</li> <li>• Title IX Training</li> <li>• Presenter - Workshop on the use of Canvas and Portales with online Spanish Classes at Los Angeles Harbor College</li> <li>• Outside Spanish Program Reviewer at Los Angeles Harbor College</li> <li>• Golden West College Canvas -Spanish Course Development Training</li> <li>• Golden West Portales Training Foreign Languages Department</li> <li>• Golden West Arriba Training Foreign Languages Department</li> <li>• Golden West SLO’s Training Foreign Languages Department</li> </ul>	Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom
Dr. Amer El-Ahraf Professor of Arabic	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Union of Near Eastern Ancient Civilizations</li> <li>• The America's Affiliate, Union of Near Eastern Ancient Civilizations               <ul style="list-style-type: none"> <li>• Paper Presented: "Environmental Sustainability and its Role</li> </ul> </li> </ul>	Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom

	<p>in Egyptian Development", Presented at the Annual Meeting of the Association of Egyptian Scholars</p> <ul style="list-style-type: none"> <li>• Distinguished Long-term Service Award" by the Association of Egyptian American Scholars</li> <li>• "Research, Scholarship, Creative Activity Recognition" for "Student Research and Creative Activity Mentorship", Academic Affairs, California State University, Dominguez Hills</li> <li>• History Task Force, National Environmental Health Association</li> <li>• El-Ahraf, Amer and Shokry Hussien, "Goiter in Ancient Egypt". A Paper Accepted for Presentation at the 2020 Annual Meeting of the Union of Near Eastern Ancient Civilizations, Cairo, Egypt</li> </ul>	
<p>Donna Marques Professor of Spanish Chair of International Languages Department at Coastline</p>	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Attends regularly ACTFL Conference</li> <li>• Presenter ACTFL</li> <li>• Presenter multiple workshops for different colleges on "Dynamic Online Language Learning in the 21st Century"</li> <li>• Presenter at multiple workshops on "Modern Language Gen Z "Classroom"</li> <li>• Presenter 3-part series on "Online language teaching"</li> <li>• Presenter 5-part series "Remote Teaching of languages"</li> <li>• Presenter "Developing Oral Proficiency in an Online Environment"</li> <li>• AATSP</li> </ul>	<p>Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom</p>
<p>Petra Petry Instructor of Spanish</p>	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Attends regularly ACTFL Conference</li> </ul>	<p>Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom</p>
<p>Julie Alweheiby Instructor of Spanish</p>	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Attends regularly ACTFL Conference</li> </ul>	<p>Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom</p>
<p>Citlalli Pérez Gutiérrez Instructor of Spanish</p>	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Online teaching certificate at Reedley College</li> </ul>	<p>Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom</p>

David Fuchs Instructor of French	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Coastline Canvas training</li> <li>• Accessibility training</li> <li>• Video creation training</li> <li>• Canvas Silver training badge</li> <li>• Virtual Conference</li> <li>• Remote teaching certificate</li> </ul>	Use the information to incorporate the new foreign language practices, technology programs, software, and updates in the classroom
Thomas Tran Instructor of Vietnamese	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> </ul>	Use the information to incorporate new teaching practices, technology programs, software, and updates in the classroom
David Nguyen Instructor of Vietnamese	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> </ul>	Use the information to incorporate the new teaching practices, technology programs, software, and updates in the classroom
Jingfang Satow Instructor of Chinese	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Online teaching conference at Santa Ana College</li> </ul>	Use the information to incorporate the new teaching practices, technology programs, software, and updates in the classroom
Hiromi Takahashi Instructor of Japanese	<ul style="list-style-type: none"> <li>• All Coastline Flex Days</li> <li>• Online teaching workshop at Long Beach City College</li> <li>• CCC/ Tech connect online teaching conference</li> <li>• Attends regularly ACTFL Conference</li> <li>• Can-Innovate Online Conference</li> </ul>	Use the information to incorporate the new teaching practices, technology programs, software, and updates in the classroom

**Forward Strategy**

The International Language’s current faculty have proven to be leaders in their field. It is our hope that some of our current adjunct instructors could teach some of the new course offerings (i.e. Italian and ASL). It may be necessary to hire additional faculty to teach these courses. Additionally, we would like to look toward our colleagues to help us in the development of certificate programs. We will need training on the development of certificate programs.

**Section 3: Facilities Planning**

**Facility Assessment**

Provide a description of the program facilities and specify any changes over the past five years as it relates to college planning. Provide evidence of emerging needs for modifications or additions to the program facilities to create a more inclusive and effective learning and working environment.

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

### Forward Strategy

Current facilities are adequate. We anticipate offering the Italian and ASL course online. Vista Higher Learning currently offers a robust online platform (the Supersite) for the Italian program. They are currently developing programs in both ASL and Chinese. We will review materials and determine if updates to the Chinese curriculum can be made. We are hopeful that the district will approve the Vista Higher Learning Supersite integration into Canvas as this will provide a streamlined student experience as well as allow for a substantial upgrade in how faculty currently provide RSI to students.

The certificate non-credit courses may be offered in an online format. If they are offered face-to-face or in a hybrid model, the current facilities are adequate.

If a new full-time colleague is hired, that individual will need an office at one of our campuses.

## Section 4: Technology Planning

### Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past five years as it relates to College planning. Provide evidence of emerging needs for modifications or additions to the program technology to create a more inclusive and effective learning and working environment.

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.

We are hopeful that the district will approve the Vista Higher Learning Supersite integration into Canvas as this will provide a streamlined student experience as well as allow for a substantial upgrade in how faculty currently provide RSI to students. Additionally, instructors will be able to improve their pedagogical strategies.

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. Spanish and French are currently using Vista Higher Learning programs. We are hopeful that Chinese, Italian, and ASL will be able to use the Vista Higher Learning platform once programs are published and/or we are authorized to start offering ASL and/or Italian. Japanese has updated to a 2020 version of their program. Arabic has adopted an updated textbook program. Chinese has updated many course assignments to include more technology.

### Forward Strategy

The International Language's department would like to include the following in our forward strategy plan:



- Include the use of Proctorio in all online language classes
- Include the use of VHL & Canvas integration in French, Spanish, Italian (when offered), Chinese (when published), and ASL (when offered/published)
- Explore updated textbook programs for Vietnamese and Arabic
- Participate in ongoing Canvas training

## Section 5: Ongoing/New Initiatives

**Initiative:** Provide a short description of the initiative. See initiatives below:

**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?**

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

Describe how this initiative supports Coastline Pathways.

**What evidence supports this initiative?** Select all that apply

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

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

Provide a summary of how the evidence supports the initiative.

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

Specify what resource(s) are needed to support the completion of the initiative.

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

Specify the anticipated result(s) of completing the initiative.

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

Create a timeline and provide a timeframe that can be used to complete the initiative

**Initiative:** Increase integrity in online language classes by encouraging all online instructors to use an online proctoring service.

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

The International Language's department strives to maintain integrity in all of our classes. We believe that using a proctoring service will empower students to feel personally empowered to reach their goals of learning a new language.

**What college goal does the initiative support?**

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

The use of online proctoring software helps students to **stay on their path** by utilizing academic and student support services throughout the programs to promote student learning and persistence. Additionally, it helps them to **ensure they are learning** by focusing on the continuous assessment and enhancement of our programs, instructional practices, and student support services which promotes innovation, excellence, and effectiveness throughout the college.

**What evidence supports this initiative?** Select all that apply

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

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

We can be sure that students are meeting the SLOs ethically, but not using any additional resources. Academic research shows that students are less likely to be deceptive if they are being monitored when taking exams.

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

Department wide proctoring software training and discussion of implementation.

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

Higher student success and retention rates.

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

Fall 2020 - Spring 2021 training and department wide plan.

Fall 2021 – implementation

**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:**

The International Language's department strives to offer transfer degrees and certificate(s). Our mission states, *"Coastline College guides diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer."* We would like to enable students to be able to attain a transfer degree as well as the opportunity to earn a certificate.

**What college goal does the initiative support?**

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

With the opportunity to offer a transfer degree and/or certificate we are **clarifying the path** by focusing on simplifying students' choices with effective program maps developed by language faculty to provide students a clear pathway to complete their educational goals. When students are **entering the path** of exploring academic and career options from the beginning of their college experience, we can help them to see how knowing additional languages aligns foundational skills coursework with a student's program of study.

**What evidence supports this initiative?** Select all that apply

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

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

We can help students to earn a Certificate of Achievement, Certificate of Accomplishment, or Certificate of Specialization in a language with a concentration in certain areas (i.e. healthcare, business, translation, etc.) Research shows that there is a need for Spanish and Vietnamese in the healthcare industry.

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

Support from division dean and VPI to offer 200 level courses. Support from colleagues to develop a certificate program.

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

Transfer degrees and certificates awarded.

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

Fall 2020 - Spring 2021 discussions to offer 200 level courses

Fall 2021 – plans to offer Spanish 280

Spring 2022 – plans to offer Spanish 285

Fall 2020 - Spring 2021 research how to create a certificate program, request help from adjunct instructors, elicit funds for stipends. Start writing program.

Fall 2021 – offer first class of program or get college approval and offer first class in Spring of 2022.

**Initiative:** Successfully integrate Vista Higher Learning Supersite into Canvas.

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

The International Language’s department strives to make the learning experience for Spanish and French students by providing a seamless experience with the Vista Higher Learning Supersite and Canvas. Our mission states, *“Coastline provides innovative instruction and services designed to achieve equitable outcomes.”* We would like to enable students to be able to access all of their course content in one platform. Likewise, instructors will be able to leverage the powerful speaking tools within the Supersite and provide robust feedback that will be available within the Canvas learning environment.

**What college goal(s) does the initiative support?**

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

The use of the LTI Advantage VHL/Canvas integration helps students to **stay on their path** by utilizing academic and student support services throughout the programs to promote student learning and persistence. By making the learning experience easier for students, they are more likely to stay enrolled in language classes and continue their studies. Additionally, it helps them to **ensure they are learning** by promoting innovation, excellence, and effectiveness throughout the college, which includes both Spanish and French courses.

**What evidence supports this initiative? Select all that apply**

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

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

Students are more likely to stay enrolled in courses, reach the desired SLOs, and be successful due to ease of use of VHL & Canvas platforms. Additionally, research shows that students are less frustrated when they have all of their course materials in one place.

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

District IT teams and the Coastline Accessibility officer must approve the integration.

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

Better retention due to enhanced user experience.

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

Summer 2020/ Fall 2020 – documentation turned into district review team via jot form. Once approved, departmental training.

Spring 2021- implementation

## Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
VHL & Canvas Integration	District approval	0	N/A	N/A	Internal & External Research		Fall 2020	1
Increase integrity in online language classes	Site training	0	N/A	N/A	Internal & External Research		Fall 2021	2
Offer 200 level courses, create certificate program	Instructor to teach courses, stipend to develop program	?	Ongoing for instructors  One time for stipend to develop certificate	N/A	Internal & External Research		Fall 2021 offer Spanish 280, Spring 2022 offer Spanish 285  Fall 2021/Spring 2022 offer first class of certificate program	3

List and prioritize staffing requests. 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

### 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.