

HUMANITIES PROGRAM PROGRAM REVIEW

APRIL 2005

Review Team

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Executive Summary

The Humanities Program has a stable, experienced cadre of faculty, most of whom have been teaching at Coastline for 20 years or more. Five of the faculty have Ph.D.s and one has an Ed.D. In addition, over the past five years, there have been a few additions of new faculty. The program has two full-time faculty with the addition of two other full-time faculty for one or more classes. Marilyn Fry is the full-time English professor, but she teaches only three classes (9 LHEs) because she has reassigned time as Department Chair and Academic Senate Recording Secretary. Dr. Glenn Harwood is a full-time Speech professor, and he usually teaches one overload Speech class. The full-time librarian teaches one or two sections of English 108, *Library Resources and Research*, each semester. Margaret Taylor, a full-time computer professor, also teaches an online section of English 105, *Business English*, and often teaches a classroom section also. In fall 2005, she will teach the two sections of English 105 and will work in the Student Success Center for 9 LHEs of her full-time load. The Humanities Program includes about 20 part-time faculty, most of whom teach a full part-time load of 9 LHEs. For two years, Ken Leighton was also a full-time professor on categorical grant funds when he was director of the C-TOOLS Tutoring Center. With such strong enrollments in Philosophy, a full-time Philosophy instructor is needed. The Academic Senate recommended hiring one this year.

The Humanities Program is very healthy. State-funded enrollments have increased over the past five years, for local and distant students, outperforming the college in FTES generation in every semester since fall 2001 to the present with the slight exception being spring 2003, when college FTES were at an all-time high. Particularly, enrollments have increased in contract education, helping to generate money for the college. A new group of students have begun taking our four telecourses within the past five years: incarcerated students, who now make up 10% of the student population at Coastline.

The major change in the program has been the shift from classroom-based courses to Distance Learning courses. There are fewer sections of courses available in the classroom but many sections available online and by telecourse. In 1998, there were five telecourses, one cable course, and one online course in the program; today there are four telecourses and one cable course. But most of the Distance Education classes are online (WWW) sections. For example, of the twelve English 100 sections, only four are in taught in the classroom; the rest are interactive online classes. Of the four English 102 classes, two are in the classroom, and two are online. With the highest enrollments ever, Philosophy is almost entirely taught by Distance Learning with two telecourses, one cable course, and several online sections; the only classroom Philosophy sections are the two Weekend College classes. Humanities has always been taught mostly by Distance Learning; that continues to be true; but, instead of the two telecourses of five years ago, it is now one telecourse and one online course. Communications 100, Coastline's only Communications course, has always been taught as a telecourse; it may also be being taught as a CD-ROM interactive online class. In addition, three faculty members are in the process of developing three existing literature courses for online delivery.

Another change is that the program now has one study-abroad course, Humanities 114 (*Critical Studies in Humanities*), which is taught each spring and each summer as a study-abroad course. The instructor, Linda Carpenter, is also revising English 180 (*Shakespeare*) to be a study-abroad course, too.

The students in the Humanities Program differ somewhat from the students in the college as a whole. Interestingly, for the first time in our program, Vietnamese students outnumber white students. College demographics show white students to still be the largest single group although they are not the majority. In fall 2002, Coastline students were 43% white, 25% Asian, 11% Hispanic, and 4% black. The 297 responses from the Humanities Student Survey in 2005 show 31.99% Vietnamese, 30.64% white, 14.81% Hispanic, 6.06% other Asian, and 3.37% black. Our students are also younger than the average student age for the college as a whole; 56.86% of our students are between the ages of 18-30 with another 31.10% between the ages of 31-45. The mean average age of the Coastline students during the past five years has remained quite constant, between 42.8 and 44.7 years of age; the median age over the same period has been between 38 and 40. Almost half of our students work full time (49%). Another 29.33% work between 20 and 30 hours a week. Most of our students (50.53%) are students only at Coastline. However, a good number of students taking our classes are also students at Golden West College (21%) or Orange Coast College (13.17%). Some students also attend Santa Ana or another community college not on the list (6.05% each). However, 9.25% are students at four-year colleges or universities.

Five-year goals for the program include:

1. Revise and review all courses outlines within the next six months
2. Identify appropriate courses for Coastline's "Global and Multicultural Studies" degree
3. Expand student awareness and use of the Coastline Virtual Library
4. Continue to develop and improve distance learning courses, including hybrid courses
5. Continue to lobby for adequate pay for those online instructors who teach the military students
6. Continue to encourage smaller class sizes in English and Speech
7. Develop a Humanities Program Web page on the Coastline site as well as a individual web pages for each faculty member
8. Establish a joint lab for basic skills classes and ESL at the new Westminster Center and reestablish a reading program will be reestablish a reading program
9. Continue to advocate for a full-time Philosophy instructor

HUMANITIES PROGRAM REVIEW

Process

The Humanities Program Review Team includes the dean, Shanon Christiansen, and eight faculty members, one of whom is a philosophy instructor, one of whom is a speech instructor, and six of whom are English instructors with one of those instructors also teaching a humanities course and another being Coastline's full-time librarian. Three of the faculty are full-time, and five are part-time faculty.

It has always been important to the faculty in the four departments included in the Humanities Group to be actively involved in all aspects of the process. Therefore, as has been done in past reviews, all faculty in English, Speech and Communications, Philosophy, and Humanities were sent a memo requesting that they submit questions for the faculty survey and for the student survey. A number of faculty responded and sent in questions for subjects that they wanted to see covered by one or both of the surveys. After receiving these questions, the Humanities Program Review Team met for two hours on October 15 to finalize the questions for the student survey. The recommended final version was then sent to all faculty members for further review. At the same time, it was sent to Pat Arlington to be put in final form to send to students. However, it was not ready until the final weeks of the fall semester, so faculty decided to wait to give it until the spring semester.

On January 21, the Humanities Program Review Team met again for two hours to look at the questions sent in by faculty to be included on the faculty survey. That same day, after the team made its choices, the chosen questions were sent to all faculty members for review. It was also sent that day to Pat Arlington to be put in final form for the faculty survey.

Since so many of the faculty now teach courses in distance learning, faculty had concerns about the support provided by the Distance Learning Department, a matter that very much affects their ability to teach a distance learning class successfully. Faculty who teach at one of the Coastline sites also had concerns about the condition of and security at those sites. Faculty also were concerned about the lack of basic skills classes and tutoring to help their students. Therefore, both surveys include questions about Distance Learning Department support, about Coastline sites, and about support for disadvantaged students.

Pat Arlington met with the Humanities disciplines at the Spring 2005 Faculty Meeting on February 4, 2005, to explain how they should take the online faculty survey and how they should instruct their students to take the online student survey. She gave them copies of the final surveys.

During the beginning of the spring semester, faculty and students were urged to participate in the appropriate survey. Librarian Cheryl Stewart took several English classes to a computer lab during their class time to complete the online student survey. Keven Rewers assisted students taking the survey in the Garden Grove Information Commons. Online instructors posted the instructions on their websites for their students.

In all, 382 students participated in the Humanities Program Review Student Survey, and 20 faculty members participated in the Humanities Program Review Faculty Survey. It is disappointing to note that of the hundreds of students enrolled in Philosophy distance learning classes (the student surveys came out too late for the only Philosophy classroom classes, Weekend College classes) only 16 students who identified themselves as philosophy students responded to the student surveys. Although four telecourses in the Humanities were offered during spring 2005, only 18 students in all identified themselves as telecourse students. From the written comments, it would seem that most of those may have been students in Communications 100 and Humanities 110.

Results of the student and faculty surveys were sent to the Humanities Program Review Team on March 22, 2005. Department Chair Marilyn Fry and Dean Shanon Christiansen wrote the program review report during the next two weeks. Cheryl Stewart put together a PowerPoint presentation for the oral presentation on April 18, 2005.

Descriptive Background

The 1998-1999 Humanities Program Review contains a complete history of the four departments in the Humanities Group from 1976 until the time of the report in 1999.

New developments in the past five years have included the initiation of the STAR (Strategic Technology-Assisted Rapid Associate of Arts) Program in fall 1999, funded initially by a FIPSE (U.S. Department of Education Fund for the Improvement of Postsecondary Education) grant. The program, originally envisioned as a condensed 14-month A.A. program of six 9-week clusters of courses, is now a 12-month program during which students earn 50 units toward the A.A. degree. Students are formed into cohort groups that now begin every eight weeks (with the change from the 18-week semester to the 16-week semester in fall 2001). They attend four or five classes during each eight-week period on Tuesday and Thursday nights at the Costa Mesa Center. English 100 and English 102 are the only courses in the STAR Program that are offered for the full semester. About one-fourth or fewer of the 54 hours for a three-unit class are spent in the class sessions; the rest of the class is conducted online. Therefore, in every sense of the definition, these are distance learning classes. However, the Distance Learning Department is not responsible for these classes. The only exception in class hours is Speech 110 (Public Speaking), for which 51% of the time is spent in the classroom, with other instructors in that eight-week cluster giving up some of their class time to the speech class. The STAR Program has been a boon to enrollment in courses in the Humanities. The chosen courses have included English 100 (Freshman Composition), English 102 (Critical Reasoning, Reading and Writing), Humanities 100 (Introduction to the Humanities), Philosophy 120 (From Ethics to Making Moral Choices), and Speech 103 (Introduction to Intercultural Communications) and 110 (Public Speaking). Typically 25-35 students are enrolled in each eight-week class.

Another benefit to course offerings in the four Humanities Program departments has been the Access Program, a grouping of traditional morning classes offered at the Garden Grove Center, beginning in fall 2000. Through the years individual classes have been scheduled at different sites for morning times with limited success. By having a number of classes grouped together in one

location, students were encouraged to take more classes. At first, courses were offered on Monday and Wednesday mornings or on Tuesday and Thursday mornings with a few courses being offered in the afternoons. Since it is a general education program, a number of the courses are in the Humanities: always English 099 (Fundamentals of Composition) and 100 (Freshman Composition), sometimes English 102 (Critical Reasoning, Reading and Writing), Humanities 100 (Introduction to the Humanities), Philosophy 115 (Critical Thinking and Logic). Speech 100 (Interpersonal Communication) had been offered for many years before as a Wednesday-only class. The professor attempted teaching it in the Access format of two mornings a week, but its enrollment went down, so it has been continued in the one-morning format but is considered to be part of the Access Program. For the past couple years, the morning classes have mainly been offered as meeting only one morning a week, not two. Enrollment in the Access Program classes has mostly been fairly low with enrollment high in Vietnamese language classes and in Counseling 105 (Succeeding in College). The Philosophy 115, for example, was scheduled twice but was cancelled both times because of low enrollment. The Access Program, however, is expected to be more successful at the new Westminster Center.

The addition of the Coastline Virtual Library and a full-time librarian has also been a help to the Humanities Program faculty and students. English and Speech classes probably make more use of the library facilities than do other departments in the College. English 100, English 102, Speech 100, and Speech 110 all require research papers. The librarian regularly comes to the classroom sections of these courses and explains how to use the library. Starting in fall 2005, students in the Speech 110 classes have been strongly encouraged to also take the online English 108 (Library Resources and Research). The pairing of these two courses has been very successful. Before this time, English 108 always had very low enrollment, but now the online section has more than 20 students. English instructors regularly require library assignments to be done at the Coastline library. Several English instructors have their students use the library resource Turnitin.com to turn in their essays and reports. Other instructors use the Turnitin.com database to check on possible plagiarism in their students' essays. This service, which costs the College \$2,000 per year, has been a great benefit to improving the originality of student writing.

The biggest change in the four departments in the Humanities Program has been the huge increase in the number of class sections that have moved from classroom sections to distance learning sections, particularly online (WWW) classes. This has meant a dramatic decline in classes available in the classroom.

In spring 1999, we basically offered only classroom classes and telecourses. The telecourses were Communications 100 (Introduction to Mass Communications), Humanities 110 (Humanities Through the Arts), Humanities 130 (History and Appreciation of the Cinema), Philosophy 100 (Introduction to Philosophy 100), and Philosophy 120 (From Ethics to Making Moral Choices). Our only online course at that time was John Doyle's Philosophy 115 (Logic and Critical Thinking), which had started out as a live cable course and by 1998-1999 had developed into a non-live cable course and an online course.

Since then, there has been a tremendous increase in online (WWW) courses in our disciplines and in the number of sections taught online. Fall 2004 had 1 online section of English 099AB (Fundamentals of Composition), 7 online sections of English 100 (Freshman Composition), 2

online sections of English 102 (Critical Reasoning, Reading and Writing), 1 online section of English 105 (Business English), 1 online section of English 108 (Library Resources and Research), 1 online section of Humanities 130 (History and Appreciation of the Cinema), and 3 online sections of Philosophy 115 (Logic and Critical Thinking). Some of these, particularly Philosophy 115, have very large enrollments with hundreds of students, being loaded as "large lecture classes." In spring 2005, in addition, we are offering an online class of English 145 (American Literature: The Short Story), which has 54 students enrolled; it was first offered in summer 2004 (again with 54 students). Philosophy 140 (Organizational Ethics, with a recent name change from Business Ethics) was also offered in spring 2005 but did not have sufficient enrollment and was cancelled. The telecourse for Humanities 130 (History and Appreciation of the Cinema) was no longer available by summer 2004; that is when it was first offered as an online course instead. It is now taught as an online course every semester and summer.

Faculty are currently working on developing new online sections of traditional classroom courses: English 135 (Business Writing), English 140 (Introduction to Literature), and English 177 (Children's Literature). Philosophy 113 (Philosophical Ecology) was also developed as an online class and has been offered in the past and will be offered again in summer 2005. In fall 2002, Web enhancements were added to the Communications 100 (Mass Communications) telecourse. Though the core instruction is still delivered via telecourse/videos in conjunction with the textbook and study guide, the Website provides an online syllabus, schedule, and discussion forum. In spring 2005, Web-enhanced sections of the Communications 100 telecourse enrolled more than 200 military students.

Although development of hybrid courses has not been a focus for the Distance Learning Department, a few departments have developed such courses. The STAR Program is composed of all hybrid courses. Other than those, the first ones in the Humanities Group brought to the Curriculum Committee are Philosophy 115 and a new course, Philosophy 117 (Introduction to Symbolic Logic). Implementation of Seaport in 2005-06, the course management system being developed by the Distance Learning Department, will make it possible for departments to more easily develop and offer hybrid courses or to provide Web enhancements for regular classroom-based courses.

Since 1999, all of the telecourses taught at Coastline have also been converted to Independent Study CD-ROM courses, to be used through contract education by sailors in the Navy. Coastline has greatly increased its offerings and enrollments with its military contracts, serving several thousand students each semester. Many of the Humanities courses are offered by distance learning to military students all over the world. These courses are offered as five 8-week sessions per year.

Another group of students has been added to Coastline in the past five years: incarcerated students. Prisoners are able to take Coastline's telecourses but not online courses because they do not have access to computers. However, prior to spring 2004, they were not able to complete an A.A. degree because they could not fulfill the English and Speech requirements, English being offered only in the classroom and online and Speech being offered only in the classroom. There are not Speech or English composition telecourses at Coastline. However, in fall 2003, changes were made in the Option 1 A.A. degree to allow Communications 100 to count for the A1 requirement instead of requiring one of the Speech courses. Also, the English Department agreed to waive the

matriculation requirement of an English Placement Test for incarcerated students, who have not been able to take placement examinations, and to allow them to take English 099 for Credit By Examination. In the past year, ten students have taken and passed English 099 this way; they were from prisons in Adelanto, Atwater, Imperial, Soledad, and Tracy. This has enabled incarcerated students to complete A.A. degrees. Each year this population of students has continued to grow. In fall 2004, there were around 1200 incarcerated students; this semester the number has increased to almost 2000. Currently, 10% of Coastline's total student population is composed of incarcerated students. With current discussions between the College and prison officials, that percentage is expected to increase.

The change in the communications requirement for the A.A. degree has shifted a whole population of students away from oral communications classes to a course about radio and television communications, from a participatory experience to an information course. It has been helpful for incarcerated students and for military students (the number of Full Time Equivalent Students in the military completing Communications 100 was increased from one in each of the previous semesters to twelve in fall 2004 to twenty in spring 2004). However, it has diminished the whole Speech Department, whose emphasis is on oral communications. Now fewer students are enrolled in Speech classes. In spring 2005, in seven Speech classes, only three students are not students planning to transfer to California State Universities or other four-year institutions, where oral communications are required. This is of grave concern for the faculty in the Speech Department.

Marilyn Fry and Ken Leighton are working with the Instructional Systems Development Department to create an online English 100 course that will be used by faculty throughout the United States and, indeed, the world. It should be available for beta testing in spring 2006. Some Coastline English instructors may be interested in using the course. Marilyn and Ken are revising the English 100 course outline as they design this online course. The course outline will, of course, be reviewed by all English 100 faculty.

Many other English, Humanities, Philosophy, and Speech courses are currently in the process of being revised and rewritten, with input from all faculty who teach in those courses.

At the end of the spring 2001 semester, the Basic Skills Center was closed. Faculty could no longer refer students who were having problems with reading, vocabulary, spelling, or grammar to the one-unit classes in the Basic Skills Center. In its place is the Student Success Center, which has a limited selection of half-unit classes that are all online classes. These include ten half-unit online courses for students to review grammar and writing problems (English 022.1 to 022.10). The courses are offered as self-paced online courses, but students may also work on these courses in the Student Success Center, where faculty are available to provide on-site assistance. All of these courses, based on Plato software, are currently in the process of being revised and developed by ISD (Instructional Systems Development--Coast Learning Systems) for use at other schools as well as at Coastline.

English Professor Ken Leighton developed and administered C-TOOLS (Coastline Tutoring On-site and Online Learning System) for a State Chancellor's Office FSS (Fund for Student Success) grant and, beginning December 2000, offered extensive tutoring for students in English, mathematics, and other departments. However, funding for that program was discontinued after

two years. Now there is very little available for tutoring in English. In fall 2004, a tutor for students needing help in English was available for three hours one night a week. In spring 2005, there is no English tutor. Students can get some help from faculty working in the Student Success Center if they are not busy. The lack of basic skills classes and the lack of adequate tutoring is a grave concern for faculty in the Humanities Group.

Curriculum Changes

Courses suspended over the five-year period:

English 012AD	Spelling Techniques
English 015AD	Vocabulary Building
English 020AD	Basic Grammar
English 030AD	Basic Writing A
English 042	Memory Techniques
English 144	Creative Problem-Solving
English 101	Critical Reasoning and Writing: Literature
English 103	Composition and Literature
English 107	Writing and Researching With Computers
English 110	Critical Thinking
English 124	Journal Writing
English 126	Poetry Writing
English 130AB	Creative Writing
English 132AB	Professional Writing
English 134AB	Advanced Fiction Writing
English 138	Book Publishing
English 162	Literature of the Psyche
English 168	Best Sellers
English 173	Women's Writings: A World Perspective
English 176	Folklore and Mythology (formerly Man, Myth, & Magic)

In addition, English 020AD (Basic Grammar), English 133 (Beginning Fiction Writing), and English 164 (Theater History and Appreciation) will be suspended at the April Curriculum Committee meeting as will the six non-credit Basic Skills courses.

Basic Skills Center Non-Credit Courses (first listed in the 1998-1999 catalog):

English 412	Spelling Techniques
English 415	Vocabulary Building
English 420	Basic Grammar
English 430	Basic Writing
English 438	College Study Skills
English 439	Basic Reading

New courses:

Student Success Center Courses:

English 001AD	English Tutoring
English 002	Mastering the English/Math SAT 1
English 040	Reading Skills
English 041	Writing Skills
English 080	English Assessment for Student Success
English 022.1	Avoiding Sentence Errors
English 022.2	Avoiding Punctuation Errors
English 022.3	Subject and Verb Agreement
English 022.4	Choosing Words
English 022.5	Parts of Speech
English 022.6	Pronouns: A Review
English 022.7	Plurals and Possessives
English 022.8	Verb Forms: Review
English 022.9	Understanding Writing
English 022.10	Writing on the Job in the 21st Century

English 097AB	Basic English Grammar and Writing (spring 2005, to replace English 020AD as the prerequisite for English 098)
English 106	Concepts: Critical Reading and Reasoning
English 144	The International Short Story
English 164	Theater History and Appreciation
Humanities 114	Critical Studies in Humanities (primarily a study-abroad course)
Philosophy 113	Philosophical Ecology
Philosophy 117	Introduction to Symbolic Logic

Changes in Course Numbering:

English 095AB (Basic English Writing) changed to English 098AB

Quantitative Questions

Course Elements

Humanities Program FTES: The Humanities Program, which now includes Developmental Skills English classes, has out-paced the college growth since 2001 reaching 210 FTES in the fall of 2003. The Humanities area now counts for over 12% of the college enrollments compared to about 11% from six years ago.

The attrition rate for Humanities classes has fluctuated slightly over the past six years but has generally been close to the average for all credit classes at the college. In spring 2004, the program's attrition rate was identical to that of the college in general (20%).

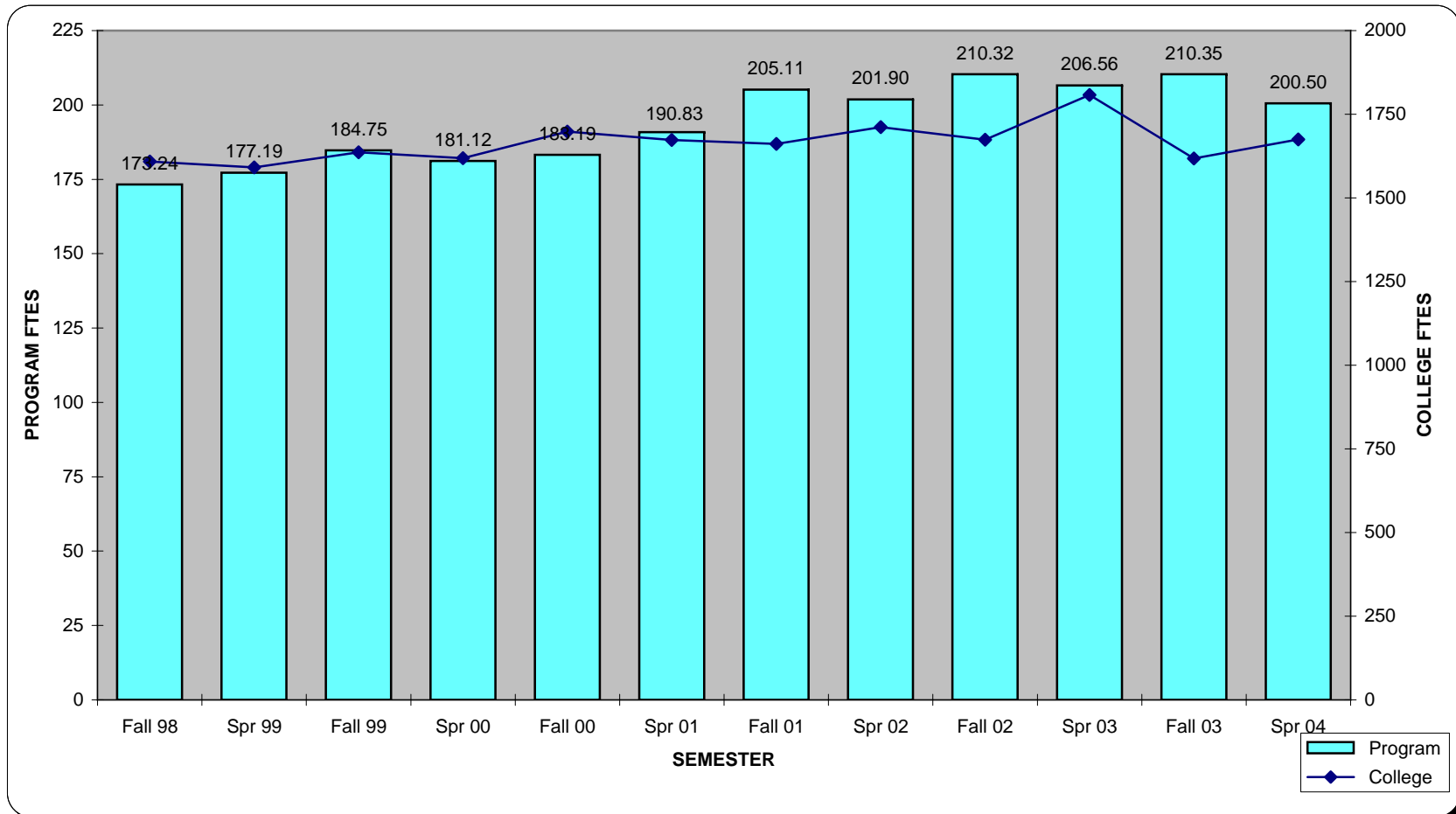
HUMANITIES (including Developmental Skills) Six-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033
FTES												
Program	173.24	177.19	184.75	181.12	183.19	190.83	205.11	201.90	210.32	206.56	210.35	200.50
College	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51
Program as % of College	10.8%	11.1%	11.3%	11.2%	10.8%	11.4%	12.3%	11.8%	12.6%	11.4%	13.0%	12.0%
Program Sections												
Total Sections Scheduled	67	68	75	77	92	94	82	95	113	84	75	70
Sections Cancelled	10	9	4	9	13	12	16	21	7	13	3	4
Sections (adjusted for concurrent/canc./work exp.)	51	53	65	60	72	74	66	74	70	53	54	48
Avg. Enroll. All Classes	38	37	30	31	27	27	34	30	36	44	47	48
Seat Count at Census												
Program	1913	1937	1940	1865	1943	2033	2225	2189	2494	2345	2528	2295
College	17,860	17,585	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243
Program as % of College	10.7%	11.0%	10.9%	10.7%	11.1%	12.1%	14.0%	13.5%	15.5%	13.8%	16.3%	14.1%
Seat Count at Semester End												
Program	1497	1535	1575	1511	1628	1622	1854	1788	1990	1898	2051	1835
College	14,803	14,684	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998
Program as % of College	10.1%	10.5%	10.7%	10.5%	11.4%	11.1%	13.9%	13.3%	15.1%	13.7%	16.2%	14.1%
Attrition (Cens. to End Seats)												
Program	21.7%	20.8%	18.8%	19.0%	16.2%	20.2%	16.7%	18.3%	20.2%	19.1%	18.9%	20.0%
College	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%

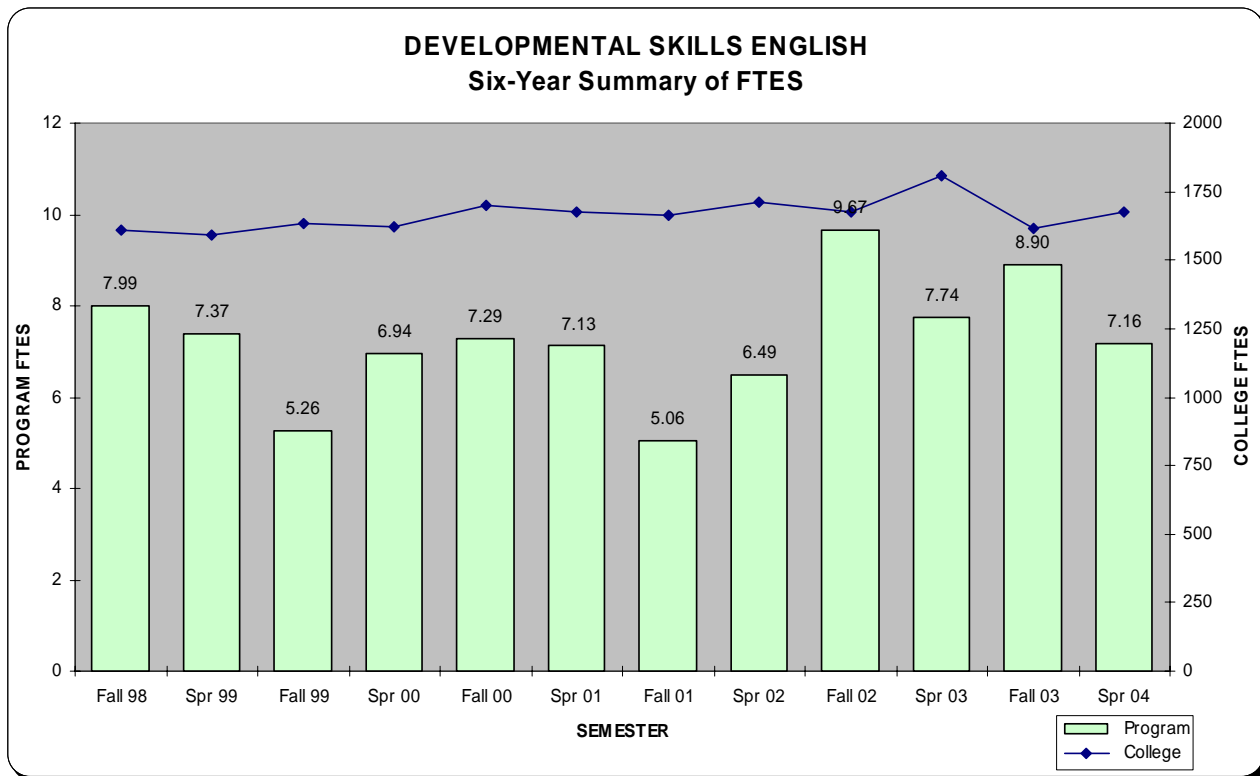
Source: ADATERM reports

HUMANITIES (including Developmental Skills) Six-Year Summary of FTES

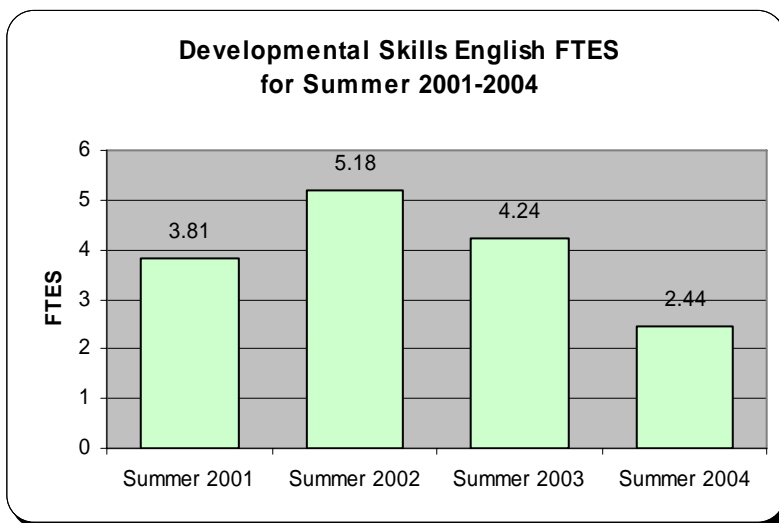
FTES	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04
Program	173.24	177.19	184.75	181.12	183.19	190.83	205.11	201.90	210.32	206.56	210.35	200.50
College	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51
% of College	10.8%	11.1%	11.3%	11.2%	10.8%	11.4%	12.3%	11.8%	12.6%	11.4%	13.0%	12.0%



Developmental Skills English FTES: The FTES in Developmental Skills English classes have remained relatively constant during the past six years, mainly fluctuating between 7 and 9 FTES, with a peak of nearly 10 FTES in fall 2002.

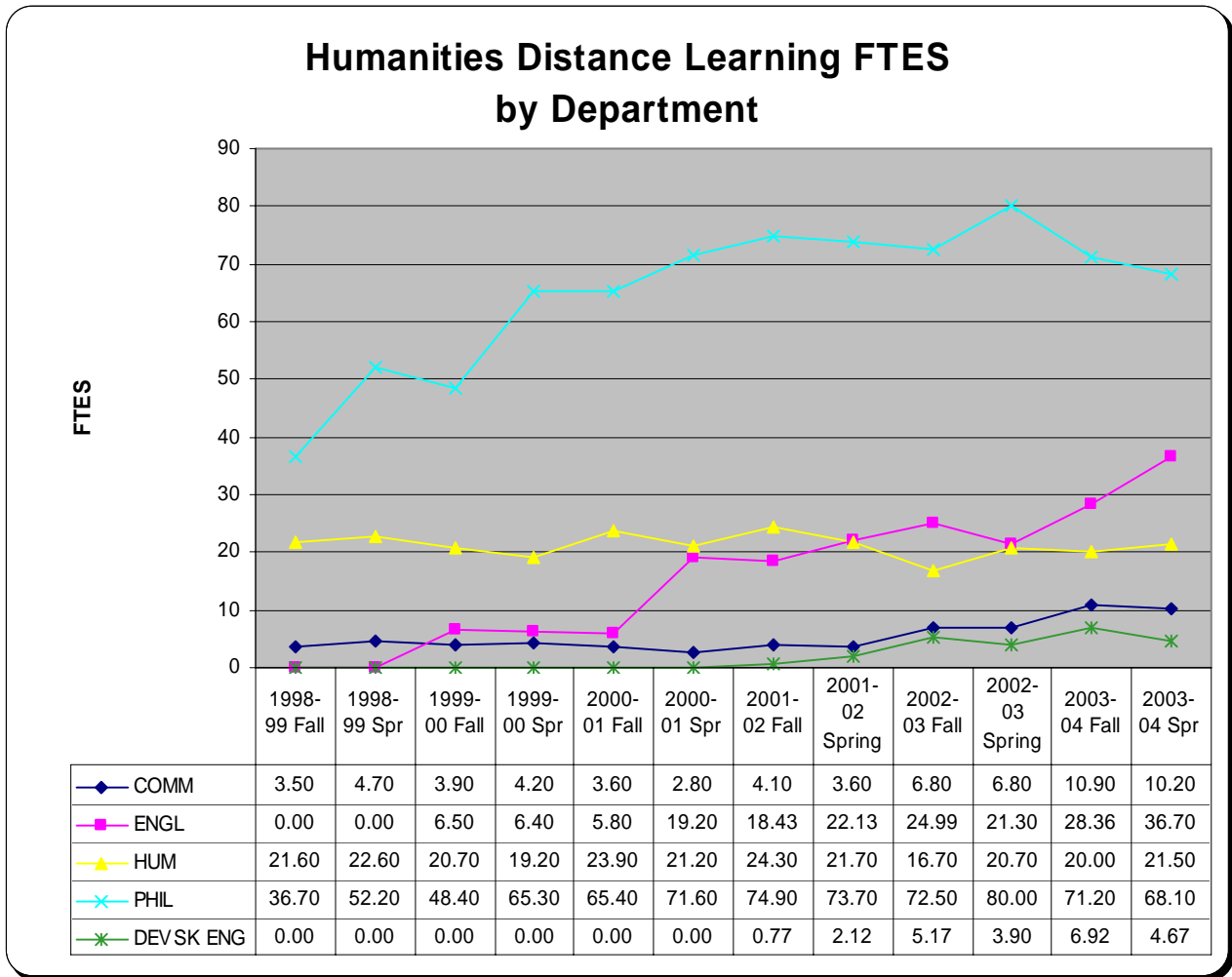


The summer FTES in developmental English have been relatively low ranging from 2.5 to 5.0 FTES.

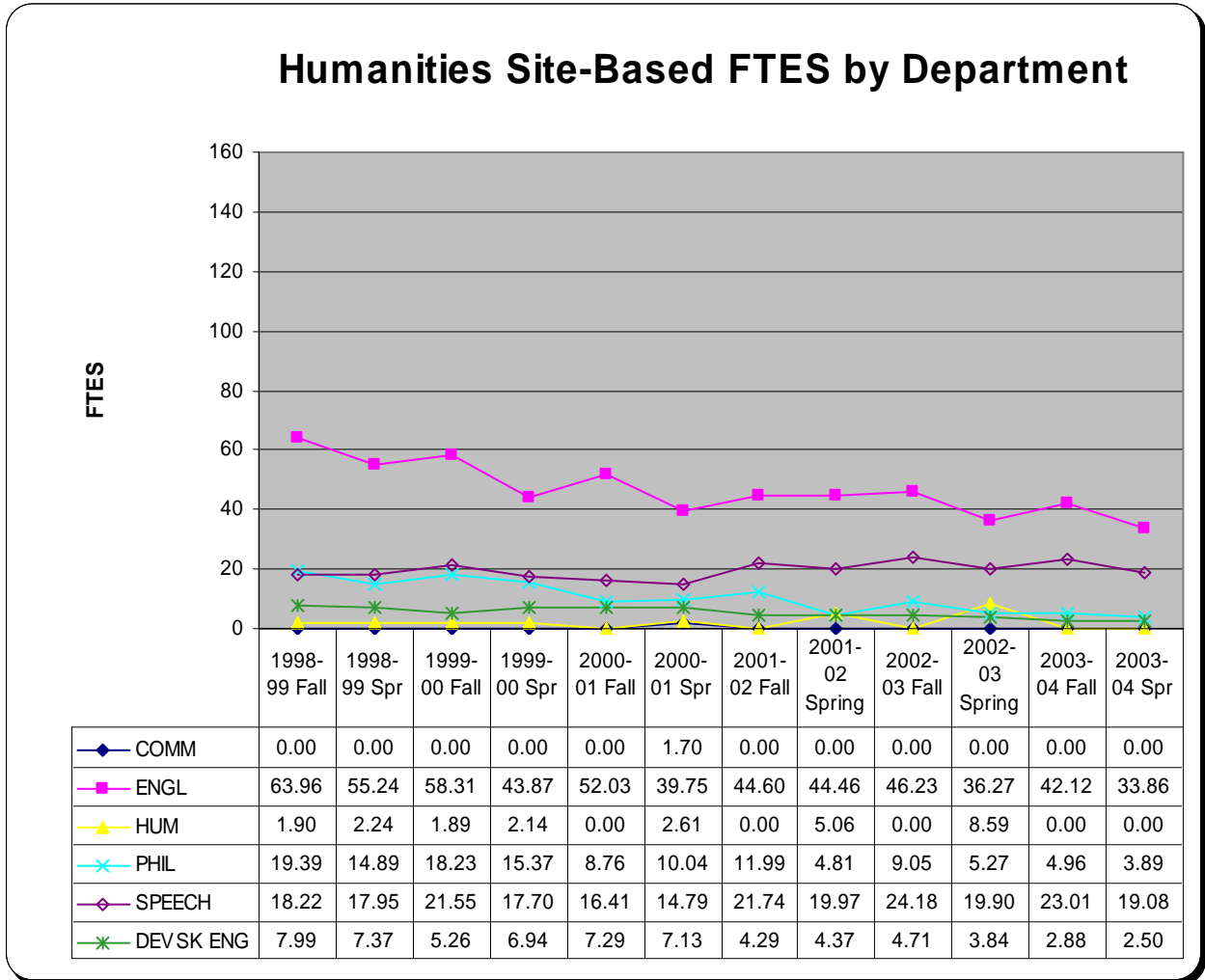


There has been a steady increase in the FTES in Distance Learning during the past six years. We have more than doubled the FTES from 62 FTES in the fall 1998-99 to 141 FTES in the spring of 2004.

Distance Learning FTES by Department: The FTES in Communications, Development Skills English, and Humanities distance learning courses have remained rather constant, while growth in English has gone from 6.5 FTES in Fall 1999 to almost 37 FTES in spring 2004. Philosophy has continued to grow from 37 FTES in the fall 1998 to 68 FTES in the spring of 2004.



Site-Based FTES by Department: The site-based classes in Philosophy, Speech, Humanities, Communication, and Developmental English have remained relatively constant during the last six years. All are from a few FTES to a maximum of 20 FTES. There has been a decrease in English during the past six years for over 60 FTES to under 40 FTES.



Contract Education Equivalent Full-Time Students: The number of full-time equivalent contract education/military students in spring 2004 is approximately the same as in Spring 1999 (18-19). English classes, which had no contract ed students until spring 2000 reached a high of 7.5 full-time equivalent students in spring 2004, and Communications, which only began offering classes to military students in fall 2002 is now up to the equivalent of over 20 full-time students. Philosophy, which had the equivalent of 16.1 full-time military students in fall 1998 is now enrolling the equivalent of more than 36 full-time students each semester.

Student Elements

Based on student responses to the Program Review survey, almost 88% of the students taking courses in the Humanities Program are between 18 and 45 years of age. The majority of students (56.86%) are between 18-30.

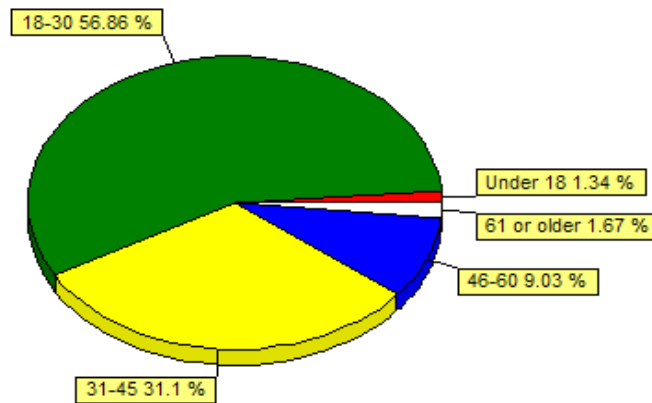


Figure 1 Age of Students

Women outnumber men in Humanities courses, 56.38% to 43.62%.

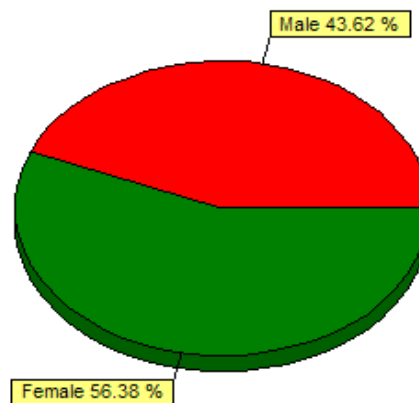


Figure 2 Gender

The majority of students (69.8%) enrolled in Humanities courses indicated that a high school diploma is the highest degree they hold. Almost 18% have an associate's degree, and just over 8.5% have a bachelor's or graduate degree.

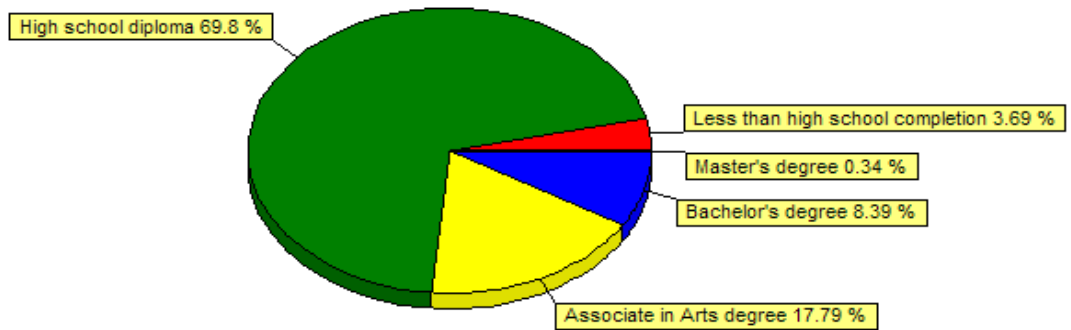


Figure 3 Highest Level of Education

More than three quarters of the Humanities students are working part or full time. Only 19.33% are not working outside the home.

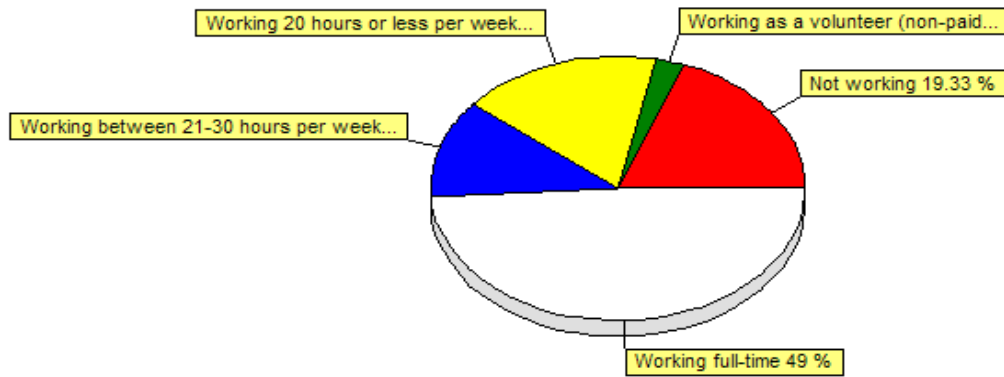
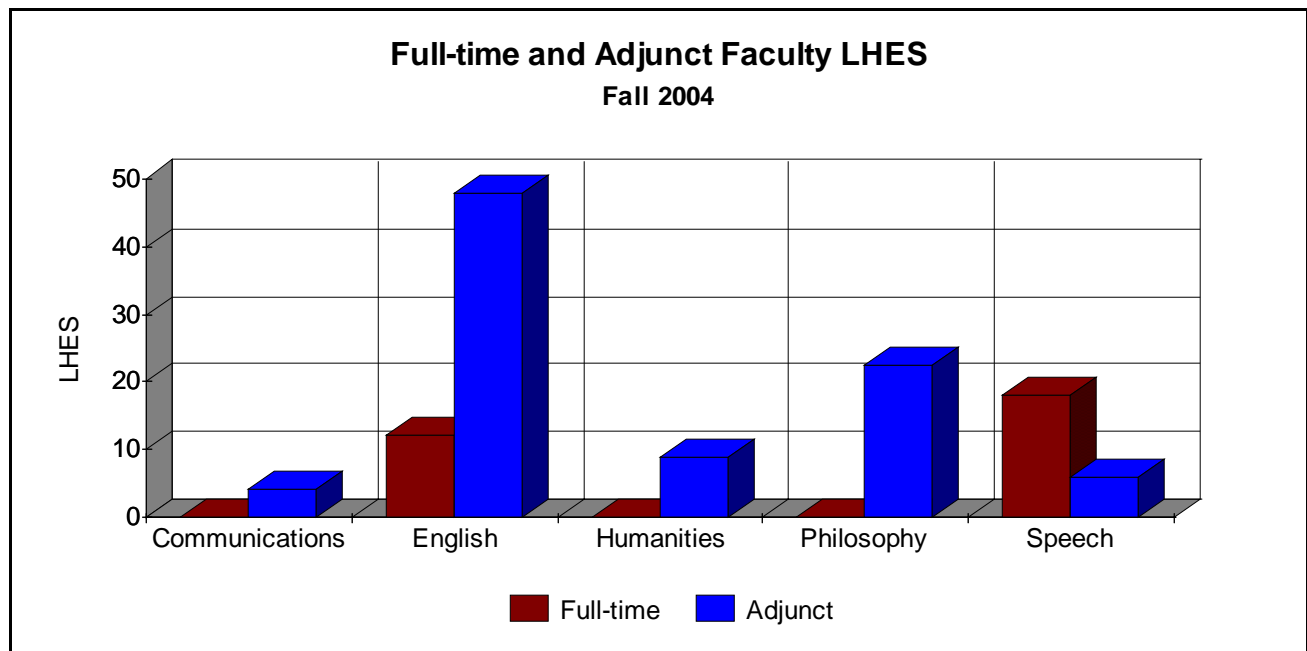


Figure 4 Employment Status

Cost Elements

The Humanities Program, not including Developmental Skills English, has two full-time instructors: one in English and one in Speech. The full-time English instructor normally has a 60% FTEF load teaching English, 3 LHES reassigned time to serve as Department Chair for the Humanities Department and 3 LHES reassigned time for her role on the Academic Senate. One hundred percent of the Speech instructor's load is devoted to teaching. In addition to these two regular faculty members, another regular faculty member normally teaches one Business English class each semester (3 LHES or 20% FTEF); the rest of her load is in Business Computing classes.

In Fall 2004, the Humanities Program was further supported by 18 adjunct faculty (85.5 LHES): 10 in English (48 LHES), 2 in Humanities (9 LHES), 4 in Philosophy (22.5 LHES), and 2 in Speech (6 LHES).

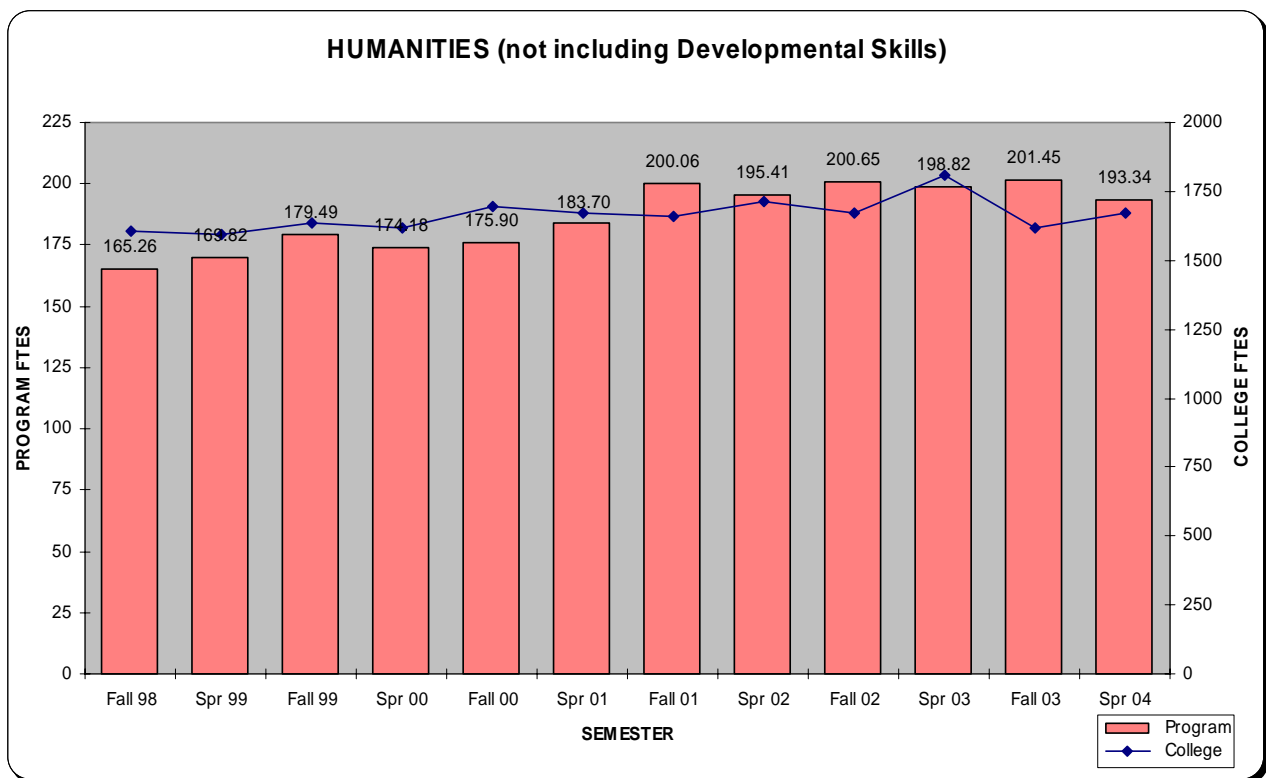


Not included in the above figures is staffing for the Student Success Center (SSC), which has responsibility for English and Math Placement Testing, developmental skills classes, and tutoring. The SSC is staffed by one full-time faculty member who coordinates the center with support from one adjunct faculty member and a classified assistant.

Qualitative Questions

1. Need

Most of the courses in the Humanities Program fulfill requirements in the various A.A. degree options. Therefore, they will continue to be important core courses for all three of Coastline's A.A. degrees. In the past, Coastline offered a number of elective courses, but all of those have been suspended from the curriculum. Although we now have less variety in course offerings, all courses, with the exception of the developmental courses and English 105, 106, and 108, fulfill one or more of the requirements of an A.A. degree. The program is healthy. Although more students are enrolling in fewer classes (the number of classes has remained about the same, from 42 in fall 1998 to 39 in spring 2003), over the five-year period, overall enrollments have increased from 165.26 Full Time Equivalent Students (FTES) in fall 1998 to 193.34 FTES in spring 2004 with a high of 201.45 FTES in fall 2003.



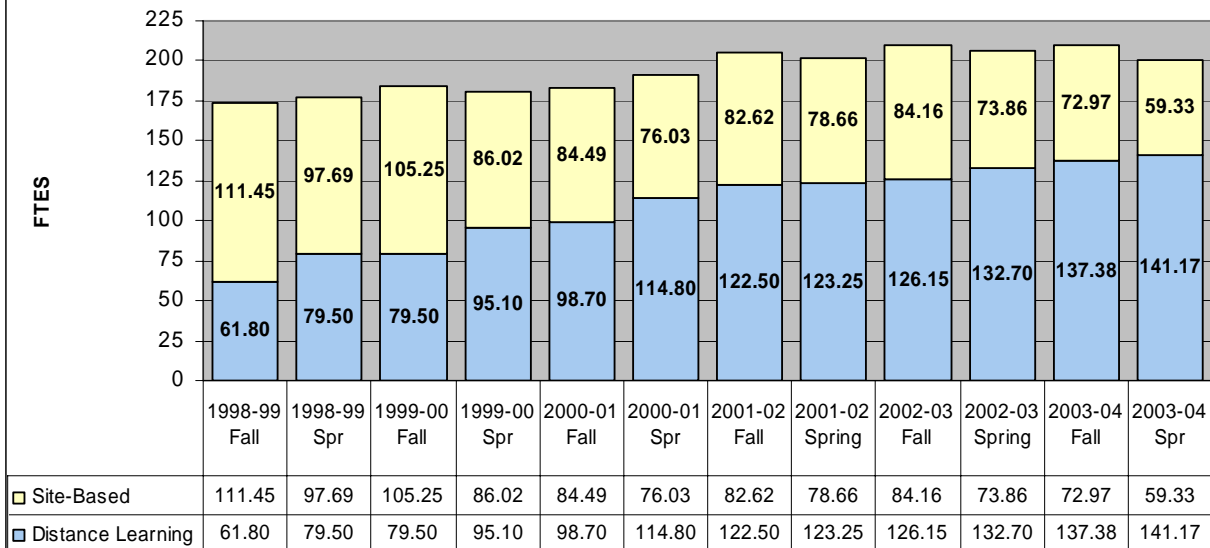
Developmental or basic skills grammar and writing courses will continue to be needed particularly in the Orange County population that Coastline serves with many immigrant and non-native English speakers. English 097, 098, and 099 are prerequisites for English 100, the course required for transfer A.A. degrees. English 099 fulfills the writing requirement for the Option 1 A.A. degree. English 105 and 106 are transfer-level courses that can help students improve their grammar and reading skills.

The Basic Skills Center closed after spring 2001 because of declining enrollment at the Huntington Westminster Center site, far from bus routes (enrollments had been much higher at the more accessible Westminster Center site on Edwards Street). The low enrollment figures simply could not justify the salaries of two full-time Basic Skills faculty. Enrollments ranged from 7.99 FTES in fall 1998 to a low of 5.06 FTES in spring 2001, the last semester the Basic Skills Center was open. In its place, the Student Success Center opened at the College Center at Newhope and Warner. For the first time in Coastline history, the College now had a specific quiet place to conduct English and mathematics placement tests. Fourteen short online courses were developed that students could take using the computers in the Student Success Center or in their homes or places of work. Enrollment in those courses has generated between 6.49 FTES (spring 2002) and 9.67 FTES (fall 2002) during regular semesters. The classes have generated between 2.44 FTES (summer 2004) and 5.18 FTES (summer 2002). However, those numbers may include classroom sections of English 020 and 030. Next to the Student Success Center is a good sized room for tutoring.

However, faculty think that Coastline needs more basic skills courses that students can take in person with the guidance of an on-site instructor. There is a great need for some place for faculty to send students who need help with their reading and writing skills. At the moment, this is a real deficiency. English faculty have suggested a joint lab with the English as a Second Language Institute at the new Westminster Center, a place where students can learn reading skills and can learn correct punctuation, grammar, and writing. The English 022 courses are stop-gap measures, simply reviews of information that students should have (indeed, many are called reviews). There is not that much teaching or learning going on. As one student commented, "I thought the coursework would include review by an actual human. The courses 22.4 and 22.9 do not include any submittal by me of my writing." In the minds of most English faculty, they are better than nothing but not much better. Students particularly need help in learning to read better and more critically.

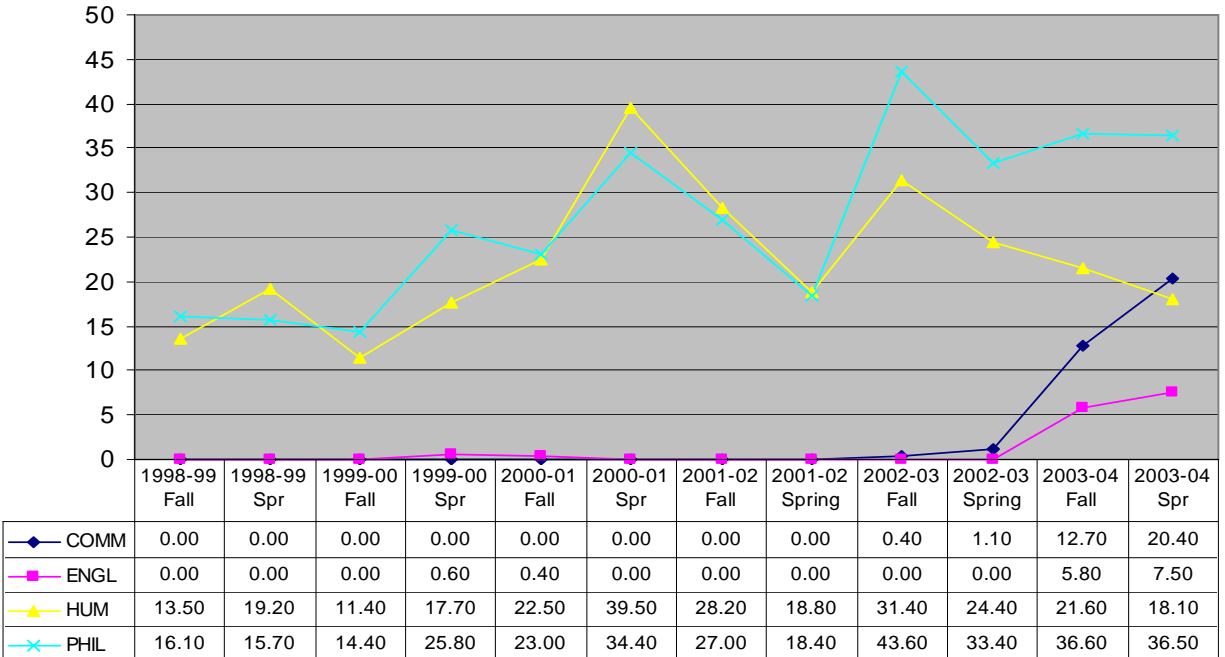
Enrollment figures show that there is a need (or at least a desire) for more distance learning courses and fewer site-based courses. In fall 1998, English generated 63.96 FTES in site-based classes; Humanities generated 1.9 FTES in site-based classes; Philosophy generated 19.39 in site-based classes; and speech generated 18.22 FTES in site-based classes. The FTES in spring 2003 show a sharp decline from fall 1998 except for speech, which does not have any distance learning classes: from 63.96 to 33.86 FTES in English, from 1.9 to 0 FTES for Humanities, from 19.39 to 3.89 FTES for Philosophy. Speech has remained about the same, from 18.22 FTES to 19.08 FTES. Over that period of time, Distance Learning enrollments have increased from 3.50 FTES to 10.20 FTES in Communications (which has never had any classroom-based sections), from 0 FTES to 36.70 FTES in English, from 36.70 to 68.10 FTES in Philosophy. Humanities has remained about the same, having always had distance learning sections and only rarely having a site-based section in Weekend College: from 21.60 to 21.50 FTES.

Humanities FTES by Delivery Mode



Another area of increased enrollment has been in contract education. Coastline has had contracts with the military for many years; however, in the past five years, more contracts have been signed to provide courses for military students. Five years ago, the only courses offered for military students were telecourses and CD-ROM Independent Study courses for the Navy PACE (Program Afloat for College Education). Now we have contracts with the Army, the Marine Corps, and the Coast Guard. Although telecourses and, particularly, CD-ROM Independent Study courses continue to be mainstays in the military program, the Army particularly wants interactive online courses. The need is increasing for online sections of all of our Humanities Program courses. These courses generate independent money for the college, not FTES money from the State. However, contract education enrollments can be compared in terms of FTES. In these equivalent terms, from fall 1998 to spring 2003, Communications 100 has increased from .40 to 12.7 FTES; Philosophy has increased from 16.1 to 36.6; and Humanities has increased from 13.5 to 21.6 FTES. English courses were first offered to the military in fall 2000; the number has increased from .40 to 5.8 FTES. The English composition courses taught to military students have the limited enrollment equivalent to regular classroom courses (35 students per class). With the addition of online literature courses, which are loaded as large lecture classes, the enrollment should increase. There is a tremendous need for English 100 particularly, a need that is difficult to fulfill at the very low pay provided to faculty.

Humanities Contract Education Equivalent Full-time Students (non-FTES-generating students)



Most of the military students earn an Option 1 A.A. degree, so they could use English 099 to fulfill the writing requirement for that occupational A.A. degree. English 099 has been offered to the military for several years, but the enrollments are never above 20 students per section. Students could fulfill the requirement by taking English 099 for Credit by Examination for a much lower cost than the cost of taking an English course (\$25.00); however, so far no military students have taken advantage of this solution. English faculty wonder if military students have been informed and advised of this possibility. The students may know about it but choose not to take a course that does not qualify for units for the A.A. degree. It could be that many of the military students take only the 12 units required to obtain an A.A. degree from Coastline.

2. Student Learning Outcomes

Courses in the Humanities Program fulfill all of the seven Coastline Core Outcomes (CCOs): "aesthetic appreciation," "civic, environmental, and personal responsibility and ethical decision making," "critical thinking and analysis," "cultural diversity and global awareness," "information competency," "effective communication and interpersonal skills," and "scientific and quantitative reasoning." All are key courses in but one of these CCOs.

COLLEGE LEVEL OUTCOMES SUMMARY
Coastline Core Outcomes (CCOs)
2/16/2005

Outcomes in the Accreditation Standards	Coastline College's GE Philosophy	Proposed Eight Core Outcome Areas
Basic content of major areas of knowledge: humanities, fine arts, natural and social sciences		
Aesthetic sensitivity	Develop and understanding and appreciation of the visual and performing arts	Aesthetic appreciation
Civic responsibility (local, national, global) Political responsibilities (local, national, global) Social responsibility (local, national, global) Ethical principles	Understand the rights, responsibilities and privileges necessary to be an informed participating citizen in a democratic society Develop insight and knowledge in understanding self and others Gain information and experiences that will assist them in making effective career decisions	Civic, environmental, and personal responsibility and ethical decision making
Critical analysis/logical thinking	Develop competency in mathematics and analytical thinking Understand and apply principles of critical thinking to a variety of situations, areas of study of fields of endeavor	Critical thinking and analysis
Cultural diversity (respect for) Civility	Understand and appreciate heritage of their own culture and that of others	Cultural diversity and global awareness
Historic sensitivity	Understand the effects of changing technology on society today and in the future Understand and appreciate heritage of their own culture and that of others	
Computer skills Information competency	Develop skills that will enable students to access information and resources independently for continued research and learning	Information competency
Oral and written communication Interpersonal communication skills	Improve essential communication skills of speaking, writing, reading and listening	Effective communication and interpersonal skills
Scientific and quantitative reasoning	Understand and apply principles of the scientific method Develop competency in mathematics and analytical thinking	Scientific and quantitative reasoning

All the courses in the Humanities Department address "aesthetic appreciation" as do English literature courses. Philosophy 113 and Philosophy 120 directly address the core outcome "civic, environmental, and personal responsibility and ethical decision making." Philosophy 115 and 117 and English 102 are completely about another core outcome, "critical thinking and analysis." In addition, all sections of English 100 introduce critical thinking and logical fallacies. Other courses in the Humanities Program address aspects of critical thinking. Many of the Humanities Program courses are considered to be courses in "cultural diversity and global awareness." English 144 is a course in the American short story and includes stories written by American authors of many ethnicities. English 145's name tells its global nature: The International Short Story. Humanities 100 and Philosophy 100 are also courses in this category as is Speech 103 with its focus on intercultural communication. Humanities 110 and Humanities 114 are also global in nature and should also be listed in the "Global and Multicultural Studies" requirement for the A.A. Degree. English 100, English 102, Speech 100, Speech 103, and Speech 110, courses that require research papers, all cover aspects of "information competency." Indeed there is a complete one-unit course, English 108 (Library Resources and Research), on information competency. All of the courses in English and Speech are about "effective communication and interpersonal skills." The new Philosophy 117 is probably the only course in the Humanities Program that addresses "scientific and quantitative reasoning."

The four disciplines as a group have never had a workshop or a training in SLOs. Such training in this new emphasis would probably be helpful for all faculty. It is difficult for the four disciplines to discuss SLOs in any depth at faculty meetings because of the time limit and other things to discuss. Also, some of the faculty have never attended a discipline meeting, others infrequently. At the last faculty meeting, the philosophy instructors who were there (two of the five) met separately and discussed course outlines and agreed on SLOs for the courses they teach. At the next faculty meeting, probably the philosophy faculty should be designated a nearby room to meet separately; that might encourage more philosophy faculty to attend the discipline meeting, which currently is dominated by the larger number of English and Speech faculty.

The English faculty have the opportunity to meet together frequently to do beginning and final grading as a group. Over the years they have extensively discussed ways to improve the English composition courses and to assure that students are learning the things that have been listed as "Learning Objectives" on the course outlines. English faculty have readily shared assessment methods and exams. Together over the years they have developed 34 writing prompts for the first-class writing. These and the final exams in English 099 are graded according to a rubric (with a 6-point scale) that many faculty learned in trainings at Orange Coast College and at Coastline.

A few of the courses in the Humanities Program have only one instructor, and that instructor reviews the course outlines in his or her course: Communications 100, Humanities 110, Humanities 130. Although others have taught some courses in the past, currently only one instructor teaches English 105 or English 144 or English 145.

The course outlines in the four disciplines are currently being reviewed by faculty who teach those courses. The process is not complete. In January, course outlines were sent to all faculty who teach the courses with requests for changes, additions, etc. Only a few of those have been received

at this time. The Philosophy 115 faculty have been in frequent communication in the past few weeks to agree on the SLOs and assessments methods for a course that is a mainstay for our regular students and that will be taught in a partnership with UCI in the Informatics Program.

In the faculty survey, 17-18 faculty responded. The majority said that expected SLOs had been identified for each course they teach: 12 of the 18 (66.67%). Another 4 said that they had been partially identified (22.22%); 2 didn't know (11.11%). Most respondents were considering the agreed-upon Learning Objectives of earlier course outlines as SLOs, which, in most cases, they are. Student Learning Outcome (SLO) is a new term in the College. In response to the question about whether faculty teaching the same course have agreed upon a common method for measuring at least one expected SLO, 7 of 17 (41.18%) said yes; 3 said partially (17.65%); 2 said no (17.65%); and 4 didn't know (23.53%). There is a debate among philosophy faculty about the value of objective testing.

In the question about agreed-upon scoring rubrics, 7 of 17 said yes (38.89%); 3 said partially (16.67%); 5 said no (27.78%); and 3 didn't know (16.67%). Only the English composition faculty use a 6-point rubric for grading the first non-graded writing samples in English 100 and the final essays in English 099. These are holistically graded by all English faculty who are able to participate at the times scheduled.

Asked about collaborative review of SLOs to determine changes in curriculum or teaching strategies, 6 of 17 said yes (35.29%); 3 said partially (17.65%); 6 said no (35.29%); and 3 didn't know (16.67%). With the faculty meeting being the only opportunity the speech and philosophy faculty have to meet, these faculty have not regularly met to discuss curriculum. It would have been ideal to have the Philosophy 115 faculty meet in person to discuss the needed changes in that course, but all are busy; they have been trying to communicate via e-mail, which is not always successful (some of the faculty have had difficulty downloading attachments).

As for types of assessments for SLOs, 12 of 18 said they most often use participation (66.67%); 3 said sometimes (16.67%); 2 said less often (11.11%); and 1 didn't know (5.56%). However, there seems to be some confusion about what "participation" means. For some it may simply mean attendance in class. One telecourse instructor commented, "I am not sure what you mean by 'participation.' In distance learning classes all students participate through quizzes and exams. No other participation is suggested." A speech instructor said, "Participation is specifically oral participation both individually and in groups." Others consider "participation" to be the students' interaction during class, asking questions and making comments. English composition faculty have agreed that such participation, although desirable, will not be considered as part of the grade except in the case of a final borderline grade. In most English composition courses, 100% of the grade is based on in-class and out-of-class writing although one or two composition instructors require oral reports that are graded. It is hard to evaluate "participation" in such a wide variety of delivery methods: classroom courses, where there is the opportunity for a great deal of participation in class discussions; hybrid classes, where there is opportunity for class discussions as well as online discussions; online classes, where there could be (but isn't always) opportunity to participate through bulletin boards; telecourses, where there is almost no participation outside of doing the required work for quizzes and exams; and CD-ROM Independent Study classes, where there is virtually no opportunity for communication or interaction of any sort. All of Coastline's

telecourses are also taught as CD-ROM Independent Study classes to military students, mostly to those sailors aboard ships as part of the Navy PACE (Program Afloat for College Education). When ships are at sea, it is virtually impossible for sailors to phone or e-mail instructors. At the end of the 8-week class period or whenever a ship docks at a port, then all the quizzes and examinations are sent together to the Coastline instructor to grade.

Some faculty made comments about improving assessment methods. One suggested an in-person or online meeting for faculty to "share expectations, methods of grading, and teaching ideas." Another said that for distance learning classes, "It would help to require more active student participation in classes through the use of web based interactive tools." Others said, "require more essays and essay questions," "require more research-related activities and more writing assignments," and "require oral communication as a required student learning outcome for all Coastline students." The suggestions for more essays and essay questions, probably referred to telecourses. Telecourses are only required to have one essay examination question on the midterm along with the major objective portion of the midterm; the rest of the grade could be determined solely on objective quizzes and examinations. The instructor of the Humanities 110 telecourse regularly requires essays and gives essay examinations as do several of the philosophy telecourse instructors. In other words, they go far beyond the minimal requirements that most telecourses use.

Two instructors commented on the inaccuracy of the assessment examination for entrance into English composition courses. "We need to raise the entrance test requirements." "Improve the English Placement Test." "Students are often placed into English composition courses (English 098, 099, and 100) who are not really qualified to be successful. We need to somehow improve the methods by which students are placed into these composition classes." In response to a question on the faculty survey about percentage of students who have passed the English Placement Test or English 099 who have sufficient writing skills to succeed in transfer-level Humanities courses, only 1 of 12 said 91-100%; 1 thought that only 31-40% had sufficient skills. The other 10 gave percentages between 41-90%. The Coastline Research Office is gathering information to see if it would be appropriate to change the "cut scores" on the English Placement Test.

Also, five instructors made specific comments about the need for more tutoring, and five said we need a writing and reading lab. Responding to specific questions about tutoring, 16 faculty responded about the percentages of students who needed tutoring to be successful in their classes: 1 from 81% to 90% of the students need tutoring; 2 from 61% to 70%; 1 from 51% to 60%, 2 from 41% to 50%; 2 from 31% to 40%; 2 from 21% to 30%, 4 from 11% to 20%; and 2 from 1% to 10%.

3. Student Satisfaction

Students made many comments on the student surveys. Most said that they were taking these classes to improve their writing and speaking skills, to improve their ability to communicate better.

Overall, students seem quite satisfied with all aspects of their experience in Humanities Program courses. The question "To what extent does the content of your current course meet your expectations" generated responses from 300 students, of whom 119 (39.67%) said that the course "is even better than I expected," and 167 (55.67%) said it was "pretty much what I expected." Only 14 (4.67%) said that it was not what they expected.

In response to a question about satisfaction with the quality of instruction, 299 students responded, and 202 of them (67.56%) said that they were very satisfied, and 82 (27.42%) said that they were somewhat satisfied. Only 6 (2.01%) said that they were somewhat dissatisfied with 2 dissatisfied (0.67%) and 7 (2/34%) who didn't know.

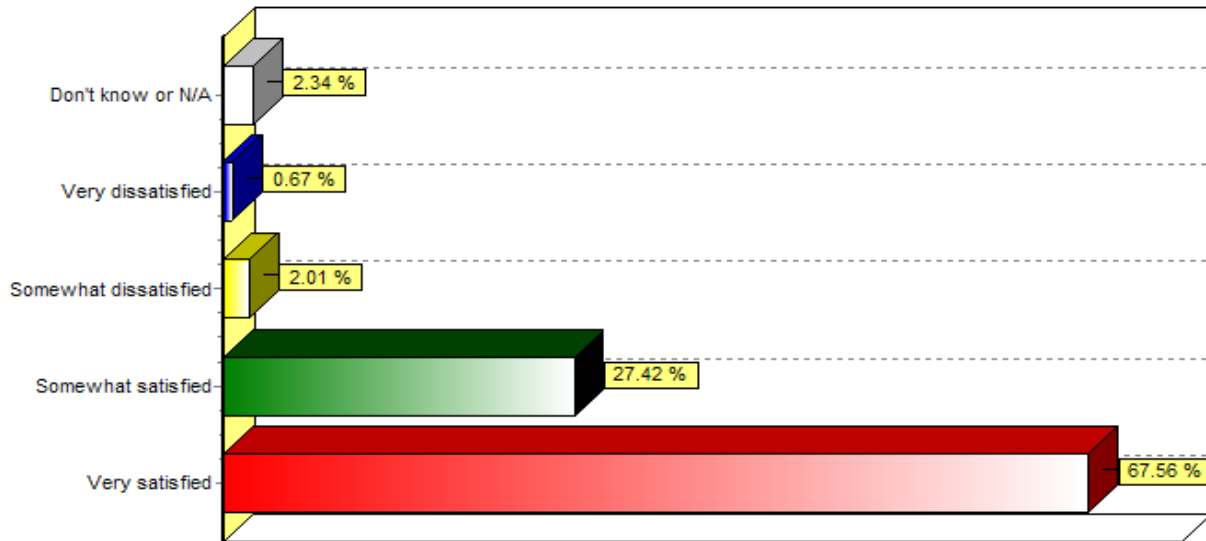


Figure 5 Student Satisfaction with Quality of Instruction

In response to the question about satisfaction with the feedback and guidance by the instructor they received, 201 (67.22%) of the 299 respondents were very satisfied; 79 (26.42%) were somewhat satisfied; 10 (3.34%) were somewhat dissatisfied; 2 (.067%) were very dissatisfied; and 7 (2.34%) didn't know. The high "don't know" response may have been because the surveys were given during the first six weeks of the new semester, before midterm exams.

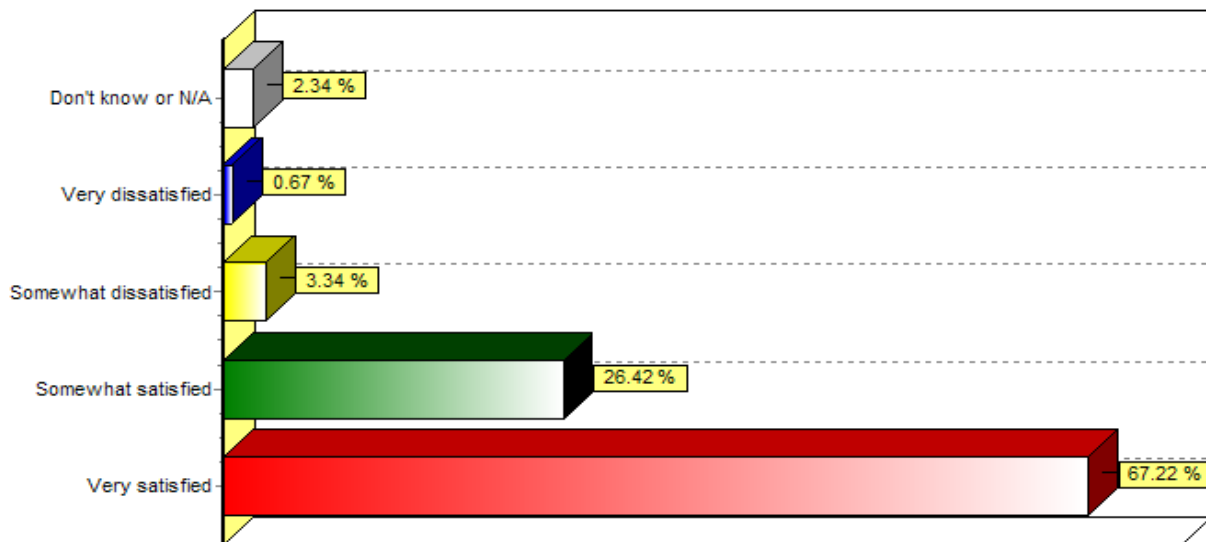


Figure 6 Student Satisfaction with Feedback and Guidance from Instructor

Most students were satisfied with the variety of classes in the Humanities Program: 122 (41.22%) of the 296 respondents said that they were very satisfied, and 134 (45.27%) said that they were somewhat satisfied. However, 21 (7.09%) were somewhat dissatisfied, and 4 (1.35%) were very dissatisfied; 15 (5.07%) didn't know. This question seemed to generate the most comments on the student survey with some surprising responses. Students want more classes, but the classes they mainly want are classroom science classes, particularly real science labs. One student plaintively said, "I couldn't find many of the classes that I were looking for." Another said, "The variety of classes offered at Coastline are much more limited compared to other community colleges." Again, there was a call for more online classes. Six students specifically said that they want speech online.

A question was asked about the adequacy of Coastline's online library. Of the 296 students who responded, 66 (22.30%) didn't know anything about it. We need to publicize the library more. Of the others, 122 (41.22%) were very satisfied; 134 (45.27%) were somewhat satisfied; but 21 (7.09%) were somewhat dissatisfied; and 4 (1.35%) were very dissatisfied. Four students made comments about the difficulty of using the online library. Here is one: "Second no tadishtional any thing. And there is the dificulty of brosing and of finding a veriety of what ever that a libraryean would be of help at."

Beginning in fall 2004, the full-time speech professor has strongly encouraged his students to concurrently take English 108, Library Resources and Research at the same time they are taking Speech 110, Public Speaking. This has been a successful partnership. On the survey, students were asked if they were interested in taking English 108 in conjunction with other courses. Speech 100 was suggested once, 8 students suggested English 100, and 2 suggested English 102. One person said it should be taken with all English classes; another said with all Humanities classes.

Asked about instructional facilities, of 298 students, 127 (42.62%) were very satisfied, and 103 (34.56%) were somewhat satisfied. Only 10 (3.36%) were somewhat dissatisfied, and 5 (1.68%) were very dissatisfied. Three students specifically commented on the poor facilities at the Costa Mesa Center. The 53 people (17.79%) who didn't know were probably distance learning students who had not been at one of the Coastline facilities by the sixth week of the semester.

Again, the majority were satisfied with the quality of general instructional equipment (35.93% very and 33.90% somewhat) and specialized equipment (32.21% very and 29.87% somewhat). Large numbers did not know about general equipment (25.76%) or specialized equipment (32.55%). Again, these were probably distance learning students.

As for staff support for the program and the classes, although 13.71% didn't know, the majority (53.51%) were very satisfied, and 27.76% were somewhat satisfied. Only 3.68% were somewhat dissatisfied, and 1.34% were very dissatisfied. Some (13.71%) didn't know.

Satisfaction with the overall quality of the program was very high: of 298 students, 170 (57.05%) were very satisfied, and 101 (33.89%) were very satisfied. Only 12 (4.03%) were somewhat dissatisfied, and 2 (0.67%) were very dissatisfied; only 13 (4.36%) didn't know.

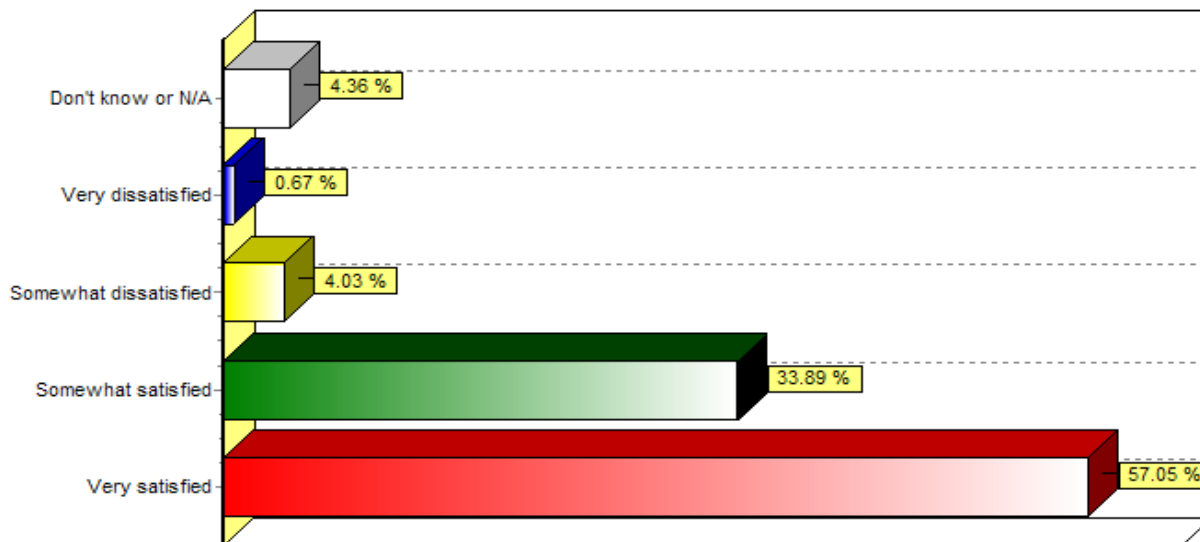


Figure 7 Student Satisfaction with Overall Program Quality

About the same number of students were satisfied with their own success in the program: 165 (55.56%) of 297 were very satisfied; 102 (34.34%) were somewhat satisfied; 11 (3.70%) were somewhat dissatisfied; 19 (6.40%) didn't know.

Specific questions were asked of those students taking distance learning classes. There were 94 respondents who answered these questions about their level of satisfaction with their distance learning class. Most agreed that the caliber of their distance learning Humanities course is equivalent to or better than the quality of their classroom-based courses: 37 (39.36%) strongly agreed; 43 (45.74%) agreed; 6 (6.38%) disagreed; 1 (1.06%) strongly disagreed; 7 (7.45%) didn't know. Compared to distance learning classes at other colleges that they might be aware of, again, the majority agreed that Coastline distance learning courses were equivalent to or better: 35 (37.23%) strongly agreed; 40 (42.55%) agreed; 6 (6.38%) disagreed; and 13 (13.83%) didn't know.

Asked whether they have as much interaction with their distance learning instructor as they do with instructors in classroom-based classes, 21 (22.34%) strongly agreed; 35 (37.23%) agreed; 20 (21.28%) disagreed; 11 (11.70%) strongly disagreed; and 7 (7.45%) didn't know. Less than a majority agree that they have as much or more interaction with their fellow students in their distance learning class as they do with students in their classroom-based classes: only 11 (11.83%) strongly agreed; 34 (36.56%) agreed; 29 (31.18%) disagreed; 11 (11.83%) strongly disagreed; and 8 (8.60%) didn't know. The responses to these two questions may be skewed to more favorable responses because some of the students answering the questions were STAR students, who do meet with their teacher and their fellow students part of the time. Also, the students see the same group of students for four hours two nights a week because they are all in the same cohort group in the STAR Program and take most of the same classes. The cohort groups tend to be very interactive with each other. Only 1 or 2 of the 37 students who responded to the questions about the STAR Program were not satisfied with all aspects of their experience.

The majority of the students were satisfied with the amount of interaction they had with their instructor and with their fellow students in their distance learning classes: 27 of 93 respondents

(27.96%) strongly agreed; 54 (58.06%) agreed; 7 (7.53%) disagreed; 6 (6.45%) strongly disagreed. Several commented that they did not have much interaction, but they didn't care. As one student said, "I don't interact with my fellow students in my online English class, however this does not bother me because I am not enrolled to make friends." Several said that they did not have much interaction with their teachers but that, what was more important, their teachers were accessible when they needed help, that they can telephone or e-mail their instructors at any time.

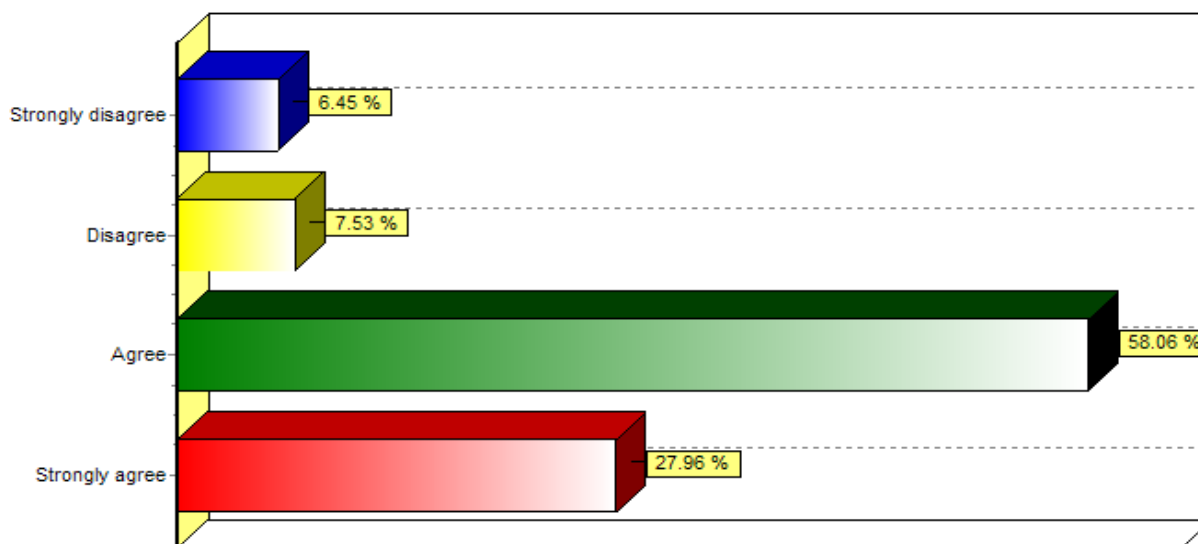


Figure 8 Student Satisfaction with Amount of Interaction in DL Classes

For questions about the technology used to deliver their distance learning courses and the website for the online classes, a large majority were satisfied. Of 94 respondents, 52 (55.32%) said that they strongly agreed that the technology was reliable, and 35 (37.23%) agreed. Of 92 respondents, 53 (57.61%) strongly agreed that the course website was easy to navigate and that the tools for tracking their progress were satisfactory; 35 (38.04%) agreed.

Although Humanities faculty often complain about the lack of support by the Distance Learning Department, only 1 of 7 disagreed with any of the questions on the faculty survey about satisfaction with various aspects of Distance Learning. One complaint from distance learning Humanities faculty has been that proctors for distant students do not receive examinations in a timely manner. The most-frequently-voiced faculty complaint has been about the requirement for online instructors to maintain office hours in the Distance Learning Department at the College Center. Asked whether "maintaining on-site office hours in the Distance Learning Department increases my ability to respond effectively to my students, 4 of the 8 faculty members disagreed: 1 (12.50%) disagreed, and 3 (37.50%) disagreed strongly. There was 1 who didn't know, and 3 (37.50%) who agreed. Several of the comments had to do with the required office hours, some saying that having to drive into the College Center actually decreased their ability to communicate with their students as they are available to respond to e-mails on their home computers.

4. Program Resources

Except for the online classes, no "high tech" equipment or technology is required for classes in the Humanities Program. Instructors can teach in the classroom with just a blackboard and chalk (or,

better yet, white board and markers) and the occasional overhead projector. However, some of the instructors like to use PowerPoint presentations and need a "smart podium" or similar equipment; some would like to see recorders/players that are equipped to play DVDs in addition to videotapes.

However, the online instructors are dependent on the "health" of the Coastline server their courses are on. If a server "goes down," or is infected with a virus, their courses are greatly affected. Instructors have complained about the current course delivery template developed and used by the Distance Learning Department; many have indicated a preference for the commercial course management system Blackboard; but the Distance Learning Department has preferred not to adopt a commercial course management system, citing expense as the primary factor for its decision. However, the Distance Learning Department is currently in the process of developing a course management system called Seaport. The Distance Learning Department's Web Programmer and the team supporting the development of Seaport are focusing design efforts on creating a system that will be easy to use, will provide user-friendly templates that facilitate the design of quality courses, and that will allow instructors to create and/or modify their own course content. The latter specifically responds to a frequently-heard complaint from faculty that they cannot presently make changes to their own course Web pages.

5. Partnerships

In the past year, Coastline faculty have been working with the University of California at Irvine (UCI) in a partnership in UCI's Informatics B.S. Degree Program: a program that combines computer programming with the humanities. Coastline will provide the first two years of the degree program, and students graduating with a A.S. Degree in Informatics will be guaranteed admission and entrance into UCI's upper division Informatics Program. Doug Borcoman has worked with Sally Kurz to create a new philosophy course, Philosophy 117 (Introduction to Symbolic Logic) and to revise the Philosophy 115 to fit the needs of the Informatics Program.

Dean Shanon Christiansen and several faculty are working with high schools in our district to encourage them to send students to Coastline's Access Program, which offers a number of courses in the Humanities Program.

In addition, Dean Shanon Christiansen and several faculty are beginning to work with the Huntington Beach Unified School District in the CALPASS Program to coordinate communication between high school and Coastline faculty.

6. Professional Development

Seventeen faculty members responded to questions about their professional development activities. Of the 17, 15 attend Coastline General Faculty Meetings (88.24%); 9 attend discipline-related workshops (52.94%); 7 attend technology-related workshops (41.18%); and 5 attend other workshops (29.41%). More than half, 10, hold membership in professional associations (58.82), and 10 attend professional conferences (58.82%). Two (2) faculty members took graduate classes (11.76%), and 1 took other classes (5.88%). A large number, 7 of the 17, do reading in their discipline (47.06%); and 6 do reading in technology-related subjects (35.29%). Three of the faculty have attended specific SLO workshops in the last year.

Faculty commented that they would like to see training in serving the needs of non-native English speakers and in computer programs and management software for online courses such as Blackboard and WebCT.

To improve the Humanities Program at Coastline, faculty would like to see more interaction possibilities in the distance learning classes. Two instructors said that the loading of distance learning classes, particularly online classes, needed to be addressed. Although this could be seen as a union issue, the College has the ability without union approval to change the loading in online classes. There is nothing in the union contract that says that online classes need to be loaded as "large lecture classes." All of the other community colleges that offer online classes limit enrollment into a 3-unit class at 25-40 students, not 54 and above. *[Program Review Steering Committee Note: The Office of Instruction states that it follows the contract for large lecture loading for online classes; it is not the experience of that Office's managers that "...the other community colleges...limit enrollment...at 25-40 students...."]* Also English composition instructors are concerned about the very low pay for military classes of \$28.48 per student. They say that may be fine for a telecourse or CD-ROM Independent Study class that has all objective examinations except for one short essay exam question but English composition instructors must grade 4,000 words (English 099), 6,000 words (English 100) or 8,000 words (English 102) of expository essay writing for punctuation and grammar as well as for structure and content. Each student in an English 100 course takes at least five hours of the instructor's time in grading and communicating, usually more. At that rate of pay, English instructors teaching military students make less than the California minimum wage, which would be \$33.75 for five hours' work. *[Program Review Steering Committee Note: The Office of Instruction reports that the pay rate for military English instructors has subsequently been raised (8/05).]*

7. Diversity

Awareness of cultural diversity is addressed in the many Humanities Program courses that are about cultural diversity, one of Coastline's Core Outcomes.

Many of the faculty in the Humanities Program have participated in the Fluency Program, which trains faculty in being sensitive to the needs of non-native speakers. One professor has taken classes in Vietnamese, to better communication with his Vietnamese students. Another is fluent in French, a language spoken by many immigrants from Vietnam. Several instructors hold TESOL (Teachers of English to Speakers of Other Languages) certificates and have taught English as a Second Language.

We have a very diverse group of students enrolled in classes in the Humanities. Students describing themselves as white represent 30.64% of the students. Thirty-eight percent are Vietnamese or other Asian, and Hispanic students represent almost 15% of the population.

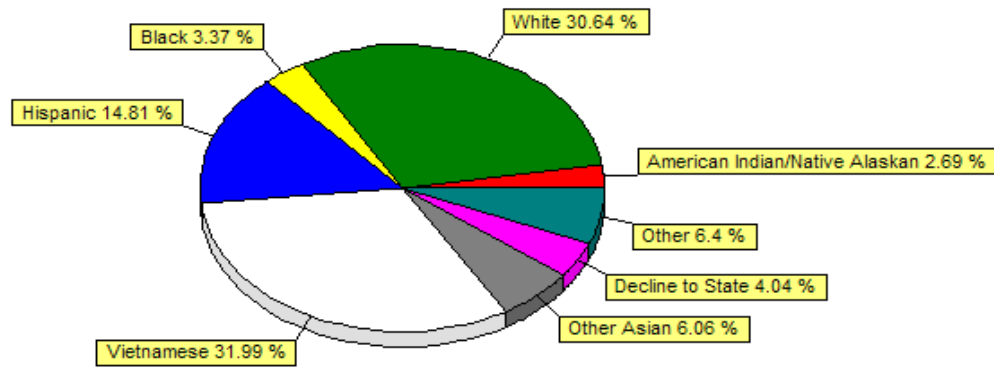


Figure 9 Ethnicity

More than 33% of students responding to the survey indicated that English was not their primary language. Vietnamese was listed as the primary language by 25.34% of the survey respondents.

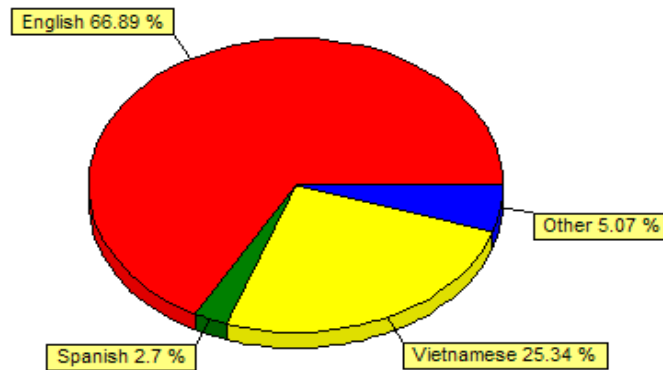


Figure 10 Primary Language

Of 292 respondents to the question about satisfaction with the extent to which faculty and staff meet the needs of culturally diverse students, 292 students responded; 119 (40.75%) said that they were very satisfied; 84 (28.77%) said that they were somewhat satisfied. Only 6 people (2.05%) said that they were somewhat dissatisfied, and 5 (1.71%) said that they were very dissatisfied. The 78 people (26.71%) probably were students who consider themselves to be mainstream students and so were not aware of how students of other ethnic cultures might be treated.

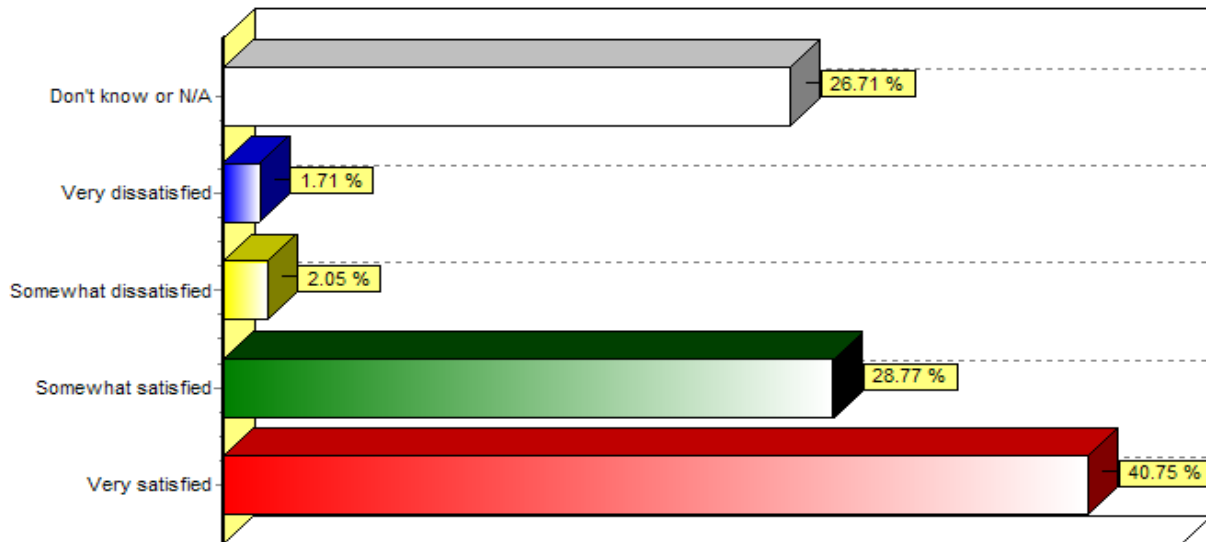


Figure 11 Satisfaction with Extent to Which Faculty/Staff Meet the Needs of Culturally Diverse Students

Even more students were very satisfied (54.39%) with the extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.), and 27.36% were somewhat satisfied. Only 3.72% were somewhat dissatisfied, and 1.35% were very dissatisfied; 13.18% did not know.

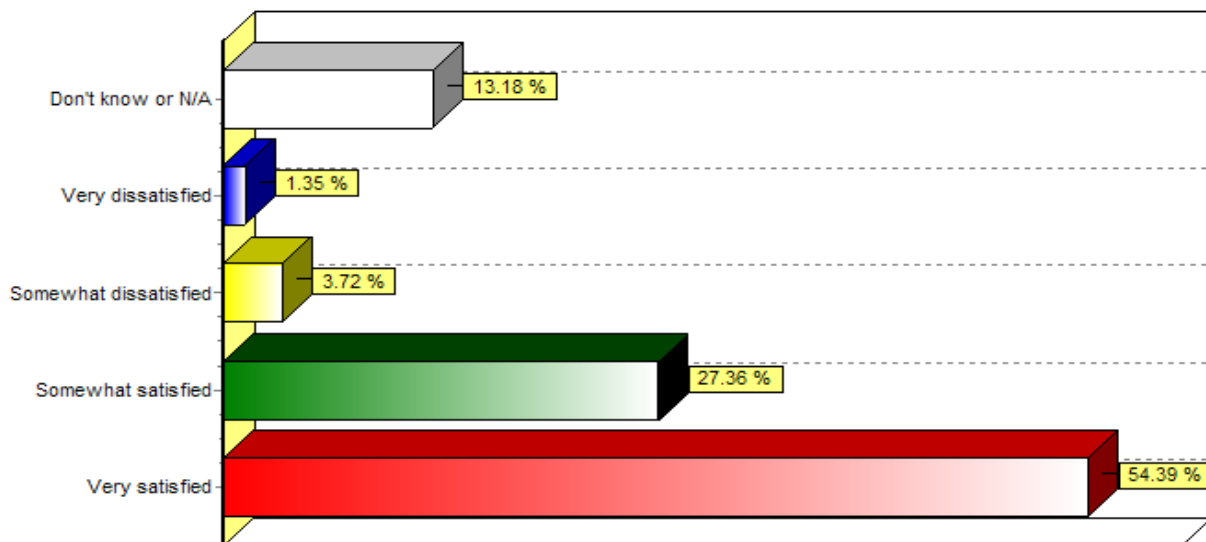


Figure 12 Satisfaction with Extent to Which Faculty/Staff Meet the Needs of Non-Traditional Students

To specifically meet the needs of non-native English speakers, this summer, as part of a Master Plan grant, Coastline will offer and will market as a package Speech 099 (English Speech and Listening Skills for Non-Native Speakers) and English 106 (Concepts: Critical Reading and Reasoning). Brochures have been designed and translated into Vietnamese and will be translated

into Spanish, to appeal to these populations. The brochures will be distributed to advanced ESL students and within the Little Saigon community and within Hispanic communities.

8. Five-Year Goals and Recommendations

1. Within the next six months, all course outlines will be revised and reviewed by all faculty who teach those courses.
2. Appropriate courses for Coastline's "Global and Multicultural Studies" A.A. degree requirement will be identified in time to be put into the 2005-2006 catalog.
3. The Humanities Program will expand student awareness and use of the Coastline Virtual Library.
4. The departments within the Humanities Program will continue to develop and improve distance learning courses, including hybrid courses.
5. The English Department will continue to lobby for adequate pay for those online instructors who teach the military students.
6. The English and Speech departments will continue to encourage smaller class sizes in English and Speech.
7. Within five years time, there will be a web page on Coastline's website for the Humanities Program as a whole with individual web pages for each individual faculty member.
8. Within the next two years, a joint lab for basic skills classes and ESL practice will be established at the new Westminster Center. A reading program will be reestablished.
9. Continue to advocate for a full-time Philosophy instructor.



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Discipline and Location: Count and Percent

Humanities Faculty

	Count	Percent
In which Humanities discipline(s) are you currently teaching classes? (Mark all that apply.)		
Respondents: 18		
Communications	1	5.56 %
English (English 001-080)	3	16.67 %
English (English 098 and higher)	9	50.00 %
Humanities	2	11.11 %
Philosophy	2	11.11 %
Speech	2	11.11 %
Other	1	5.56 %
Total Responses	20	100 %

	Count	Percent
At which location does your current Humanities class meet or in which delivery mode are you teaching Humanities class(es)? (Mark all that apply.)		
Respondents: 18		
Coastline College Center (Fountain Valley)	6	33.33 %
Coastline Costa Mesa Center	5	27.78 %
Coastline Garden Grove Center	8	44.44 %
STAR Program (combining on site and online)	1	5.56 %
Telecourse or cable	4	22.22 %
WWW (Online class)	7	38.89 %
Total Responses	31	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes -- - Costa Mesa		
Respondents: 13		
Preferred	6	46.15 %
OK	1	7.69 %
Not preferred	6	46.15 %
Total Responses	13	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes -- - Fountain Valley		
Respondents: 14		
Preferred	6	42.86 %
OK	4	28.57 %
Not preferred	4	28.57 %
Total Responses	14	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes -- - Garden Grove		
Respondents: 13		
Preferred	7	53.85 %
OK	3	23.08 %
Not preferred	2	15.38 %
Don't know or n/a	1	7.69 %
Total Responses	13	100 %

Discipline and Location: Count and Percent

Humanities Faculty

	Count	Percent
Table 1 Preferred Locations/Delivery Modes -- - Westminster Respondents: 11		
Preferred	4	36.36 %
OK	5	45.45 %
Not preferred	2	18.18 %
Total Responses	11	100 %

Table 1 Preferred Locations/Delivery Modes -- - High school sites Respondents: 12		
Preferred	1	8.33 %
Not preferred	11	91.67 %
Total Responses	12	100 %

Table 1 Preferred Locations/Delivery Modes -- - WWW (Online) Respondents: 14		
Preferred	6	42.86 %
OK	4	28.57 %
Not preferred	4	28.57 %
Total Responses	14	100 %

Table 1 Preferred Locations/Delivery Modes -- - Hybrid Class (half in classroom/half online) Respondents: 12		
Preferred	4	33.33 %
OK	4	33.33 %
Not preferred	3	25.00 %
Don't know or n/a	1	8.33 %
Total Responses	12	100 %

Table 1 Preferred Locations/Delivery Modes -- - Telecourse or Cable Respondents: 13		
Preferred	2	15.38 %
OK	3	23.08 %
Not preferred	8	61.54 %
Total Responses	13	100 %

Table 1 Preferred Locations/Delivery Modes -- - Other Respondents: 6		
Preferred	1	16.67 %
Not preferred	2	33.33 %
Don't know or n/a	3	50.00 %
Total Responses	6	100 %

General Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
Table 2 General Satisfaction - - Variety of classes in the program		
	Respondents: 18	
Very satisfied	4	22.22 %
Somewhat satisfied	9	50.00 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	1	5.56 %
Don't know or N/A	2	11.11 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Number of courses offered each semester		
	Respondents: 18	
Very satisfied	4	22.22 %
Somewhat satisfied	10	55.56 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	1	5.56 %
Don't know or N/A	1	5.56 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Adequacy of instructional facilities		
	Respondents: 18	
Very satisfied	7	38.89 %
Somewhat satisfied	9	50.00 %
Somewhat dissatisfied	1	5.56 %
Very dissatisfied	1	5.56 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Adequacy of security at sites where you teach		
	Respondents: 18	
Very satisfied	6	33.33 %
Somewhat satisfied	9	50.00 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	1	5.56 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Availability of general instructional equipment (VHS/DVD players, Internet access, projectors, etc.)		
	Respondents: 18	
Very satisfied	5	27.78 %
Somewhat satisfied	7	38.89 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	2	11.11 %
Don't know or N/A	2	11.11 %
Total Responses	18	100 %

General Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
Table 2 General Satisfaction - - Quality of general instructional equipment		
	Respondents: 18	
Very satisfied	5	27.78 %
Somewhat satisfied	8	44.44 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	1	5.56 %
Don't know or N/A	2	11.11 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Adequacy of student access to the Garden Grove Information Commons		
	Respondents: 18	
Very satisfied	5	27.78 %
Somewhat satisfied	6	33.33 %
Very dissatisfied	3	16.67 %
Don't know or N/A	4	22.22 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Ease of getting instructional materials/class handouts duplicated		
	Respondents: 18	
Very satisfied	8	44.44 %
Somewhat satisfied	3	16.67 %
Somewhat dissatisfied	3	16.67 %
Very dissatisfied	1	5.56 %
Don't know or N/A	3	16.67 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Support/services by Admissions and Records		
	Respondents: 18	
Very satisfied	11	61.11 %
Somewhat satisfied	3	16.67 %
Somewhat dissatisfied	1	5.56 %
Very dissatisfied	2	11.11 %
Don't know or N/A	1	5.56 %
Total Responses	18	100 %

Table 2 General Satisfaction - - Administrative support in dealing with student code of conduct violations (disruptive behavior, plagiarism, cheating, etc.)		
	Respondents: 18	
Very satisfied	7	38.89 %
Somewhat satisfied	8	44.44 %
	1	5.56 %

General Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
Table 2 General Satisfaction - - Administrative support in dealing with student code of conduct violations (disruptive behavior, plagiarism, cheating, etc.)		
	Respondents: 18	
Very dissatisfied		
Don't know or N/A	2	11.11 %
Total Responses	18	100 %
Table 2 General Satisfaction - - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 18	
Very satisfied	9	50.00 %
Somewhat satisfied	5	27.78 %
Very dissatisfied	1	5.56 %
Don't know or N/A	3	16.67 %
Total Responses	18	100 %
Table 2 General Satisfaction - - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 18	
Very satisfied	11	61.11 %
Somewhat satisfied	4	22.22 %
Very dissatisfied	1	5.56 %
Don't know or N/A	2	11.11 %
Total Responses	18	100 %
Table 2 General Satisfaction - - Overall quality of the program		
	Respondents: 17	
Very satisfied	10	58.82 %
Somewhat satisfied	5	29.41 %
Somewhat dissatisfied	2	11.76 %
Total Responses	17	100 %
Table 2 General Satisfaction - - Your own success teaching in the program		
	Respondents: 18	
Very satisfied	11	61.11 %
Somewhat satisfied	5	27.78 %
Somewhat dissatisfied	1	5.56 %
Don't know or N/A	1	5.56 %
Total Responses	18	100 %

General Satisfaction Comments

Humanities Faculty

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Security at the sites on weekends is poor.

Students should have access to the GG Commons at all times for free.

I don't think that there are enough English 099 and English 100 courses offered to meet student demand.

I have problems with certain office staff getting correct tests/quizzes and on-line info. copied and implemented on time....also it would be nice if there were more classes offered..but, I understand the budgetary concerns....

Students completing the option one requirements no longer need to satisfy any oral communication requirement--this single change has harmed the speech-communication program and the college.

I am a new instructor at Coastline, Garden Grove. I cannot answer all of the questions completely at this time.

The 25-copy limit at the College Center is frustrating. HB-W Center is much easier.

We don't have enough basic courses for students who are ill-equipped for English 099 or 100. We don't have enough counseling to direct students into ESL. We don't have enough coverage in the Commons for students to use the computers. It should be open 8 am to 10 pm. We don't have enough tutotring. Our tutoring is a joke. As for Admissions and Records, If I can't pull up a roster ANYTIME, we are sadly behind the curve in technology. I shouldn't have to call a clerk everytime I want to know the status of a student.

The lighting situation in the parking is inadequate. Security is very minimal at the college center for late evening classes.

We need basic skills and reading classes. Also more tutoring

Success/Support Services: Count and Percent

Humanities Faculty

	Count	Percent
What percentage of students who pass the English Placement Exam or English 099AB course have sufficient writing skills to succeed in the transfer-level Humanities courses that you teach?	Respondents: 12	
31-40%	1	8.33 %
41-50%	2	16.67 %
51-60%	2	16.67 %
61-70%	2	16.67 %
71-80%	3	25.00 %
81-90%	1	8.33 %
91-100%	1	8.33 %
Total Responses	12	100 %

What percentage of your students do you believe need tutoring in order to succeed in your class?	Respondents: 16	
1-10%	2	12.50 %
11-20%	4	25.00 %
21-30%	2	12.50 %
31-40%	2	12.50 %
41-50%	2	12.50 %
51-60%	1	6.25 %
61-70%	2	12.50 %
81-90%	1	6.25 %
Total Responses	16	100 %

Table 3 Satisfaction with student success and support services - - English 022/Plato online classes Respondents: 18

Very satisfied	2	11.11 %
Somewhat satisfied	7	38.89 %
Very dissatisfied	1	5.56 %
Don't know	8	44.44 %
Total Responses	18	100 %

Table 3 Satisfaction with student success and support services - - Quality of tutoring Respondents: 18

Very satisfied	7	38.89 %
Somewhat satisfied	3	16.67 %
Somewhat dissatisfied	1	5.56 %
Very dissatisfied	2	11.11 %
Don't know	5	27.78 %
Total Responses	18	100 %

Success/Support Services: Count and Percent

Humanities Faculty

	Count	Percent
Table 3 Satisfaction with student success and support services - -		
Number of hours tutoring is available		
Very satisfied	2	11.11 %
Somewhat satisfied	5	27.78 %
Somewhat dissatisfied	1	5.56 %
Very dissatisfied	4	22.22 %
Don't know	6	33.33 %
Total Responses	18	100 %

Respondents: 18

Table 3 Satisfaction with student success and support services - -		
Times and days that tutoring is available		
Very satisfied	2	11.11 %
Somewhat satisfied	5	27.78 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	3	16.67 %
Don't know	6	33.33 %
Total Responses	18	100 %

Respondents: 18

Table 3 Satisfaction with student success and support services - -		
Formats in which basic skills instruction is delivered		
Very satisfied	2	11.11 %
Somewhat satisfied	5	27.78 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	4	22.22 %
Don't know	5	27.78 %
Total Responses	18	100 %

Respondents: 18

Table 3 Satisfaction with student success and support services - -		
Early alert system		
Very satisfied	1	5.56 %
Somewhat satisfied	9	50.00 %
Somewhat dissatisfied	2	11.11 %
Very dissatisfied	1	5.56 %
Don't know	5	27.78 %
Total Responses	18	100 %

Respondents: 18

Student Success/Support Issues: Comments

Humanities Faculty

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the student success or support issues, please describe your concerns.

EArlly alert system does not seem to work for 4 week and 8 week classes since the class is nearly over before any adequate assessment is possible.

There is no early alert system as Ron Berggren envisioned early alert. The current program makes no sense. The lack of a basic skills center at our college is the worst mistake.

I find it impossible to put a percentage on topics with which I am not familiar. I would have to look up the percentages, rather than guess what I thought. I could not arbitrarily voice an opinion on an important concept like those requested.

The Plato courses are fine for what they are: short reviews of specific grammar and punctuation problems. But there are whole areas of basic skills instruction that have been lost with the closing of the Basic Skills Learning Center. The biggest loss is in a reading program. Although there are a few computerized programs at the Student Success Center in reading, they are not publicized, and they are not sufficient. We really need an extensive reading program. Such a program could, I think, be conducted at the Student Success Center--if it would be allowed. It is a real hole in the instructional program. Also, teachers are unhappy not to be able to refer students to any personal grammar instruction.

Online tutoring would be a big help to my WWW students.

We need more individualized instruction for basic skills needs.

We don't have enough tutors. Hours and locations of tutors are inadequate. What basic skills instruction?

- More tutoring hours
- More times and days for tutoring
- Need a basic skills lab like we had before
- early alert should be available repeatedly throughout the semester

Distance Learning Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
Table 4 Distance Learning Satisfaction -- - Overall, the caliber of distance learning Humanities courses at Coastline is equivalent to or better than the quality of classroom-based courses.		
	Respondents: 8	
Strongly agree	2	25.00 %
Agree	4	50.00 %
Disagree	2	25.00 %
Total Responses	8	100 %

Table 4 Distance Learning Satisfaction -- - The caliber of distance learning Humanities courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.		
	Respondents: 8	
Strongly agree	2	25.00 %
Agree	2	25.00 %
Disagree	2	25.00 %
Don't know or N/A	2	25.00 %
Total Responses	8	100 %

Table 4 Distance Learning Satisfaction -- - I have as much or more interaction with the students in my distance learning Humanities courses as I do with students in classroom-based courses.		
	Respondents: 8	
Strongly agree	2	25.00 %
Agree	1	12.50 %
Disagree	4	50.00 %
Strongly disagree	1	12.50 %
Total Responses	8	100 %

Table 4 Distance Learning Satisfaction -- - I am satisfied with the amount of interaction I have with students in my distance learning Humanities class(es).		
	Respondents: 8	
Strongly agree	2	25.00 %
Agree	3	37.50 %
Disagree	2	25.00 %
Strongly disagree	1	12.50 %
Total Responses	8	100 %

Table 4 Distance Learning Satisfaction -- - The technology used to deliver my distance learning Humanities course(s) has been reliable.		
	Respondents: 8	
Strongly agree	5	62.50 %
Agree	2	25.00 %
Disagree	1	12.50 %

Distance Learning Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
Table 4 Distance Learning Satisfaction -- - The technology used to deliver my distance learning Humanities course(s) has been reliable.		
Respondents: 8		
Total Responses 8 100 %		
Table 4 Distance Learning Satisfaction -- - The course Website for my distance learning class is easy to navigate.		
Respondents: 8		
Strongly agree	5	62.50 %
Agree	3	37.50 %
Total Responses 8 100 %		
Table 4 Distance Learning Satisfaction -- - I am satisfied with the tools available for reporting and tracking student progress in my distance learning class.		
Respondents: 8		
Strongly agree	3	37.50 %
Agree	4	50.00 %
Disagree	1	12.50 %
Total Responses 8 100 %		
Table 4 Distance Learning Satisfaction -- - The distance learning support staff are responsive to my needs as a faculty member.		
Respondents: 8		
Strongly agree	3	37.50 %
Agree	4	50.00 %
Disagree	1	12.50 %
Total Responses 8 100 %		
Table 4 Distance Learning Satisfaction -- - Distance learning management is responsive to my needs as a faculty member.		
Respondents: 8		
Strongly agree	2	25.00 %
Agree	6	75.00 %
Total Responses 8 100 %		
Table 4 Distance Learning Satisfaction -- - Exam proctors for distance learning students are adequately screened to assure exam integrity.		
Respondents: 8		
Strongly agree	2	25.00 %
Agree	2	25.00 %
Don't know or N/A	4	50.00 %
Total Responses 8 100 %		

Distance Learning Satisfaction: Count and Percent

Humanities Faculty

	Count	Percent
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Table 4 Distance Learning Satisfaction -- - Maintaining on-site office hours in the Distance Learning Department increases my ability to respond effectively to my students. Respondents: 8

Agree	3	37.50 %
Disagree	1	12.50 %
Strongly disagree	3	37.50 %
Don't know or N/A	1	12.50 %
Total Responses	8	100 %

Distance Learning: Comments

Humanities Faculty

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

1. The lack of interaction with students makes it difficult to assess student learning problems especially when it comes to comprehension of the material.
2. I have found a hybrid course gives better student teaching interaction and response to areas with which students have the most trouble.
3. I have hardly any interaction with students in distance learning classes. The only interaction seems to be with issues about the content and make up of exams and the issues of earning enough points to pass the class.
4. I think that a lot more interaction with students in distance learning classes, especially telecourses, should be a goal. One possibility would be to use a computer interaction system where students are required to interact with the instructor and with other students in the ways that such systems as WEBCT or Etudes provide. Then, an instructor would be able to initiate discussion and give feedback to students who seem not to be comprehending the material, and be able to do this in a timely manner.

My communication with students is primarily by email and does not need to be done in the office.

On-site office hours are not needed. Most of my students are busy people who can not get in to see me when I am available, and that's why they took an online class. I conduct virtual office hours with my students in a variety of ways, and it works fine.

Office hours are a waste of good time that could be used for the online class. Just in traveling time and office hours time, I could grade from six to twelve essays. I respond promptly to my students by e-mail. I give instructions and comments on all of the students' essays. This is done in spite of the office hours. If a student wants to meet with me, I gladly make the arrangements, but to take three hours out of my time as an adjunct to satisfy an arbitrary requirement is ridiculous. Office hours are part of full-time faculty's load and are required by the Ed Code, but it is not for an adjunct. An adjunct does not get paid for those hours. In some weeks because of online business, I may spend three to five hours of my time in the Distance Learning Department. I give Distance Learning the time that is required to maintain the integrity of my course. Office hours are an intrusion.

Online Classes: Count and Percent

Humanities Faculty

Count Percent

Table 5 Online Classes -- - I am satisfied with the Distance Learning Department's standard design format for online courses. Respondents: 7

Strongly agree	3	42.86 %
Agree	2	28.57 %
Disagree	1	14.29 %
Don't know or N/A	1	14.29 %

Total Responses 7 100 %

Table 5 Online Classes -- - The Distance Learning Department provides me with the Web tools or support I need to maintain my online course. Respondents: 7

Strongly agree	3	42.86 %
Agree	2	28.57 %
Strongly disagree	1	14.29 %
Don't know or N/A	1	14.29 %

Total Responses 7 100 %

Table 5 Online Classes -- - Being able to change the content of my online course by modifying Web pages and/or uploading documents myself is important to me. Respondents: 7

Strongly agree	5	71.43 %
Agree	2	28.57 %

Total Responses 7 100 %

Table 5 Online Classes -- - The Web design support I receive from the Distance Learning Department meets my needs. Respondents: 7

Strongly agree	2	28.57 %
Agree	3	42.86 %
Strongly disagree	1	14.29 %
Don't know or N/A	1	14.29 %

Total Responses 7 100 %

Table 5 Online Classes -- - Most students in my online classes have adequate computer skills to succeed in an online class. Respondents: 7

Strongly agree	1	14.29 %
Agree	4	57.14 %
Disagree	2	28.57 %

Total Responses 7 100 %

Online Classes: Comments

Humanities Faculty

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about online classes, please explain your concerns.

Instructors should be trained to become autonomous (and supported by DL staff) in their ability to change, modify, upload or delete files, images, and discussion threads. The online courses need to be designed more like a courseware system to allow these functions. This would radically improve the course facilitator's ability to make corrections, emendations and timely changes including generating mass announcements bearing important information.

The students who are successful have taken other DL courses, have strong writing skills, and are highly motivated to complete the course. Most students are not comfortable with the Internet; do not have strong computer skills; and struggle with writing.

Question: How could the online teaching experience be improved?

Design or invest in a reasonably priced courseware system that offers a digital dropbox, synchronous and asynchronous group discussion capability, the instructor-initiated generation of announcements, grade-keeping (by the instructor) and functional and easy-to-use online test generating capabilities in an integrated package.

The online learning experience, at its best, is dynamic and requires effective and timely instructor and student interaction. There are newer, competitively-priced courseware systems, such as D2L that would solve some of the current problems. With effective modes of interactivity online, it may no longer be necessary to insist on physical office space for online instructors. Many quality, accredited 100% online programs utilize virtual office hours and other means to achieve more than merely an acceptable communication. Collaboration tools now in the testing are becoming more and more stable and user-friendly and serve the need to maintain instructor-student contact.

Limit online English classes to 25-30 students.

Students could be prepared for the technical and personal management skills necessary for success online.

Put the courses on a good courseware; i.e., Blackboard, Web CT, etc.

STAR Program: Count and Percent

Humanities Faculty

	Count	Percent
Table 6 STAR Program -- - Overall, the caliber of STAR courses is equivalent to or better than the quality of my other Coastline courses.	Respondents: 1	
Agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - I have as much or more interaction with the students in my STAR courses as I do with students in regular classroom-based courses.	Respondents: 1	
Agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - I am satisfied with the amount of interaction I have with students in my STAR class(es).	Respondents: 1	
Agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - The technology used to deliver the distance learning component of my STAR course(s) has been reliable.	Respondents: 1	
Agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - The course Websites for my STAR classes are easy to navigate.	Respondents: 1	
Strongly agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - I am satisfied with the STAR format that includes one-third of the course time in the classroom and two-thirds of course work and discussion online.	Respondents: 1	
Strongly agree	1	100.00 %
Total Responses	1	100 %
Table 6 STAR Program -- - I am satisfied with the accelerated pace that allows students to complete three to five classes every eight weeks.	Respondents: 1	
Strongly agree	1	100.00 %
Total Responses	1	100 %

STAR Program: Comments

Humanities Faculty

Question:

Student Learning Outcomes: Count and Percent

Humanities Faculty

	Count	Percent
--	-------	---------

Table 7 Student Learning Outcomes -- - Expected student learning outcomes have been identified for each course you teach. Respondents: 18

Yes	12	66.67 %
Partially	4	22.22 %
Don't know	2	11.11 %

Total Responses	18	100 %
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Table 7 Student Learning Outcomes -- - The outlines for each course that you teach have been reviewed and updated within the last three years to reflect expected student learning outcomes. Respondents: 18

Yes	10	55.56 %
Partially	4	22.22 %
Don't know	4	22.22 %

Total Responses	18	100 %
------------------------	-----------	--------------

Table 7 Student Learning Outcomes -- - Faculty members who teach the same course within your discipline have agreed on a common method for measuring at least one expected student learning outcome. Respondents: 17

Yes	7	41.18 %
Partially	3	17.65 %
No	3	17.65 %
Don't know	4	23.53 %

Total Responses	17	100 %
------------------------	-----------	--------------

Table 7 Student Learning Outcomes -- - Faculty members within your discipline use agreed-upon scoring rubrics when assessing student learning. Respondents: 18

Yes	7	38.89 %
Partially	3	16.67 %
No	5	27.78 %
Don't know	3	16.67 %

Total Responses	18	100 %
------------------------	-----------	--------------

Table 7 Student Learning Outcomes -- - Faculty members within your discipline collaboratively review student learning outcomes to determine needed changes in curriculum or teaching strategies. Respondents: 17

Yes	6	35.29 %
Partially	3	17.65 %
No	6	35.29 %
Don't know	2	11.76 %

Student Learning Outcomes: Count and Percent

Humanities Faculty

	Count	Percent
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Table 7 Student Learning Outcomes -- - Faculty members within your discipline collaboratively review student learning outcomes to determine needed changes in curriculum or teaching strategies. Respondents: 17

Total Responses	17	100 %
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SLO Activity: Comments

Humanities Faculty

Question: Please describe what you and/or your discipline or department are doing to identify, assess, and improve student learning outcomes.

Revising course outlines and syllabi.

I have not seen a student outcomes assessment meeting schedule at this time.

Participation in the STAR program has divided our department. The Speech Communication area disagrees about the value of this program.

Small classroom discussion groups, homework assignments, tests, application paper

As a department, we assign in-class compositions the first night of class in order to assess our students' readiness for our particular classes. All students have taken a placement test or passed a pre-requisite course to get into certain classes, but we like to re-evaluate their current writing skills in order to confirm their placement or advise them into another class according to the outcome of these first night writing samples. We also meet as a group every semester and grade these compositions together so we can discuss any questionable essays and be consistent in our assessment. We also send our students to tutoring offered by the college. I personally meet every other week with my students on an individual basis to assess their writing according to the final rubric we will use on their final essays.

Courses that are taught frequently (every year) are often reviewed. English faculty fortunately have the opportunity to meet together during holistic grading sessions, where there is also the opportunity to discuss any problems with courses and to propose changes in textbooks or course objectives. Teachers readily share assessment methods that have been successful and assignments or essay topics that have been successful.

I am not sure what we are doing on this.

We have not done a complete assessment. However, in intent if not in uniform practice, we agree on student learning outcomes. Have we had meetings or department workshops where we have worked on department workshops? No.

This is left up to the individual teacher by following the course outline.

The student success center is evaluating the needs that the student has over and above what we are offering.

Assessment Methods: Count and Percent

Humanities Faculty

	Count	Percent
Table 8 Methods Used for Assessing SLOs -- - Participation		
	Respondents: 18	
Most often	12	66.67 %
Sometimes	3	16.67 %
Less often	2	11.11 %
Not at all	1	5.56 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Objective tests		
(multiple choice, true/false, short answer, etc.)		
	Respondents: 18	
Most often	10	55.56 %
Sometimes	2	11.11 %
Less often	1	5.56 %
Not at all	5	27.78 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Essay tests		
	Respondents: 18	
Most often	12	66.67 %
Sometimes	1	5.56 %
Less often	1	5.56 %
Not at all	4	22.22 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Research papers		
	Respondents: 18	
Most often	8	44.44 %
Sometimes	3	16.67 %
Not at all	7	38.89 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Oral presentations		
	Respondents: 18	
Most often	3	16.67 %
Sometimes	4	22.22 %
Not at all	11	61.11 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Term projects (by individual)		
	Respondents: 18	
Most often	6	33.33 %
Sometimes	2	11.11 %
Not at all	10	55.56 %
Total Responses	18	100 %

Assessment Methods: Count and Percent

Humanities Faculty

	Count	Percent
Table 8 Methods Used for Assessing SLOs -- - Group projects Respondents: 17		
Most often	1	5.88 %
Sometimes	3	17.65 %
Not at all	13	76.47 %
Total Responses	17	100 %

Table 8 Methods Used for Assessing SLOs -- - Report of application of knowledge/skill to daily life Respondents: 18		
Most often	5	27.78 %
Sometimes	5	27.78 %
Not at all	8	44.44 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Pre-post test of abilities Respondents: 18		
Most often	8	44.44 %
Sometimes	2	11.11 %
Less often	3	16.67 %
Not at all	5	27.78 %
Total Responses	18	100 %

Table 8 Methods Used for Assessing SLOs -- - Peer review Respondents: 17		
Most often	3	17.65 %
Sometimes	2	11.76 %
Less often	3	17.65 %
Not at all	9	52.94 %
Total Responses	17	100 %

Table 8 Methods Used for Assessing SLOs -- - Portfolios Respondents: 18		
Most often	3	16.67 %
Sometimes	1	5.56 %
Less often	2	11.11 %
Not at all	12	66.67 %
Total Responses	18	100 %

Other Assessment Methods and SLO Improvement Steps

Humanities Faculty

Question: Are there any other methods you use to assess student learning outcomes?

I am not sure what you mean by "participation." In distance learning classes, all students participate through quizzes and exams. No other participation is suggested.

Since I am new, I have not had the opportunity to apply all concepts. I am learning the student population and am trying different things within a traditional model.

By course design, evaluation is by essay and fallacy exam in Eng 100.

Demonstration, simulation, completion of activities (including reading, writing, problem-solving, research and evaluation) .

These pretty much the way we can assess our students. Participation is specifically, oral participation both individually and in groups.

Can't recall any

Other Assessment Methods and SLO Improvement Steps

Humanities Faculty

Question: What is the single most important thing that the Humanities Department could do to improve student learning outcomes?

No suggestions at this time.

Convene a meeting online or otherwise and share our expectations, methods of grading, and teaching ideas. I emphasize online because it is probably a little easier to get everyone together.

In distance learning I think it would help to require more active student participation in classes through the use of web based interactive tools.

Require more writing of essays and essay questions.

Require oral communication as a required student learning outcome for all Coastline students.

Continue and increase tutoring opportunities for students.

The department appears to be doing all required. I have been impressed with the attention and dedication of the administration and, no doubt, of the teachers it has hired.

The general concept that I like to see in any teaching setting is as follows:

Appreciate each student's individuality, hopes, and dreams. Serve these and you serve the humanities; you serve the community.

We are doing a good job as is, I think.

Students are often placed into English composition courses (English 098, 099, and 100) who are not really qualified to be successful. We need to somehow improve the methods by which students are placed in those composition classes.

Require more research-related activities, and more writing assignments. Provide class limits of 25.

We need to raise the entrance test requirements.

I want to see Writing and Reading Labs staffed with someone who really understands how to deal with the deficiencies of students. If we determine the best place to house this facility is at the College Center, ok. Otherwise, let's move the W & R labs where the students are.

Encourage students to speak and read more English (non-native speakers) on a daily basis.

Other Assessment Methods and SLO Improvement Steps

Humanities Faculty

Question: What is the single most important thing that the college could do to improve student learning outcomes in the Humanities Program?

No suggestions at this time.

Provide input gleaned from various other sources, such as colleges and universities locally, regarding expected outcomes, promising practices, and alternative methods of evaluating students. The Portfolio concept should be explored and promoted more, if suitable.

Get students more active in the process of learning the material and understanding the concepts by requiring active and regular interaction. There could be a requirement for activities in graded discussion as well as more writing on topics that are germane to the discipline. In my opinion, students need to be stimulated (stung) into action much as Socrates said in his defense at his trial about the city of Athens, "That noble steed,..." He said that its citizens needed to be stimulated into examining themselves, their own lives and the lives of others in the community.

Require oral communication as a required student learning outcome for all Coastline students.

See the above. Ground this philosophy in the real world.

No recommendations

Provide more tutoring and some reading instruction--at times when students can attend.

Provide another full-time English instructor and provide more tutoring.

Improve the English Placement Test. I don't think it accurately places students.

Same answer as above.

Counseling for students

Other Assessment Methods and SLO Improvement Steps

Humanities Faculty

Question: Are there any other methods you use to assess student learning outcomes?

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No recommendations

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Provide another full-time English instructor and provide more tutoring.

Improve the English Placement Test. I don't think it accurately places students.

Same answer as above.

Counseling for students

Professional Development: Count and Percent

Humanities Faculty

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 17	
CCC General Faculty Meeting	15	88.24 %
Discipline-related workshops	9	52.94 %
Technology-related workshops	7	41.18 %
Other workshops	5	29.41 %
Membership in professional associations	9	52.94 %
Professional conferences	10	58.82 %
Graduate classes/program	2	11.76 %
Other classes	1	5.88 %
Professional training	4	23.53 %
Discipline-related reading	8	47.06 %
Technology-related reading	6	35.29 %
Total Responses	76	100 %

Training, Courses, and General Comments

Humanities Faculty

Question: What types of training would you like the college to offer for faculty?

Invite guest-speakers via the Internet or through use of application like CCCConfer and /or sponsor a best practices symposium for all to share their experience and insight.

Finish Judy Montague's workshop and offer others like it.

I would like to see more training in computer programs that would help faculty better present material to students, programs such as MS powerpoint and MS outlook. I would also like to see availability and use of some web based interactive programs and the workshops that would help the instructors become proficient in their use.

I would attend a workshop that offered instructional help pertaining to the particular needs of my Asian students who have been here for five years or less. Their native languages do not translate over to English very easily because of certain limits and differences. I would meet my students' needs better if I knew those particular difficulties. I would then be able to improve the alignment of my lessons in order to focus on their basic language needs as well as their writing needs.

A way to enhance communications with students might be helpful. Even on-line instructors are limited. I am learning Blackboard at my other college which I am hoping will give me the ability to make "announcements," give students the ability to monitor their grades more effectively, and provide greater flexibility in my course.

Training, Courses, and General Comments

Humanities Faculty

Question: Are there other Humanities courses that you would like Coastline to offer?

It would be nice to have other classes offered in the Communications/Media subject matter...a class in Radio, TV or Film...also an advertising or Public Relations class...

I would like to see more variety of Philosophy classes offered provided there would be sufficient enrollment to support same. I would like to see a multicultural (cultural diversity) philosophy class offered. In addition I think a Philosophy of religion class would be in tune with the times provided it is taught based on a broad outline.

No

I would like to see more variety in course offerings. However, I realize that it is difficult to get students to take literature or humanities courses that are not required. The enrollment factor is the one that limits what Coastline is able to offer. It seems that almost the only way to get sufficient enrollment in such courses is if they are offered in a distance learning format. Those have usually (not always) been successful.

It would be nice to be able to offer more literature courses, and that is beginning to happen online.

I don't know

A reading course

It would be great to offer a reading program that would help the students excel in their studies.

Training, Courses, and General Comments

Humanities Faculty

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

Only what I have said above. I would like to see more interaction possibilities in the online classes and telecourses.

Our department chairperson, Marilyn Fry, communicates very well with all of us, and she is one of the main reasons we are so successful. Her fine instruction, her expertise as leader at the college, and her congenial approach to all of us keep the Humanities Program at Coastline one of the best.

There is a serious need to reevaluate the amount of money that online instructors are paid for teaching military students. Online instruction takes much more time than traditional instruction. This is particularly true for online English composition classes, where many essays are required to be read for structure, content, and grammar and punctuation. They require very careful reading. English 100 courses require a minimum of 6,000 words of expository essay writing; English 102 requires a minimum of 8,000 words. Teachers would be willing to teach in the military program if they could receive a reasonable amount of money per student, not around \$28.00 per student.

Also, the loading of online classes needs to be addressed. That, of course, is a union issue. But it could be a college issue, too. The union does not require that online classes be loaded as large-lecture classes. The college could choose to load those classes with fewer students, as all other colleges except Coastline do. Most online classes in any subject are limited to 25-40 students for a 3-unit class.

No

I think you've heard enough from me.

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Course and Reason: Count and Percent

Humanities Student

	Count	Percent
In which Humanities discipline(s) are you currently taking classes? (Mark all that apply.)	Respondents: 305	
Communications	18	5.90 %
English (English 001-080)	15	4.92 %
English (English 098 and higher)	198	64.92 %
Humanities	42	13.77 %
Philosophy	16	5.25 %
Speech	87	28.52 %
None of the above	6	1.97 %
	Total Responses	382
		100 %

Why are you taking a course(s) in the Humanities? (Mark all that apply.)	Respondents: 295	
To satisfy A.A. degree requirements	142	48.14 %
To satisfy general education requirements for transfer	185	62.71 %
To prepare for a new job	27	9.15 %
To improve my skills for my current job	35	11.86 %
To obtain a promotion	9	3.05 %
To improve my basic reading and writing skills	59	20.00 %
For personal interest	38	12.88 %
Other	17	5.76 %
	Total Responses	512
		100 %

Reasons: Other Responses

Humanities Student

Question: Why are you taking a course(s) in the Humanities? (Mark all that apply.)

So that I have enough units to qualify for financial aid my last semester before transfer.

pharmacy school pre-requisite

extra credit

improve essay writing

transfer requirement

stimulate my mind

To improve interpersonal communications

improve gpa

I have a single subject teaching credential and I want an English supplementary credential

for BA degree at Chapman

complete lower division classes to get my BA from CSU Chico this spring

B.A. Degree

for enrichment and pre-advancement (I'm a high school student)

pharmacy requirement

transfer for BA

to satisfy general ed requirements to complete degree at another university

to graduate with a BA

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I'm currently taking the English class because I want to improve my writing skill.

Speaking in public

What I would like to learn in Speech 110 is to be able to speak in a public situation.

being able to give speech in front of public mass

I most want to learn how to form any kind of speech I may be required to write during anytime in my future.

I am in this class to learn more about public speaking and to improve on my skills in the society.

I want to learn more about communication skills so that i can apply them effectively when i transfer to upper division.

I want to learn fluent on reading, writting, listening and speaking in English

I simply want to improve my general skills in reseach and obtain a well rounded education

Speaking in public.

I want to improve my skills in speech.

I want to improve skills in speaking in public

speaking public

How to prepare a good outline for my speech or research papers.

To sucess on speech at work.

OK

I would like to be able to talk in fron of a big crow.

My goal is to become familiar with how to do research on the internet as well as how to use the virtual library.

I would like to learn more about an area that is within my degree program, ie nursing

Learn about the mass communications and its world wide view on entertainment, broadcast, and journalism.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I hope to improve my conversational skills by better understanding interpersonal communication and comprehending the importance of feedforward and feedback.

I would like to further develop my skills to communicate better with those around me

I want to improve my communication skill for school, family, and friends.

I want to learn different concepts that i could apply to my daily life.

I want to learn about human communication the most.

i want to learn the how to carry on a good conversation one on one with knowing what to say at the moment i should and think of how or what words iam using before i say anything.

I want to be a photographer

I like music

theater.

painting.

music.

to further my knowledge of speaking and writing english.

the right ways of talking and the right word to used.

Frist this class require for my AA ,second thing is I want to improve the way to talk at American culture .

I wish that I could use Hum 110, and Eng 145 to satisfy U.C.'s Humanities Core requirement. Ohter than that, I look forward to Leighton's American Authors. I think, however, that Dr. Windsor has made herself somewhat unaccessable--an unfortunate reality.

I want to learn more about American Cinematography.

I would like to better understand the writing process and be more productive in life through taking this course I feel I will be better prepared.

I want to learn more about communication and all the basic skills that will improve my communication skill.

better communication skills

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I would like to enhance my knowledge of art and cinema.

Gaining useful knowledge that will help me improve both intellectually and personally. In other words, I hope to become both a more well-rounded student and a better individual.

I want to learn how to become a good communicator, what do i need to have a good connection with family, relatives, friends, coworker.

I want to learn more about how to have good conection with the people in sociaty.

To understand in depth of human communication and behaviors.

Writting, reading and pronouciation,

Items that will help with my AA degree and satisfy my future degree.

How to communicate more effectively with my husband at home.

how to communicate and deal with people

I want to be better in interpersonal communication. I want to communicate better and understand an interpersonal conversation better.

I would most want to learn about becomming more effective and to have a greater awareness in communicating with others that I care about.

i current taking speech class.

I want have a speaking skill.

english class

communication skills and to help me be more confindence

I want to improve my english skill and get more knowlegdes in communitions and in new sociaty.

want to learn how to talk clearly in front lot of people

In my own words,i want to learn in the Humanities class I'm currently taking speech class.

I would like to learn group counseling stratgies.

no comment

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I did learn about differently spelled words, that sound alike, but mean different things.

I'm looking for general knowledge as it pertains to cinema. I am not a cinema major, so some background would be fun.

how to organization my thoughts as I write essays

Proper writing skills.

so I can learn to read and write and communicate using proper english

I just want to complete requirement.

Proper sentence structure and grammar.

I would like to be better at conversing with others

I want to learn how to communicate with my family and people in a better way.

Understand the communication of people.

to improve my communication skill,

better interpersonal communication

PSYCHOLOGY 100

How to be a better communicator and improve the ability to express myself

Da

my main concern is to improve my english communication and grammar in order for me to promote to a higher work level, to venture into a new field with confidence, and to transfer to Cal-State Long Beach to receive my Psychology degree.

I most want to learn to write well and improve my writing abilities.

I love my speech classes. Coast community district has the best teachers in Speech. I learned how to communicate, what to say and what not to say.

To improve my writing technique/skill

How to be a better writer

What I want to learn most in my English class is the appropriate ways to use grammar

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

and writing.

I want to learn reading, writing, and communication skills

I want to learn to communicate at an educated level.

I wanted to improve my vocabulary, reading, and writing

I want to enlarge my knowlege.

Writing essay

To improve my business communication. An to be able to clearly express my thoughts and ideas on paper.

proper english writing

I want to learn how to write in English

How to best apply what I am learning to daily usage.

How to write precise essays.

I want to better my English composition skills to use on a daily base.

History and English

Conveyance of my thoughts and feelings.

good commucations skills and good grammer

anything that facinates me.

I really want to learn grammars and essays form.

i want to learn how to write an good essays so that i can write better in my higher English classes

learn how to speak in public

Good communication skills

writing

Toimprove my knowledge of English skill

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

better my understanding of stuff

How to communicate well with others

To better communicate

Better communication skills for family

I want to learn to be an effective communicator--both listener and speaker.

To interact, understand, communicate, and learn about myself and others around me.

What I would most like to get out of my current Humanities class is, to better my writing skills to help me in future classes and challenges.

I want to improve my writing skills

I want to improve on my writing on mechanics and development.

I want to improve my writing skills.

I want to properly learn how to write essays in a well mannered format, to satisfy my general education requirements.

I want to improve my skills of writing.

I want to improve my basic reading and writing skills . I also want to earn the A.A.degree.

Acheiving an A.A degree is my goal that most I want to learn in the Humanities class.

I want learn to write better.

I wuold like to improve my ideas

write essay

English 100

Better writing skills

I want to learn how to express what I feel in writing. I can communicate better through speech than in writing. I would like my writing skills to improve.

I would like to improve my writing skill that I need to write more effeciency on my daily Job.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I want to improve my writing skills.

To higher my basic skills in english.

Writing and spelling better

I want to improve my writing

I want to improve my writing skill.

communication skill, writing skill, how to write a good essay

How to better communicate during my daily life. I would also like to learn communication skills that would let me communicate better as a manager.

I most want to learn english 100 currently im taking 099.

I love to see and watch how Hollywood gives birth over and over to the masses. Birth can mean language, clothing styles, social awakening, etc.

I would love to learn how to be a better writer & what it takes to bcome a better writer.

I wish to become a better writer which will help me to succeed in future college courses.

Understanding the different types of essay writing and their applicable formats is what I would like to learn

better writing technics.

I have two goals. First, I want to take twenty units worth of English courses so I can get an additional teaching credential. Since the "No Child Left Behind" law passed the requirements have changed, so I also want to prepare for the CSET in case the course work alone does not qualify me to teach English. I also want to improve my writing skills.

Better use of English language and learn how to write better papers.

Improve English skills

I am taking this class to complete my education requirements for transfer.

However, I am looking to better improve my writting skills.

The correct way to write essays

I would like to learn more about punctuation and how to use it correctly.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

Better writing skills.

I am not currently taking a humanities, but would like to learn more about basic art.

I would like to become a more confident writer.

How to generate and present thorough arguments.

I would like to have a better understanding in sentence structure as this is my weakest point.

Proper way to write college level essay papers.

I want to learn how to become a more effective writer. Proper structure, grammar, and punctuation are also important skills I hope to acquire by taking the English class.

I want to write essay.

Communication and writing is an extremely important tool utilized in my everyday work and lifestyle. I'd like to some day master my communication and writing skills.

How to communicate my ideas and thoughts more effectively.

I want to improve my English skills.

I am looking forward to improving my writing skills and increasing my knowledge in the communication field.

To think and write more logically and persuasively

I am currently enrolled in English 100. What I wish to gain from this particular class, would be improved writing technique and ability. I wish to work on understanding the English language more by reviewing proper format, techniques, and punctuation rules. Along with learning new ways to creatively brainstorm ideas for my essays.

To be a better writer and improve my critical thinking skills or thought process.

I would like to learn how to better communicate my opinions.

To become a better writer

I am in the STAR program primarily to better myself, and writing essays in my English class is helping me learn how to form ideas, organize them, and deliver them, taking into consideration who will be the recipient. English class has helped me in my job already. I

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

had an important idea to get across, and I put it in an e-mail to my boss. Remembering who the reader would be- I tailored my e-mail to make the point I was trying to get across easy for him to understand, and it worked great.

To expand my writing skills. To learn new techniques that will enable me to become a well-prepared teacher.

to improve my writing skills

Professional writing skills

About the history of cinema and the history of art.

I hope to learn how to prepare neat, professional documents effectively

MOVIE REVIEWS

I'd like to learn how to express myself in a more clear, lucid and coherent manner.

I would like to improve my writing skill and to fill in my requirement for my A.A. degree.

writing skills

To improving my English skills

i want to learn that how to write the essays, how to write the paragraphs. these are very important to learn.

How to write a well written essay

I want to improve my writing skills.

I want to learn to talk and write effectively

To able to write better and learn proper grammar usage.

The basics of writing a college level essay.

better english skills

I want to learn more on my english grammar.

I'd like to improve my English in writing

I want to further my skills that I will need later in my life, and satisfy the requirements that I need to graduate.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I want to develop my writing skills so that I can write my essay better.

I want to learn everything. NEver want to stop learning.

I would like to learn how to write english composition paper.

I want to continuous my education.

I hope to improve my knowledge.

I want to better understand the process of writing a good essay to better improve my proposed vocation upon graduation.

I want to improve my writing and reading skills.

I would like to become a better writer.

To figure out how people react to suggestions or other peoples tones.

In English I want to learn how to write a quality essay with no sentence grammar mistakes. I am not really sure what I most want to learn in Philosophy. I am just taking it one day at a time.

Improve my writing skills

How to properly use the english language in written form.

I want to learn enough so that when I am out in the real world, i am educated and sound and feel smart.

I want to learn to write better.

Fine tuning my writting skills: I'm not as bad as I thought, butI still have major room for improvement and I get good direct feedback.

Improve English skills

Improve on writing skills to allow me to continue on in my education.

to write well

Looking forward to viewing written materials more critically.

Interpersonal Communication

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I'm most interested in honing my writing and comprehension skills, with the intention of complementing my technical experience with non-technical (general business-related) knowledge.

English, more skills in the subject.

I wanna improve my ability of writing and speaking in English. I wanna write an essay easily in English which is not my mother language.

I would like to learn how to write a better, more structured paper.

Takeing these classes would help me to be better in understanding of the English language in speech, writing, and reading. I know I need more understanding in these subjects even though they are requirements.

The core facts.

I hope learn to broaden my mind. To escape from parochialism and thinking critical and profoundly.

I want to learn in the English102 is to improve my english skill, and also for my perosnal interest.

critical thinking, reasoning what i read and listen to. I try to learn to make good judgement and better understanding other ideas and opinions.

how to think critically

improved writing skills

To be a better writer

Writing and critical reasoning skills.

How to properly write a paper that stands up to other college papers. I want to know all the little things that most people dont know when it comes to writing.

How to become a better writer.

I would like to learn how to properly communicate in English Language.

I just want to pass since I know how to write.

How to improve my writing skills.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I want to become a better writer.

I'm currently in English 102 and learning how to write more efficiently. Use better English grammar and proper sentence punctuation and structure.

I want to better understand how cinema affects American culture. I also want to deepen my understanding of movies...how they are made, what really goes into making a film, and questions of that nature.

To use the English language properly and improve my writing skills

To be a better writer. Also, to communicate well through my writing.

I am taking an English course to improve and be an effective writer.

I want to improve my writing skills. I also need the class to get a degree.

new resources for research

Just how to better myself in the course.

I want to become a more efficient effective writer.

I enjoy reading and writing, and I know English will be essential in my career.

I WANT TO IMPROVE MY WRITING SKILLS AT THE COLLEGE LEVEL.

being that I am taking an English course in writing, I hope to learn the skills necessary to be able to write a paper

I would like to improve my English writing skill.

I truly enjoyed the four week Humanities class. I was one of the best experiences I had in class. The teacher was very informative.

To prepare me for my future career.

I'm currently going for my paralegal certificate.

Everything possible. Humanity study really interests me.

My desire is to become more efficient in doing research and to learn how to speak well in a public setting.

I want to be able to write perfect English so I can be understood.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

Overview of art as it relates to humanities.

Improve my writing skill

Making of films

I find this class really interesting - I'm learning a lot about cinema.

English: speech and written skills

I want to learn in-depth information about things I take for granted. Both Mass Communications and American Cinema, I never understood or even thought about the history and interworkings.

The meaning behind why some movies are the way that they are. Why they have effects on people?

I'm taking the Cinema class. I'm enjoying it quite a bit. The whole history of film is basically what I wanted to know. I didn't realize that we would be studying by genre, but that's o.k. It's very interesting to learn how society helped define what was popular or not.

I am taking the American Cinema course. I would like to learn more about how film relates to and reflects society.

American culture in film and how we got to where we as a nation got here.

To learn about the various arts.

I want to gain insight into the process of the American film studio system.

I want to gain a more sophisticated understanding of the arts.

i am interested in theatre. How movies were made. How we have evolved.

As a new student to Coastline (and returning to school after 10 years, since graduating), I've found the classes (mainly English 100) more as a refresher course to help me sharpen my writing skills. But basically, I'm taking this class to fulfill prerequisites for more advanced classes (either in the humanities or in the sciences). Humanities 130 is definitely not what I expected--the catalogue called it the History and Appreciation of Film (or something to that effect). It turns out to be the history of American cinema and its relevance to American history. It's fascinating and frustrating as the book spoils a great many films and, in my opinion, exaggerates the effects of cinema on American society. Not a bad course, just not what I initially signed up for.

Learning Goal: Comments

Humanities Student

Question: In your own words, what do you most want to learn in the Humanities class(es) you are currently taking?

I am interested in learning about the science of interpersonal communication.

Communication skills

Effective communication skills

To be a better communicator

Proper knowledge of speaking skills and writing

What I most want to learn from humanities is the overall experience. It is good to work with people.

Communication skills

Expectations: Count and Percent Humanities Student

	Count	Percent
To what extent does the content of your current course meet your expectations?	Respondents: 300	
The course is even better than I expected	119	39.67 %
The course is pretty much what I expected	167	55.67 %
The course is not what I expected	14	4.67 %
Total Responses	300	100 %

Expectations: Comments

Humanities Student

Question: If you indicated that the course is not what you expected, in what ways does the course not meet your expectations?

Just unknown

I learn English online course ,the lesson OK, but the speed of program run very slow.So I expected it more fast

The class was too easy. I personally needed something more challenging. The spelling could have explained more rules on how to spell better.

I thought the coursework would include review by an actual human. The courses 22-4 & 22-9 do not include any submital by me of my writing.

Did not have expectations!

With all due respect I fell for this once before and my instructor didn't take to kind to it. I want to make clear I do NOT assurt that Ms. Windsor falls into this catergy, but, ..."fool me twice"... I would like to answer this at the end of the semester.

Critique should be made in private. It should be an option to use Turnitin! I do not appreciate the fact that students are assumed to be cheaters!

I feel its not calrify enough.

I would like to see the English 102 class a bit more structured as far as exactly what assignments need to be done. I would like to be able to do some exercises from the book: Discovering Arguments: An Introduction to Critical Thinking and Writing with Readings, written by Dean Memering and William Palmer in class. I am still confused about what exactly I'm supposed to be doing! There should be some sort of manual or something that would explain exactly what the teacher wants.

not writing and not learning much

I really didn't know what to expect.

I expected Humanities 110 (Humanities through Art) to be more of an overview of different types of art and how to appreciate the different forms of art. Instead it's more of an art history class where you are required to remember specific dates, names, and periods. The class tries to cover way too much material instead of just giving a general overview.

well one of my classes turned out to be a ESL class and I feel very out of place and even had some problems with others in class being very very rude

Preferences/Gen. Satisfaction: Count/Percent

Humanities Student

	Count	Percent
Are you enrolled in Coastline's accelerated STAR (Strategic Technology-Assisted Rapid) Program?	Respondents: 300	
Yes	37	12.33 %
No	263	87.67 %
Total Responses	300	100 %

	Count	Percent
At which location does your current Humanities class meet or in which delivery mode are you taking your current Humanities class(es)? (Mark all that apply.)	Respondents: 300	
Coastline College Center (Fountain Valley)	20	6.67 %
Coastline Costa Mesa Center	69	23.00 %
Coastline Garden Grove Center	144	48.00 %
STAR Program (on site and online)	21	7.00 %
Telecourse or cable	18	6.00 %
WWW (Online class)	87	29.00 %
Other	5	1.67 %
Total Responses	364	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Costa Mesa	Respondents: 218	
Preferred	69	31.65 %
OK	50	22.94 %
Not preferred	59	27.06 %
Don't know or n/a	40	18.35 %
Total Responses	218	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Fountain Valley	Respondents: 224	
Preferred	75	33.48 %
OK	69	30.80 %
Not preferred	45	20.09 %
Don't know or n/a	35	15.63 %
Total Responses	224	100 %

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Garden Grove	Respondents: 245	
Preferred	113	46.12 %
OK	64	26.12 %
Not preferred	44	17.96 %
Don't know or n/a	24	9.80 %
Total Responses	245	100 %

Preferences/Gen. Satisfaction: Count/Percent Humanities Student

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Westminster		
Respondents: 223		
Preferred	75	33.63 %
OK	64	28.70 %
Not preferred	46	20.63 %
Don't know or n/a	38	17.04 %
Total Responses	223	100 %

Table 1 Preferred Locations/Delivery Modes - WWW (Online)		
Respondents: 236		
Preferred	137	58.05 %
OK	56	23.73 %
Not preferred	26	11.02 %
Don't know or n/a	17	7.20 %
Total Responses	236	100 %

Table 1 Preferred Locations/Delivery Modes - Hybrid Class (half in classroom/half online)		
Respondents: 210		
Preferred	65	30.95 %
OK	53	25.24 %
Not preferred	51	24.29 %
Don't know or n/a	41	19.52 %
Total Responses	210	100 %

Table 1 Preferred Locations/Delivery Modes - Telecourse or Cable		
Respondents: 221		
Preferred	73	33.03 %
OK	61	27.60 %
Not preferred	53	23.98 %
Don't know or n/a	34	15.38 %
Total Responses	221	100 %

Table 2 Preferred Times/Days - Mornings		
Respondents: 84		
Monday	41	48.81 %
Tuesday	32	38.10 %
Wednesday	35	41.67 %
Thursday	37	44.05 %
Friday	28	33.33 %
Saturday	39	46.43 %
Total Responses	212	100 %

Preferences/Gen. Satisfaction: Count/Percent Humanities Student

Count Percent

Table 2 Preferred Times/Days - Afternoons

Respondents: 52

Monday	27	51.92 %
Tuesday	30	57.69 %
Wednesday	24	46.15 %
Thursday	30	57.69 %
Friday	17	32.69 %
Saturday	15	28.85 %

Total Responses 143 100 %

Table 2 Preferred Times/Days - Evenings

Respondents: 182

Monday	118	64.84 %
Tuesday	140	76.92 %
Wednesday	116	63.74 %
Thursday	140	76.92 %
Friday	69	37.91 %
Saturday	23	12.64 %

Total Responses 606 100 %

Table 2 Preferred Times/Days - All Day

Respondents: 36

Monday	13	36.11 %
Tuesday	16	44.44 %
Wednesday	11	30.56 %
Thursday	14	38.89 %
Friday	8	22.22 %
Saturday	17	47.22 %

Total Responses 79 100 %

Would you be interested in taking classes in the Weekend College Program, attending class Friday evening and all day Saturday for four weeks?

Respondents: 299

Definitely	40	13.38 %
Maybe	93	31.10 %
Probably not	79	26.42 %
Definitely not	70	23.41 %
Don't know	17	5.69 %

Total Responses 299 100 %

Preferences/Gen. Satisfaction: Count/Percent Humanities Student

	Count	Percent
Table 3 Preferred Scheduling Formats - 16-week courses		
	Respondents: 254	
Preferred	185	72.83 %
Acceptable	58	22.83 %
Not preferred	8	3.15 %
Don't know	3	1.18 %
Total Responses	254	100 %

Table 3 Preferred Scheduling Formats - 8-week courses		
	Respondents: 228	
Preferred	93	40.79 %
Acceptable	119	52.19 %
Not preferred	9	3.95 %
Don't know	7	3.07 %
Total Responses	228	100 %

Table 3 Preferred Scheduling Formats - 4-week Intersession in January		
	Respondents: 190	
Preferred	36	18.95 %
Acceptable	69	36.32 %
Not preferred	56	29.47 %
Don't know	29	15.26 %
Total Responses	190	100 %

Table 3 Preferred Scheduling Formats - 6-week Weekend College courses		
	Respondents: 187	
Preferred	17	9.09 %
Acceptable	58	31.02 %
Not preferred	79	42.25 %
Don't know	33	17.65 %
Total Responses	187	100 %

Table 3 Preferred Scheduling Formats - 5-week Weekend College courses		
	Respondents: 185	
Preferred	14	7.57 %
Acceptable	43	23.24 %
Not preferred	86	46.49 %
Don't know	42	22.70 %
Total Responses	185	100 %

Preferences/Gen. Satisfaction: Count/Percent

Humanities Student

	Count	Percent
Table 3 Preferred Scheduling Formats - 4-week Weekend College courses		
Respondents: 187		
Preferred	19	10.16 %
Acceptable	42	22.46 %
Not preferred	85	45.45 %
Don't know	41	21.93 %
Total Responses		187
		100 %

	Count	Percent
If you are interested in Weekend College, which of the following Humanities classes would you be most interested in taking in Weekend College?		
Respondents: 131		
None: Not interested in Weekend College	19	14.50 %
Remedial or basic skills course to improve your reading	6	4.58 %
Remedial or basic skills course to improve your writing	7	5.34 %
English 098AB Basic English Writing	6	4.58 %
English 099AB Fundamentals of Composition	6	4.58 %
English 100 Freshman Composition	29	22.14 %
English 102 Critical Reasoning	28	21.37 %
English 105 Business English	16	12.21 %
English 108 Library Resources and Research	3	2.29 %
English 135 Business Writing	20	15.27 %
English 140 Introduction to Literature	9	6.87 %
English 145 American Literature: Short Story	11	8.40 %
Humanities 100 Introduction to Humanities	18	13.74 %
Humanities 110 Humanities through the Arts	18	13.74 %
Humanities 114 Critical Studies in Humanities	8	6.11 %
Humanities 130 Cinema History and Appreciation	7	5.34 %
Philosophy 100 Introduction to Philosophy	25	19.08 %
Philosophy 115 Logic/Critical Thinking	28	21.37 %
Philosophy 120 Ethics	19	14.50 %
Speech 100 Interpersonal Communication	30	22.90 %
Speech 110 Public Speaking	41	31.30 %
Other	11	8.40 %
Total Responses		365
		100 %

	Count	Percent
Table 4 General Satisfaction - Quality of instruction		
Respondents: 299		
Very satisfied	202	67.56 %
Somewhat satisfied	82	27.42 %
Somewhat dissatisfied	6	2.01 %

Preferences/Gen. Satisfaction: Count/Percent

Humanities Student

	Count	Percent
Table 4 General Satisfaction - Quality of instruction		
	Respondents: 299	
Very dissatisfied	2	0.67 %
Don't know or N/A	7	2.34 %
Total Responses	299	100 %

Table 4 General Satisfaction - Feedback and guidance provided by the instructor		
	Respondents: 299	
Very satisfied	201	67.22 %
Somewhat satisfied	79	26.42 %
Somewhat dissatisfied	10	3.34 %
Very dissatisfied	2	0.67 %
Don't know or N/A	7	2.34 %
Total Responses	299	100 %

Table 4 General Satisfaction - Variety of classes		
	Respondents: 296	
Very satisfied	122	41.22 %
Somewhat satisfied	134	45.27 %
Somewhat dissatisfied	21	7.09 %
Very dissatisfied	4	1.35 %
Don't know or N/A	15	5.07 %
Total Responses	296	100 %

Table 4 General Satisfaction - Adequacy of Coastline's online library resources		
	Respondents: 296	
Very satisfied	114	38.51 %
Somewhat satisfied	99	33.45 %
Somewhat dissatisfied	12	4.05 %
Very dissatisfied	5	1.69 %
Don't know or N/A	66	22.30 %
Total Responses	296	100 %

Table 4 General Satisfaction - Adequacy of instructional facilities		
	Respondents: 298	
Very satisfied	127	42.62 %
Somewhat satisfied	103	34.56 %
Somewhat dissatisfied	10	3.36 %
Very dissatisfied	5	1.68 %
Don't know or N/A	53	17.79 %
Total Responses	298	100 %

Preferences/Gen. Satisfaction: Count/Percent Humanities Student

Count Percent

Table 4 General Satisfaction - Quality of specialized equipment Respondents: 298

Very satisfied	96	32.21 %
Somewhat satisfied	89	29.87 %
Somewhat dissatisfied	13	4.36 %
Very dissatisfied	3	1.01 %
Don't know or N/A	97	32.55 %

Total Responses 298 100 %

Table 4 General Satisfaction - Quality of general instructional equipment Respondents: 295

Very satisfied	106	35.93 %
Somewhat satisfied	100	33.90 %
Somewhat dissatisfied	10	3.39 %
Very dissatisfied	3	1.02 %
Don't know or N/A	76	25.76 %

Total Responses 295 100 %

Table 4 General Satisfaction - Staff support for the program and classes Respondents: 299

Very satisfied	160	53.51 %
Somewhat satisfied	83	27.76 %
Somewhat dissatisfied	11	3.68 %
Very dissatisfied	4	1.34 %
Don't know or N/A	41	13.71 %

Total Responses 299 100 %

Table 4 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students Respondents: 292

Very satisfied	119	40.75 %
Somewhat satisfied	84	28.77 %
Somewhat dissatisfied	6	2.05 %
Very dissatisfied	5	1.71 %
Don't know or N/A	78	26.71 %

Total Responses 292 100 %

Table 4 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.) Respondents: 296

Very satisfied	161	54.39 %
Somewhat satisfied	81	27.36 %

Preferences/Gen. Satisfaction: Count/Percent Humanities Student

Count Percent

Table 4 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.) Respondents: 296

Somewhat dissatisfied	11	3.72 %
Very dissatisfied	4	1.35 %
Don't know or N/A	39	13.18 %
Total Responses	296	100 %

Table 4 General Satisfaction - Overall quality of the program Respondents: 298

Very satisfied	170	57.05 %
Somewhat satisfied	101	33.89 %
Somewhat dissatisfied	12	4.03 %
Very dissatisfied	2	0.67 %
Don't know or N/A	13	4.36 %
Total Responses	298	100 %

Table 4 General Satisfaction - Your own success in the program Respondents: 297

Very satisfied	165	55.56 %
Somewhat satisfied	102	34.34 %
Somewhat dissatisfied	11	3.70 %
Don't know or N/A	19	6.40 %
Total Responses	297	100 %

General Satisfaction: Comments

Humanities Student

Question: If you said that you were "somewhat dissatisfied" or "very dissatisfied" with any of the items above, please tell us why you are dissatisfied.

Besides going to Coastline Community College, i'm currently attending another college. The reason i'm disappointed about Coastline is because of its facilities. In fact, Coastline doesn't have enough facility, equipment, and studying material for students. An example is about the Chemistry and Biology Department, you don't even have good lab. rooms for students.

variety of classes- some courses the college does not have so i should go to another school

Only on line!

I use an online communications class. The instructor doesn't communicate very well among students. Perhaps if the class had a forum for all classmates to join and interact then it would be much better for everyone.

The counseling office hours are not conducive to working adults and are not even flexible. I called to make an appointment and was told the last appointment was at 5pm and counselors don't meet students in the morning.

Only within the past two semesters have I been at all dissatisfied: the attitude of the Professors has changed since last Fall, or I have just had some great professors up until then. As I said Dr. Windsor seems distant, so did some others in the sciences (Mc Namara, believe it or not, Kurz.

Variety of classes - would like to see more variety of classes in Humanities as well as other instructional areas. I am primarily interested in on line classes and telecourses (that are available on DVD or video tape) due to the nature of my work and varied work schedule.

This semester I feel that my English 100 teacher is not readily available to talk to. She says she responds in 24 hours to emails yet I received an email answering my question 4 weeks later. All of my other instructors throughout these two years have always kept up with the communication.

I feel that the instructions for some of my classes can be taught better!

n/a

i dont have any prolem with all question above.

there is no communication with new students

The two current hummanties course I am taking are 22-4 & 22-9 and of course design

General Satisfaction: Comments

Humanities Student

Question: If you said that you were "somewhat dissatisfied" or "very dissatisfied" with any of the items above, please tell us why you are dissatisfied.

as self-paced but not yet has a teacher been in contact with me or do I even know who to contact for teacher help

I think I may have a learning disability as I am an older student and haven't practiced studying for a long time, and my memory isn't all that great.

I was not satisfied with the online library, it was very hard to move around in and I was unable to use it. I also e-mailed the librarian, but never received any reply.

The lack of study facilities for a full day at a time! No AM facilities! And when you did it was a different facility, not something you could do for the day.

Second no traditional anything. And there is the difficulty of browsing and of finding a variety of whatever that a librarian would be of help at.

in the fall of 2004 I had a research paper due and I was having problems getting the information.

NOTE: ALL THE TEACHERS THAT I HAVE HAD HAVE BEEN VERY DEDICATED AND DEVOTED TO THEIR STUDENTS.

English 99 was dissatisfied because the final exam changed me passed or not.

I have issues learning in a structured environment.

classes need to upgrade their video projector/ overhead viewers

I was satisfied not dissatisfied.

we need instructors provide more documentations.

Had a hard time using the online library

My instructor seems to

I work oddball shifts different from most people, making it hard to find classes that fit my schedule. Most two day a week classes have one day that I work.

I've been quite satisfied with your humanities program. I think you are doing an excellent job.

Because these statements are not apply for me.

I feel like I am below standard in some areas of English.

General Satisfaction: Comments

Humanities Student

Question: If you said that you were "somewhat dissatisfied" or "very dissatisfied" with any of the items above, please tell us why you are dissatisfied.

Some classes that are offered, are placed at locations that are too far to attend.

I couldn't find many of classes that I were looking for

I'm not sure, but probably because it's my first semester so I'm not really benefiting from those resources.

For those of us who work and cannot make it to our mid-term and final exams by 7:00 p.m. during the weekdays, it might be a good idea to extend the hours to reschedule for these exams to at least 8:00 p.m. in the evening or maybe a time on Saturday. I work in Los Angeles and I get off work at 5:30. I do not know how I am going to be able to make it to my exams by 7:00 p.m. The latest I can reschedule is also 7:00 p.m.

There is a limited number of English courses provided on line. I wish more were offered

THE CLASSROOMS AND EQUIPMENT SUCH AS OVERHEADS, CHALKBOARDS, ETC AT THE COSTA MESA CENTER AND DEFINITELY SUB-PAR.

The variety of the classes offered at Coastline are much more limited compared to other community colleges I've looked into. The hybrid classes don't give much direct instructor/student interaction. I guess this is just one of the quirks of the hybrid course. Not really the instructor's fault.

It is very difficult to get information from the staff members. They are little help in answer some difficult questions one might have and most often you would have to depend on your own to get answers and contacting the instructor.

I have never used a Coastline Library. I don't know if or where one is. I have never heard any of the staff recommend the library in any one of the classes that I have had.

Some courses at Coastline are not U.C. transferrable.

Missing class for work should not be a determining factor in grades. I must work and I am on call, I should not be forced to make a decision, grade vs promotion, employment vs unemployment.

They are not specific on what you're supposed to be learning in class.

The computer system, and the availability of the computer for required operations

I didn't think there was enough variety of 8 week classes offered for working adults.

General Satisfaction: Comments

Humanities Student

Question: If you said that you were "somewhat dissatisfied" or "very dissatisfied" with any of the items above, please tell us why you are dissatisfied.

too many classes are canceled

...

The classes in Coastline Community College are usually opened at night. It is good for people who work in the working day, but it's a little bit late for the full time students.

I would like to see a couple of weeks added to a semester. There doesn't seem to be enough time to read and learn within such a short amount of time.

I don't find cable classes very good either if a person cannot record a program nor uses the same cable provider.

Would like to see Coastline use DirecTV satellite besides Time Warner.

Coastline is very amicable environment with accessible staff members. My own complaint would be the impersonality that is always associated with online/telebroadcast courses.

Do not have enough supply for student to use. For example, student can not use the printer to print out class assignments unless student has to pay \$18 dollars fee. This fee is already included from student's tuition. Why school has to charge more? I think this is too much of the expenses for students.

because there needs to be a g.e. physical ed class i need to work out!also the financial aid department needs a lot of help!

have not learned much in this class and there have had several classes dropped up to the forth week for lack of students when there were at least 12, classes important to my moving forward. Also many of the important and required courses have fewer and fewer actual classes where there is a teacher and interaction. Art History, Philosophy, Math 100 for goodness sake, all the sciences. These classes should have classrooms and teachers.

STAR Program classroom has not changed in almost 5 years, with the exception of 2 bulletin boards EVERYTHING is the same. Costa Mesa campus needs remodeling, too cold in winter, too hot in summer.

There are just a few of the questions that I didnt know because it doesnt apply.

not dissatisfied

General Satisfaction: Comments

Humanities Student

Question: If you said that you were "somewhat dissatisfied" or "very dissatisfied" with any of the items above, please tell us why you are dissatisfied.

Coastline should provide online tutoring for English courses as comparable to Chaffey Community College.

when I have a problem, nobody knows what to do. I get transfered from one person to the next.

not applicable

The room we meet in looks very old and dosen't feel like a college campus. No A/C!!!
As to the varity of classes, I met with a counselor and was told to take classes in a certain order. When the time came to take the classes, one wasn't available. This has delayd my transferring to another school.

I wish they had more classes available for humanity studies at Garden Grove center.

The course uses 3 different sources of material for the class. It uses a textbook, a student guide, and video lessons. The problem is that the three sources of material don't reinforce each other, instead they all provide completely different information.
Assimilating all of this varied information is daunting at best. In other classes that I've taken the video lessons would re-iterate and re-inforce the subject matter in the textbook.

The program meets my expectations

I wish there were more electives.

Not alot of classes to choose from that I was instrested in.

I find the schedule is somewhat difficult to work around. There are [?] too rules. It's like grade school.

Distance Learning: Count/Percent Humanities Student

	Count	Percent
Table 5 Distance Learning Format - Overall, the caliber of my distance learning Humanities course at Coastline is equivalent to or better than the quality of my classroom-based courses.		
	Respondents: 94	
Strongly agree	37	39.36 %
Agree	43	45.74 %
Disagree	6	6.38 %
Strongly disagree	1	1.06 %
Don't know or N/A	7	7.45 %
Total Responses	94	100 %

Table 5 Distance Learning Format - The caliber of the distance learning Humanities courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.		
	Respondents: 94	
Strongly agree	35	37.23 %
Agree	40	42.55 %
Disagree	6	6.38 %
Don't know or N/A	13	13.83 %
Total Responses	94	100 %

Table 5 Distance Learning Format - I have as much or more interaction with the instructor in my distance learning Humanities courses as I do with instructors in classroom-based courses.		
	Respondents: 94	
Strongly agree	21	22.34 %
Agree	35	37.23 %
Disagree	20	21.28 %
Strongly disagree	11	11.70 %
Don't know or N/A	7	7.45 %
Total Responses	94	100 %

Table 5 Distance Learning Format - I have as much or more interaction with fellow students in my distance learning Humanities courses as I do with students in classroom-based courses.		
	Respondents: 93	
Strongly agree	11	11.83 %
Agree	34	36.56 %
Disagree	29	31.18 %
Strongly disagree	11	11.83 %
Don't know or N/A	8	8.60 %
Total Responses	93	100 %

Distance Learning: Count/Percent Humanities Student

	Count	Percent
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Table 5 Distance Learning Format - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Humanities class(es). Respondents: 93

Strongly agree	26	27.96 %
Agree	54	58.06 %
Disagree	7	7.53 %
Strongly disagree	6	6.45 %
Total Responses	93	100 %

Table 5 Distance Learning Format - The technology used to deliver my distance learning Humanities course(s) has been reliable. Respondents: 94

Strongly agree	52	55.32 %
Agree	35	37.23 %
Disagree	4	4.26 %
Strongly disagree	1	1.06 %
Don't know or N/A	2	2.13 %
Total Responses	94	100 %

Table 5 Distance Learning Format - The course Website for my distance learning class was easy to navigate. Respondents: 92

Strongly agree	53	57.61 %
Agree	35	38.04 %
Disagree	2	2.17 %
Strongly disagree	1	1.09 %
Don't know or N/A	1	1.09 %
Total Responses	92	100 %

Table 5 Distance Learning Format - I am satisfied with the tools available for tracking my own progress in my distance learning class. Respondents: 94

Strongly agree	53	56.38 %
Agree	35	37.23 %
Disagree	4	4.26 %
Strongly disagree	1	1.06 %
Don't know or N/A	1	1.06 %
Total Responses	94	100 %

Distance Learning: Comments

Humanities Student

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

There not enough interaction between student to student and teacher to student. Student and teacher might meet before a important paper is turn in. The distance learning address is too long. Some course have section number on them and some course don't. I think they all should have section number next to the course.

Spanish is best learned in a classroom environment. Nobody on the discussion boards wants to start study groups! They did in the sciences--Stats, Geo Lab, Geology etc. Some professors do not update the scores as often as I would like.

I don't think that I have as much interaction with my instructor in the distance learning than I would have in a traditional classroom setting. I don't think that this is a problem. I do have access to the instructor and can communicate via email or telephone at any time. Perhaps this question would be reworded to reflect instructor accessibility, which is wonderful.

instructor should monitor discussion forum and respond to student questions. there doesn't seem to be much guidance.

for some students who has jobs and others things beside to take of, they are really need distance learning programs. That can help them alot such as save them lots of time, beside they can do the work at home and study at the same time.

I feel that there is more teacher and student interaction in a traditional classroom setting. However, I prefer the on-line versions due to my schedule. I work graveyard shift, so I can do my work at any time of the night.

I would like to see quicker grading updates on-line. There are times that I am interested in my grade and I find that the grade are sometimes not updated for weeks at a time.

Word don't express my "strongly disagree" selection. Its just that the program is not what I expected by the course description.

I DO NOT HAVE MORE INTERACTION WITH THE INSTRUCTOR OR FELLOW CLASSMATES IN ONLINE CLASSES THAN I DO WITH IN CLASS. HOWEVER, I AM VERY PLEASE WITH THE CONTACT AND THE RESPONSE THAT I DO HAVE WITH MY ONLINE INSTRUCTOR(S).

I made the mistake of not taking classes at the school itself. Due to this mistake I have learned how visual and interactive I am.

As far as Humanties classes go there is not an online tool that would help us students talk to one another. The tools are very scarce and are not geared towards group

Distance Learning: Comments

Humanities Student

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

performance and aid. It would be nice to see a blackboard type system for humanities classes as well.

Because the class is distance learning, it is harder to interact with the teacher. It is also hard to interact with fellow classmates. I don't mind the interaction being low though. In an english class, it is ok with me that I don't really talk to many people.

I haven't had as much interaction to students because I have chosen to not use the message boards, which is okay to me.

I feel that there are too many places to look for information on what is to be done. I think that GoldenWest's online course program is a lot easier to understand and navigate.

My english teacher does not use the disscussion board. I feel that the use of the board is VERY useful and helpful. However, my teacher does not feel the same way.

I don't agree that Coastline's DL classes are better or equivalent to others. I am taking a DL class from Moody Bible Institute, and I really like thier quality better. The website for the course is very easy to navigate with a lot of good additional recourses for my class work.

In a traditional classroom the interaction is obviously more because of the setting. I am very happy with the amount of interaction available. I took 4 classes online last semester and each of the instructors was very available to respond to questions and concerns. This has been a very positive experience for me.

I dont interact with my fellow students in my online english class, however this does not bother me because i am not enrolled to make friends, i am enrolled to learn. so it is not a problem for me.

I have yet to have interaction with my fellow students.

There is little interaction with students.

For my English class, there is not much interaction between the student, but I don't consider it a disadvantage. I'm only answering the question that was asked. I really love the student-teacher relationships that are built through e-mail and on-site tests (mid-terms, finals). Student interaction in this english class might even be arbitrary. If I'm having difficulty selecting a topic, the teacher is more than available for assistance.

This course needs online tutoring for guidance on academic papers.

I believe it would be helpful to have the the first class introduction in a physical

Distance Learning: Comments

Humanities Student

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

classroom where students had a chance to meet the instructor and review the course and physically receive instruction.

Sometimes it takes a week for more for my scores to be posted online. When the class is only 8 weeks long this doesn't allow me to get a feel for how I'm doing.

Would like to see graded quizzes online sooner. In some classes it is taking 2 weeks for the grades to go up. That is my only complaint so far.

I believe that in taking a distance learning course, some students may be at a slight disadvantage by not interacting more with other students and/or the instructor. However, I think it can be an advantage to others that find new ways to research answers and other means of seeking knowledge, and seeking answers out on their own. I work part-time and suffer from chronic migraines 10-15 days a month, so classroom studies are quite difficult to handle due to my frequent absences. But with distance learning, I can study, read, and write at my own pace on my own time. If I run into a roadblock or have a question, I can post it on the message boards or write an email to the instructor. If I need a more immediate response, I can find more information online, through newsgroups, and the library.

In some online classes, there is not much communication between fellow students in the class.

STAR: Count/Percent

Humanities Student

Count Percent

Table 6 STAR Program - Overall, the caliber of my STAR courses at Coastline is equivalent to or better than the quality of my other Coastline courses. Respondents: 37

Strongly agree	20	54.05 %
Agree	14	37.84 %
Don't know or N/A	3	8.11 %
Total Responses 37 100 %		

Table 6 STAR Program - I have as much or more interaction with the instructor in my STAR courses as I do with instructors in regular classroom-based courses. Respondents: 37

Strongly agree	19	51.35 %
Agree	12	32.43 %
Disagree	2	5.41 %
Strongly disagree	1	2.70 %
Don't know or N/A	3	8.11 %
Total Responses 37 100 %		

Table 6 STAR Program - I have as much or more interaction with fellow students in my STAR courses as I do with students in regular classroom-based courses. Respondents: 37

Strongly agree	18	48.65 %
Agree	14	37.84 %
Disagree	1	2.70 %
Strongly disagree	1	2.70 %
Don't know or N/A	3	8.11 %
Total Responses 37 100 %		

Table 6 STAR Program - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my STAR class(es). Respondents: 37

Strongly agree	21	56.76 %
Agree	13	35.14 %
Disagree	2	5.41 %
Strongly disagree	1	2.70 %
Total Responses 37 100 %		

STAR: Count/Percent Humanities Student

Count Percent

Table 6 STAR Program - The technology used to deliver the distance learning component of my STAR course(s) has been reliable. Respondents: 37

Strongly agree	20	54.05 %
Agree	15	40.54 %
Disagree	2	5.41 %
Total Responses	37	100 %

Table 6 STAR Program - The course Websites for my STAR classes were easy to navigate. Respondents: 36

Strongly agree	18	50.00 %
Agree	18	50.00 %
Total Responses	36	100 %

Table 6 STAR Program - I am satisfied with the tools available for tracking my own progress in my STAR classes. Respondents: 37

Strongly agree	20	54.05 %
Agree	15	40.54 %
Disagree	2	5.41 %
Total Responses	37	100 %

Table 6 STAR Program - I am satisfied with the STAR format that includes one-third of the course time in the classroom and two-thirds of course work and discussion online. Respondents: 37

Strongly agree	21	56.76 %
Agree	15	40.54 %
Strongly disagree	1	2.70 %
Total Responses	37	100 %

Table 6 STAR Program - I am satisfied with the accelerated pace that allows three to five classes to be completed every eight weeks. Respondents: 37

Strongly agree	24	64.86 %
Agree	13	35.14 %
Total Responses	37	100 %

STAR: Comments

Humanities Student

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about the STAR Program, please explain your concerns.

i dont have problem with all question above.

The website seems very "buggy". Some information in one part of the site contradicts information on the other part of the site.

The reason why I strongly disagree is because the classes are smaller in STARS and I have gotten more interaction with other students then I did in any of the other classes. I am also taking a lab that I wish that the class could meet because I feel lost. I thought it was just me but I have gotten the same reaction from other students.

Grades are not provided in a consistent current time frame with each instructor/class and/or very little feedback on work that is submitted (such as papers).

Do not disagree - happy with the program

most of the classes are onl,ine so i spend less time with my insrtuctors.

Demographics: Count/Percent

Humanities Student

	Count	Percent
Age	Respondents: 299	
Under 18	4	1.34 %
18-30	170	56.86 %
31-45	93	31.10 %
46-60	27	9.03 %
61 or older	5	1.67 %
Total Responses	299	100 %
Gender	Respondents: 298	
Male	130	43.62 %
Female	168	56.38 %
Total Responses	298	100 %
Ethnicity	Respondents: 297	
American Indian/Native Alaskan	8	2.69 %
White	91	30.64 %
Black	10	3.37 %
Hispanic	44	14.81 %
Vietnamese	95	31.99 %
Other Asian	18	6.06 %
Decline to State	12	4.04 %
Other	19	6.40 %
Total Responses	297	100 %
Primary Language	Respondents: 296	
English	198	66.89 %
Spanish	8	2.70 %
Vietnamese	75	25.34 %
Other	15	5.07 %
Total Responses	296	100 %
Are you active duty military?	Respondents: 291	
Yes	8	2.75 %
No	283	97.25 %
Total Responses	291	100 %
What is your highest level of education?	Respondents: 298	
Less than high school completion	11	3.69 %
High school diploma	208	69.80 %
Associate in Arts degree	53	17.79 %

Demographics: Count/Percent

Humanities Student

	Count	Percent
What is your highest level of education?	Respondents: 298	
Bachelor's degree	25	8.39 %
Master's degree	1	0.34 %
Total Responses	298	100 %

	Count	Percent
What is your current employment status?	Respondents: 300	
Not working	58	19.33 %
Working as a volunteer (non-paid position)	7	2.33 %
Working 20 hours or less per week	52	17.33 %
Working between 21-30 hours per week	36	12.00 %
Working full-time	147	49.00 %
Total Responses	300	100 %

	Count	Percent
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 281	
Golden West College	59	21.00 %
Irvine Valley College	1	0.36 %
Orange Coast College	37	13.17 %
Saddleback College	2	0.71 %
Santa Ana College	17	6.05 %
Santiago Canyon College	2	0.71 %
Other community college	17	6.05 %
A four-year college or university	26	9.25 %
No: Enrolled only at Coastline	142	50.53 %
Total Responses	303	100 %

	Count	Percent
Approximately how many times have you used the Coastline Virtual Library in the past year?	Respondents: 300	
Never	174	58.00 %
Once or twice a semester	88	29.33 %
Once or twice a month	21	7.00 %
Once or twice a week	15	5.00 %
Almost every day	2	0.67 %
Total Responses	300	100 %

	Count	Percent
Have you ever used Coastline tutoring services for a communications, English, humanities, philosophy, or speech class at Coastline?	Respondents: 300	
Yes	36	12.00 %

Demographics: Count/Percent

Humanities Student

	Count	Percent
Have you ever used Coastline tutoring services for a communications, English, humanities, philosophy, or speech class at Coastline?		
Respondents: 300		
No	264	88.00 %
Total Responses	300	100 %

If you have never used Coastline tutoring services for a communications, English, humanities, philosophy, or speech class, please tell us why. (Mark all that apply.)

Respondents: 247

If you have used tutoring services, please skip to the next page.

Don't need tutoring	122	49.39 %
Hours not convenient	33	13.36 %
Location not convenient	31	12.55 %
Online or phone tutoring not available	13	5.26 %
Didn't know tutoring was available	64	25.91 %
Other	19	7.69 %
Total Responses	282	100 %

If you have used Coastline tutoring services for a communications, English, humanities, philosophy, or speech class, how satisfied were you with the tutoring services that you received?

Respondents: 34

If you have not used tutoring services, please skip to the...

Very satisfied	23	67.65 %
Somewhat satisfied	10	29.41 %
Somewhat dissatisfied	1	2.94 %
Total Responses	34	100 %

Tutoring: Comments

Humanities Student

Question: If you indicated that you were "Somewhat dissatisfied" or "Very dissatisfied" with your tutoring experience, please explain your concerns.

It didn't help me out at all so i have to ask for help from OCC or GWC.

Computer Use/Info Commons: Count/Percent Humanities Student

Count Percent

At which locations do you most frequently use a computer? (Mark all that apply.) Respondents: 300

I never or almost never use a computer	2	0.67 %
Home	270	90.00 %
Work	134	44.67 %
Coastline Garden Grove Center Information Commons	20	6.67 %
Library	41	13.67 %
Other	16	5.33 %
Total Responses		483 100 %

The Information Commons at Coastline's Garden Grove Center is open Monday through Friday from 12 noon until 9 p.m. What additional times, if any, would you like the commons to be open? Respondents: 280

Weekday mornings	33	11.79 %
Saturday mornings	59	21.07 %
Saturday afternoons	31	11.07 %
Sunday mornings	9	3.21 %
Sunday afternoons	15	5.36 %
Don't care; I wouldn't use the Info Commons	106	37.86 %
Other	27	9.64 %
Total Responses		280 100 %

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

No

Speech 110

N/A

no

Reading comprehension

good

english104

no

Nope.

no

NO.

English 110

no,there are not

no

U.C. approved Humanities Core.

don't know

A&P

no

I would like to know that coast line does it have any free communication ?

No

math problems solving, physic problem solving, chemistry problem solving

Communications classes that would meet Speech Pathlogy requirements.I would also like to see more Speech classes on online since being a single parent it is difficult to me in class.

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

I would like Speech 100 offered as a Distance Learning course. It is the only course that I cannot take at home. With 4 children it makes it difficult for me to find someone to take care of them to finish up my courses.

no

no, these classes are fine for me!

I would like to see Eng. 101 offered at coastline

Psychology, sociology, anthropology, speech 170, ethnic classes

n/a

that's good enough

Most of them are offered already.

No

Resume Writing, Cover Letter Writing, Personal Statement Writing, and Scholarship Applications Writing. Thks

I think it would take some time to take and complete the ones you already have, and I can't think of anymore at this time.

I need English 102 or 103 and Speech 100 or 110 to complete my home campus' (Southern Illinois University) requirements.

I don't know

criminal justice

NO

no

I CAN NOT THINK OF OTHER COURSES/CLASSES.

no

No

Sex Education How to?

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

pronuntiation

English098

music piano

english 100

anything

no

english

No, not for my needs or requirements

How to make a good first and lasting impression

No, I think you have a fair amount of variety.

no

no

No

Philosophy 115: Logic/Critical Thinking

English 100: Freshman Composition

speech 110

No

English 100

I don't have idea now.

no

poetry class

no those are enough i believe

Early childhood education.

www.web courses in Speech 100 and English 102

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

no

more transferable english courses online

CREATIVE WRITING

No.

No, there are no other classes that I would like Coastline to offer.

No.

Coastline has covered all of my needs in this area

No

None that I am aware of at this time.

I am not sure what more is available. That seems like an extensive list.

Not at the moment

This is a good variety, I can't think of any other courses I might be interested in taking.

no

No

No

I don't know of any.

n/a

"World Religions"

no

No.

Don't know

leadership

creative writing

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

No

no

None

No

An online speech class for distance learners.

I am happy with the variety

Nope you have it covered

No, I think that there is already a wide variety of classes.

Screenplay or creative story writing.

So far, my needs in this department have been met for university transfer - no additional classes required or requested.

nope im almost done here

English 140 and 145!!! I love literature; unfortunately, Coastline does not offer it.

English for pronunciation

no

Satisfied with choices provided, have not needed a course that is not offered.

Not really

I can not think of additional classes I would like to take

NA

no

Not to my knowledge.

British Literature

No

No

Other Courses: Comments

Humanities Student

Question: Are there other courses in Communications, English, Humanities, or Speech that you would like Coastline to offer?

A Speech classe online would serve as a vital tool for me.

no

no

NO

no

I don't think so.

Humanities: World Religion

none

No.

No, this is my last class needed for my bachelor's degree through CSUS.

No.

No, this list is comprehensive.

Speech Electives/Library Resources: Count/Percent Humanities Student

	Count	Percent
Table 7 Likelihood of Taking Speech Electives - Small Group Dynamics		
Respondents: 268		
Very likely	79	29.48 %
Likely	97	36.19 %
Unlikely	28	10.45 %
Very unlikely	22	8.21 %
Don't know or n/a	42	15.67 %
Total Responses	268	100 %

Table 7 Likelihood of Taking Speech Electives - Intercultural Communication		
Respondents: 270		
Very likely	80	29.63 %
Likely	99	36.67 %
Unlikely	25	9.26 %
Very unlikely	24	8.89 %
Don't know or n/a	42	15.56 %
Total Responses	270	100 %

Table 7 Likelihood of Taking Speech Electives - Argumentation and Debate		
Respondents: 272		
Very likely	75	27.57 %
Likely	87	31.99 %
Unlikely	43	15.81 %
Very unlikely	26	9.56 %
Don't know or n/a	41	15.07 %
Total Responses	272	100 %

Table 7 Likelihood of Taking Speech Electives - Oral Interpretation of Literature		
Respondents: 258		
Very likely	49	18.99 %
Likely	90	34.88 %
Unlikely	45	17.44 %
Very unlikely	33	12.79 %
Don't know or n/a	41	15.89 %
Total Responses	258	100 %

Would you be interested in taking a speech course that would help students improve their pronunciation and general speaking ability?		
Respondents: 297		
Yes, if it is a transferable course	113	38.05 %
Yes, even if it is not a transferable course	56	18.86 %

Speech Electives/Library Resources: Count/Percent Humanities Student

	Count	Percent
Would you be interested in taking a speech course that would help students improve their pronunciation and general speaking ability?	Respondents: 297	
No	87	29.29 %
Maybe	41	13.80 %
Total Responses	297	100 %

English 108: Library Resources and Research, a one-unit course, is now being taught as a companion course with Speech 110: Public Speaking. Would you be interested in taking this course in addition to Speech 110?	Respondents: 296	
Very interested	42	14.19 %
Somewhat interested	71	23.99 %
Not interested	104	35.14 %
Don't know or n/a	79	26.69 %
Total Responses	296	100 %

Library Resources and General Comments

Humanities Student

Question: If you would be interested in taking English 108: Library Resources and Research in conjunction with a course other than Speech 110, please list the course(s) or subject areas with which you would most like to see English 108 combined.

English100

speaking and writing

have already taken a speech class, am not interested.

Don't Know

I have already taken Dr.Harwood's Spch 110, and he was nice enough to take us to meet with Cheryl Stewart at H.B. library to learn about research methods--that was Fall 2003.

none

sociology

No

no

Would only be interested in taking it if it transferred to SIU as part of Speech requirement.

I ALREADY TOOK LIBRARY RESOURCES AND RESEARCH AT GOLDEN COAST COLLEGE

Westminster

?

English 100

?

english 100

anything

no

speech 110, speech 100, all humanities classes, i feel that eng 108 is a very knowledgeable class that needs to be put in front of the students more.

none

not interested

Library Resources and General Comments

Humanities Student

Question: If you would be interested in taking English 108: Library Resources and Research in conjunction with a course other than Speech 110, please list the course(s) or subject areas with which you would most like to see English 108 combined.

DOESN'T AFFECT ME

It sounds like it could go along with any course.

None

N/A

english 100

English 100

no,

All English classes. It would be very helpful.

English 100 or 102

writing

English 108 seems to really complement Michelle Wild's class in the STAR program (Business Computing) - Sorry, I don't remember the class ID.

cant think of any

English 100, 102

not sure

currently enrolled in both courses

I am currently taking English 108

English 100

Not applicable.

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

No

No

no, I am very satisfied.

no

no

none

There should be more transferrable classes joined with Humanities. For an example; Dictation, and so on that is not offered here but offered at Golden West.

Make the online course more interactive.

No comments.

no

no I do not

no

No

I would mandate two reviews for each major test, so that people who are busy could make it to at least one of them--you know, the professors practically tell the students question by question what's going to be on each test: missing a review--through no fault of the student-- puts him or her at an unfair disadvantage.

Everything is wonderful.

No comment

I have taken many long distance courses and have enjoyed yours the most.

no

no

Offer Speech 100 online or as a telecourse.

nope

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

no, not really. I think that overall the instructors are good and get you through to the next level of education!

This is the start of my first semester here at coastline, but so far so good.

yes, I would like to have more options in taking classes for my GE. I hope Coastline College will consider my suggested classes

I think the humanities program is perfect right now.

no. i dont

The programme should be faster than this and should have more attraction.

No

Bring the Humanities to all Web coursework

none

Not at this time.

I love Coastline!

no

NO

no

THANK YOU FOR TAKING THE TIME AND FOR THE EFFORTS IN IMPROVING AND MAKING THINGS EASIER FOR THE STUDENT. I REALLY APPRECIATE THE GESTURE(S).

Give me my diploma or give me death

no

Less clothes in the classroom.

?

no

not

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

MOre availability.

nope

i think everything right now is good enough

That is going on the best.

no

No, as far as I can tell you are doing a great job. Every class I have looked for I have been able to locate.

no

No

No

No

No I don't have any comment.

none

i would like CCC to have more courses like OCC

Not at all.

Thank you for listening.

i think that this school is great.

no

Kenneth R. VanHooser

Section 9743

English 102

I THINK THAT IF MORE ONLINE GRAMMAR EXERCISES WERE INCLUDED IN THE ENGLISH COURSEWORK, WE WOULD BE GETTING A BETTER BACKGROUND ASIDE FROM JUST WRITING TECHNIQUES. BASICS ARE IMPORTANT TOO.

Yes, we need a blackboard type system where students and teachers alike can interact and track progress.

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

None at this time

No, thank you.

No I think that the programs meets all of my needs.

Thank you

I do not have any additional comments or suggestions.

Not at this time.

No, so far you're doing a good job.

I would like additional internet courses added to the list.

no

I like that you are continuing to find new ways to help people like me who have hectic schedules and family, but are looking to fit an education in anyway they can. Thank you for all of your help, keep up the good work- many people I'm sure would say the same, you have given us "opportunity."

No.

Please look into using GoldenWest's online module.

No

I can't think of any right now. I am pretty happy with the way things have been going so far.

my only suggestion would be that the teachers should have the discussion board available, even if it's not required, the students SHOULD have the opportunity to meet and talk with fellow classmates, especially if the classes are strictly online.

No

Improved response from professors to e-mails.

I hope I didn't just hang my self! So far I have had a very pleasurable experience with this college and I recommend it to the people that ask me where I go to school.

None

I enjoyed what classes I have taken.

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

N/A

The Costa Mesa classrooms need some renovation.

No

I live north in Fresno and was surfing the net and came across CCC distance learning. It has been a godsend! My overall experience has been very positive and I have recommended CCC to other students in my BS program through National University as a great place to complete your GE's.

Would like a satellite center in south Orange County. El Toro or Lake Forest area.

Perhaps additional non-STAR humanities classes at the Costa Mesa facility.

your doing fine there kiddo

It is the first time I have ever taken class in Costline College, so mostly I don't have many suggestion. But I think the program is very good.

Thank you for a great experience.

more actual classes

It is a good program and I am happy to have been able to take some of the transfer courses.

None at the moment

Like it the way it is

No.

I think the on-line classes are great and i'm really looking forward to the completion of my A.A. degree through Coastline

I am very satisfied!

No

The only suggestion that comes to mind would be to implement program where students from distance learning courses could receive tutoring on academic papers

This is my very first online course. It is challenging to navigate at the start and then difficult to maintain self discipline. For me an initial physical class, as well as a midterm

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

and final would help to establish a timeline discipline... or maybe it just takes a few on line classes to get "it".

none

no

NO

From my experiences so far, I am completely satisfied with the Humanities Program at Coastline

This is my third semester at Coastline and I really enjoy the school.

Make more humanitie courses available at more coasline locations.

none

I feel that the Humanities Program is doing a great job for myself and many students at Coatline.

No. Everything is perfect.

It is good to me. I like the way everything is set up and the options I have.

Not right now, I'm pretty happy with what I've taken so far.

I would like to see more response from the online instructor in the discussion group bulletin board.

The courses should not be hard to acquire the points to pass the classes. For example 100 pts for mid-term exam and 100 pts for final exam. 50 pts for all papers including quizzes. More points should be given for the completion of textbook assignments, papers and on-line quizzes. The way it is currently set up. If you fail either mid term or final, you fail the class and that should not be the case.

No.

A couple of times, answers to questions were not from the new text, but from an old edition. This was somewhat frustrating.

I've noticed, although it's not too bad of a problem, that each of the classes I'm taking have errors in the assignment schedules and syllabi online. Problems range from wrong dates for tests and due dates, to the classroom numbers at the exam locations. I've had

Library Resources and General Comments

Humanities Student

Question: Do you have any comments or suggestions for improving the Humanities Program at Coastline?

all the important dates cleared up for me, but the websites still seem to have these errors and a few spelling errors as well.

Coastline Community College Humanities Program Review

April 2005

Review Team

Marilyn Fry, Department Chair
Shanon Christiansen, Ph.D., Dean of Instruction
Professor Robert Covert, Ph.D.
Professor Glenn Harwood, Ph.D.
Professor Ken Leighton
Professor Catherine T. Palmer
Professor Toni Shuit, Ph.D.
Librarian Cheryl Stewart
Professor Esther Terry Strauss-Thacker

Executive Summary

The Coastline Humanities Program is very healthy

- FTES generation has grown each year since 2001 for local and distant students
- Enrollments in contract education have increased significantly
- A greater number of incarcerated students are being served through telecourses

The Humanities Program has a stable, experienced cadre of faculty

- 5 faculty have Ph.D.s; 1 has an Ed.D.
- 4 full-time faculty are associated with the program
- 20 part-time faculty, most of whom teach full part-time load of 9 LHEs

The major change in the program has been the shift from classroom-based courses to distance learning courses.

- Humanities, Communications and Philosophy are almost entirely taught through telecourse, cable course, online (WWW)
- English now teaches over half of its course offerings online
- A CD-ROM Communications course and three online Literature classes are currently in development.

Another change is that the program has added one study abroad course, Humanities 114 (Critical Studies in Humanities), that is taught each spring and each summer.

In addition, English 180 (Shakespeare) is currently being revised by instructor Linda Carpenter to be a study abroad course.

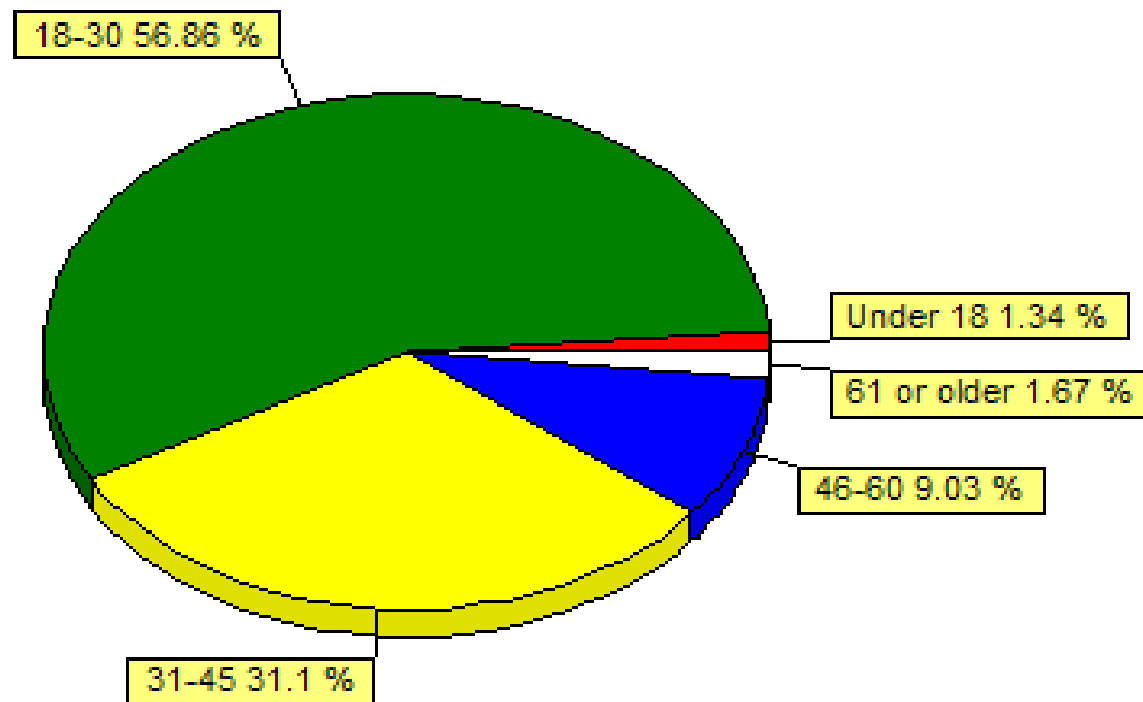


It is interesting to note that students enrolled in the Humanities Program differ somewhat from the students in the college as a whole:

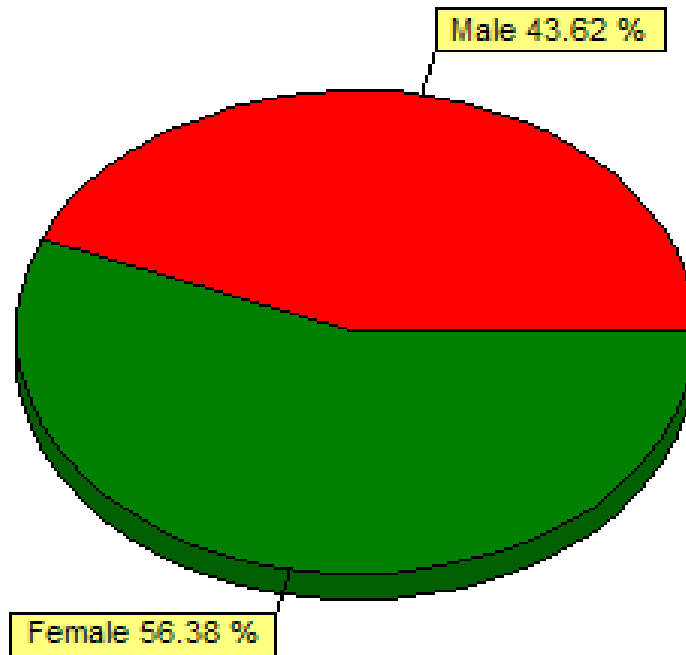
	Coastline	Humanities Program
White	43%	30.64%
Vietnamese	25%	31.99%
Other Asian		6.06%
Hispanic	11%	14.81%
Black	4%	3.37%

Student Elements

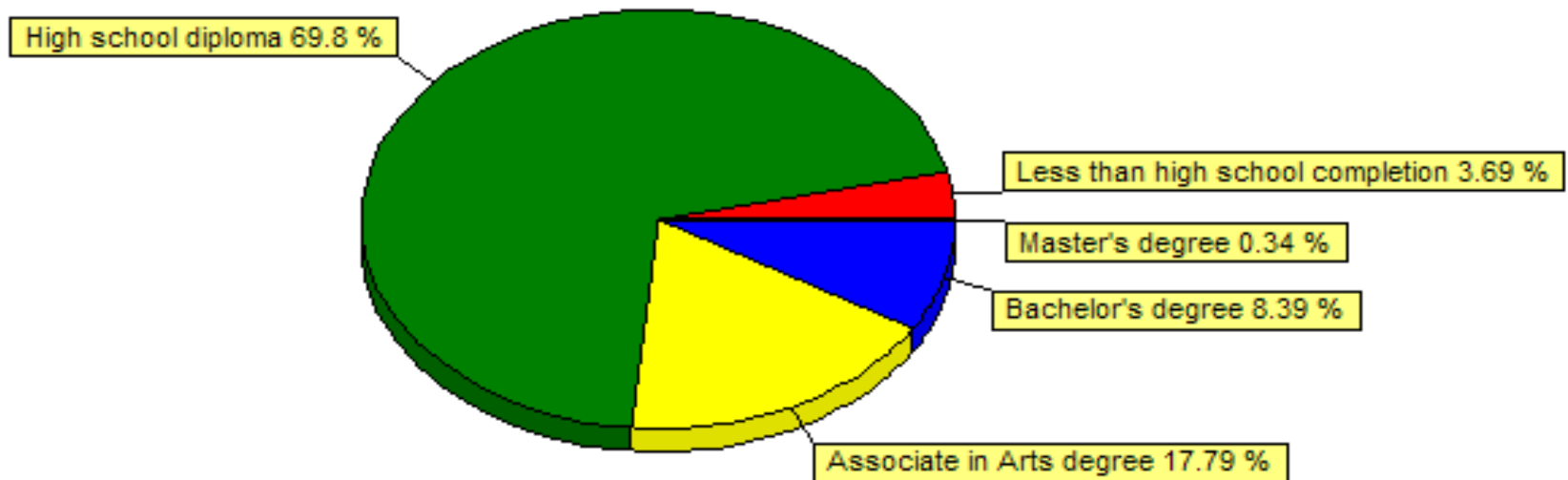
Based on student responses to the Program Review survey, almost 88% of the students taking courses in the Humanities Program are between 18 and 45 years of age. The majority of students (56.86%) are between 18–30.



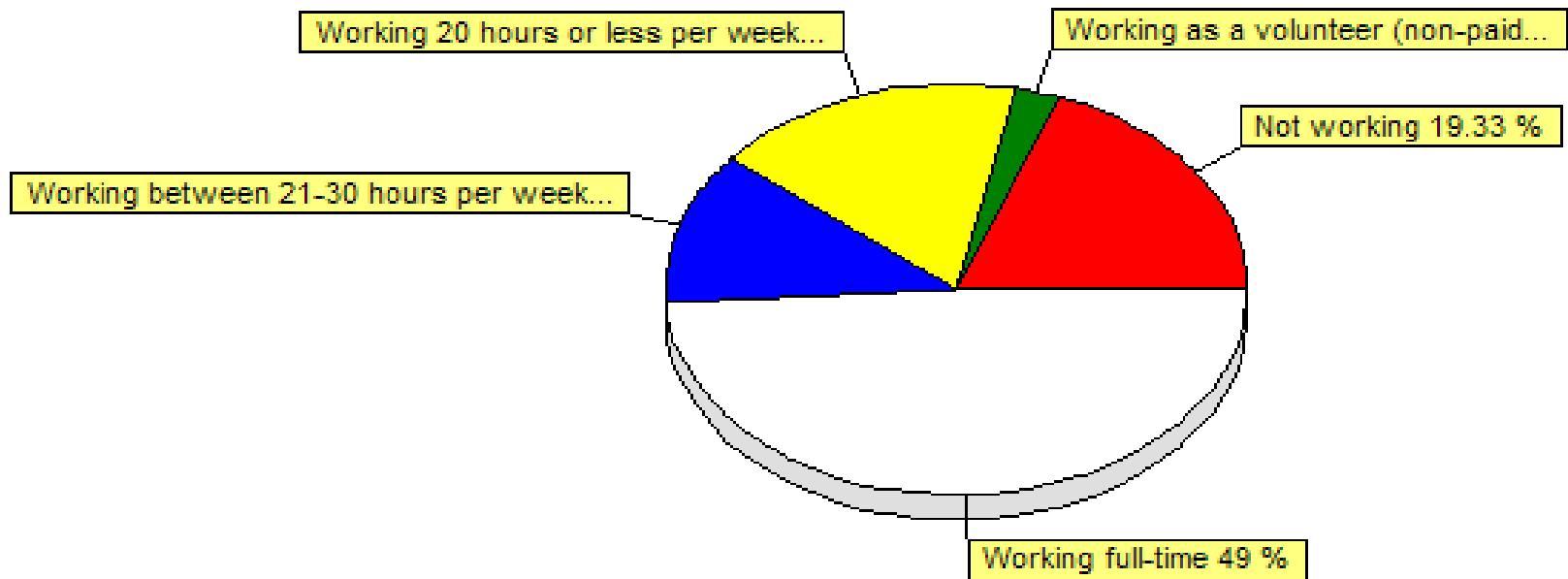
Women outnumber men in Humanities courses, 56.38% to 43.62%.



The majority of students (69.8%) enrolled in Humanities courses indicated that a high school diploma is the highest degree they hold. Almost 18% have an associate's degree, and just over 8.5% have a bachelor's or graduate degree.

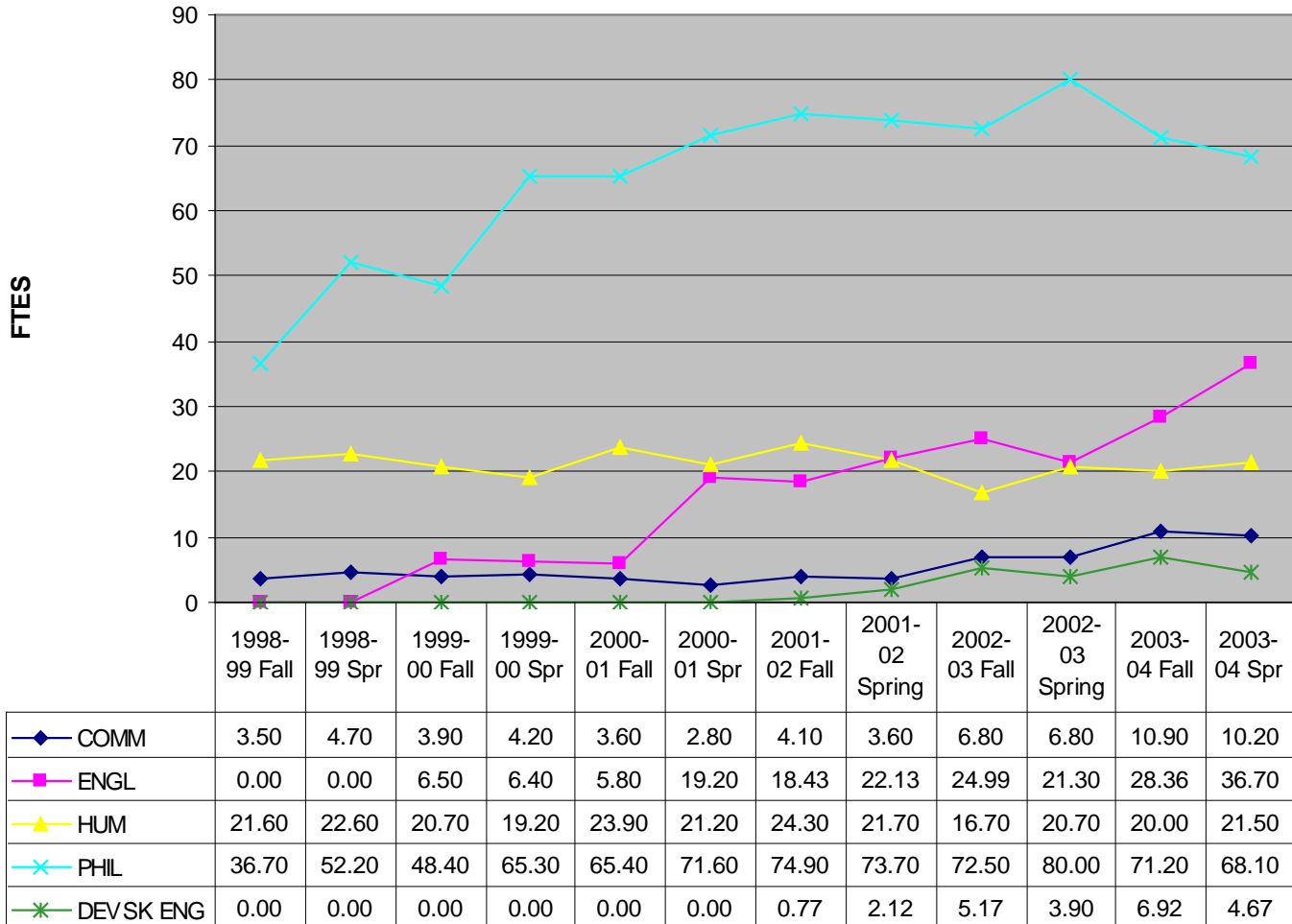


More than three quarters of the Humanities students are working part or full time. Only 19.33% are not working outside the home.

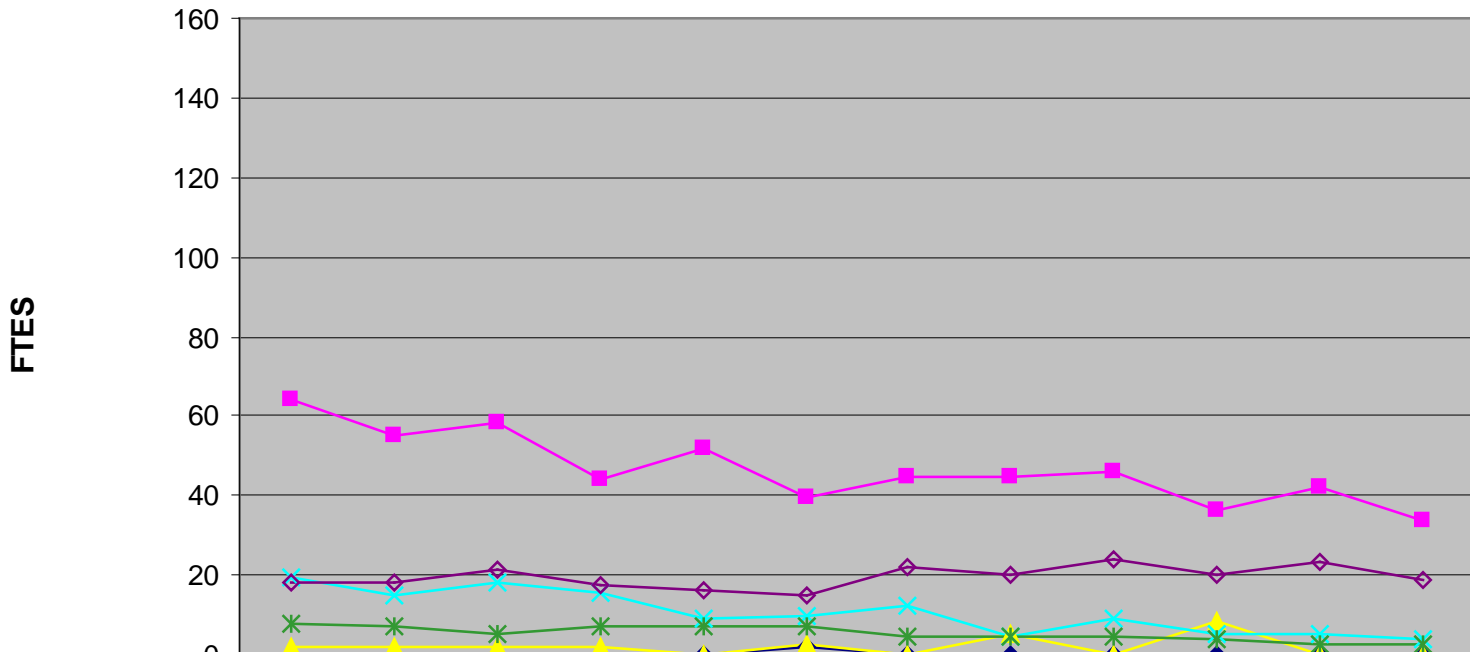


1. Need

Humanities Distance Learning FTES by Department

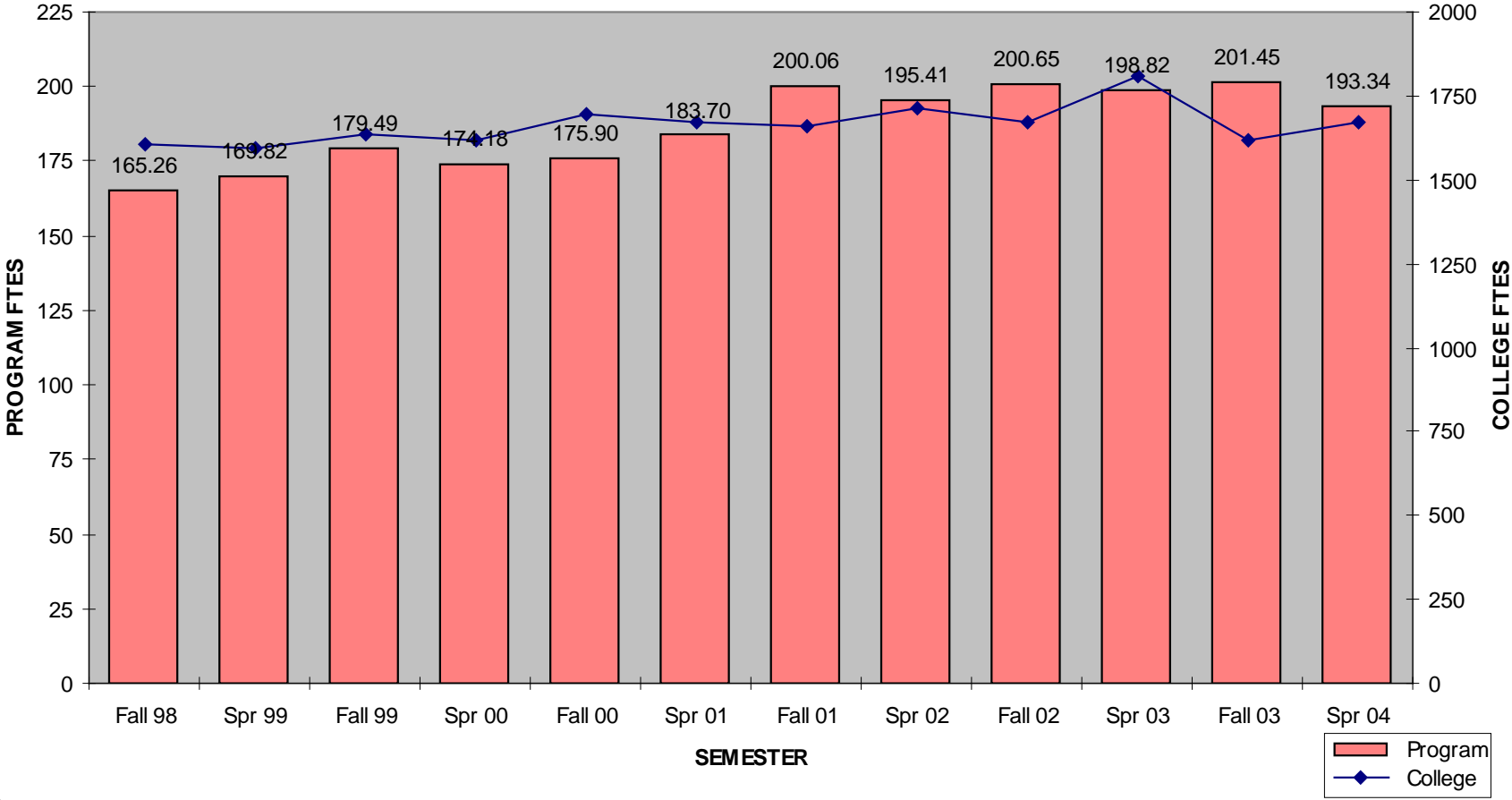


Humanities Site-Based FTES by Department

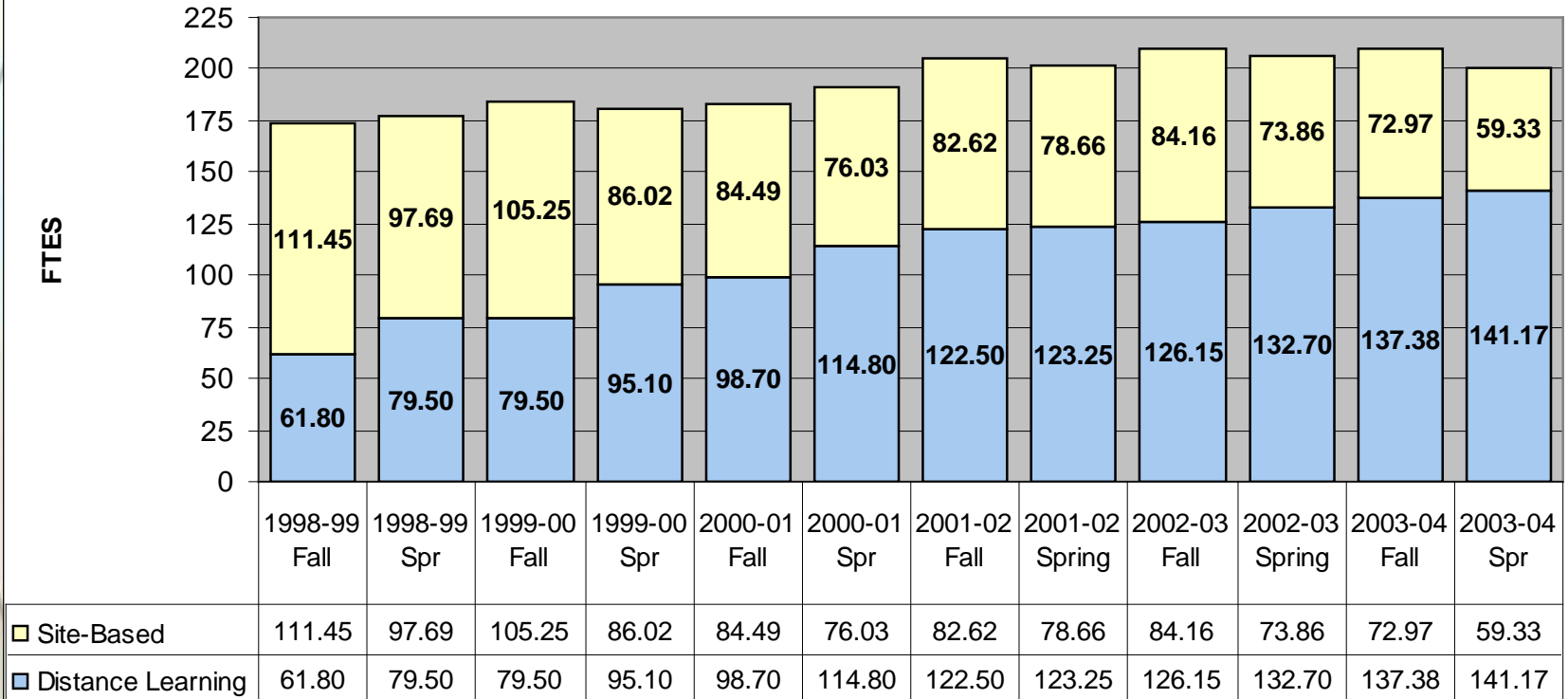


◆ COMM	0.00	0.00	0.00	0.00	0.00	1.70	0.00	0.00	0.00	0.00	0.00	0.00
■ ENGL	63.96	55.24	58.31	43.87	52.03	39.75	44.60	44.46	46.23	36.27	42.12	33.86
▲ HUM	1.90	2.24	1.89	2.14	0.00	2.61	0.00	5.06	0.00	8.59	0.00	0.00
✕ PHIL	19.39	14.89	18.23	15.37	8.76	10.04	11.99	4.81	9.05	5.27	4.96	3.89
◇ SPEECH	18.22	17.95	21.55	17.70	16.41	14.79	21.74	19.97	24.18	19.90	23.01	19.08
* DEV SK ENG	7.99	7.37	5.26	6.94	7.29	7.13	4.29	4.37	4.71	3.84	2.88	2.50

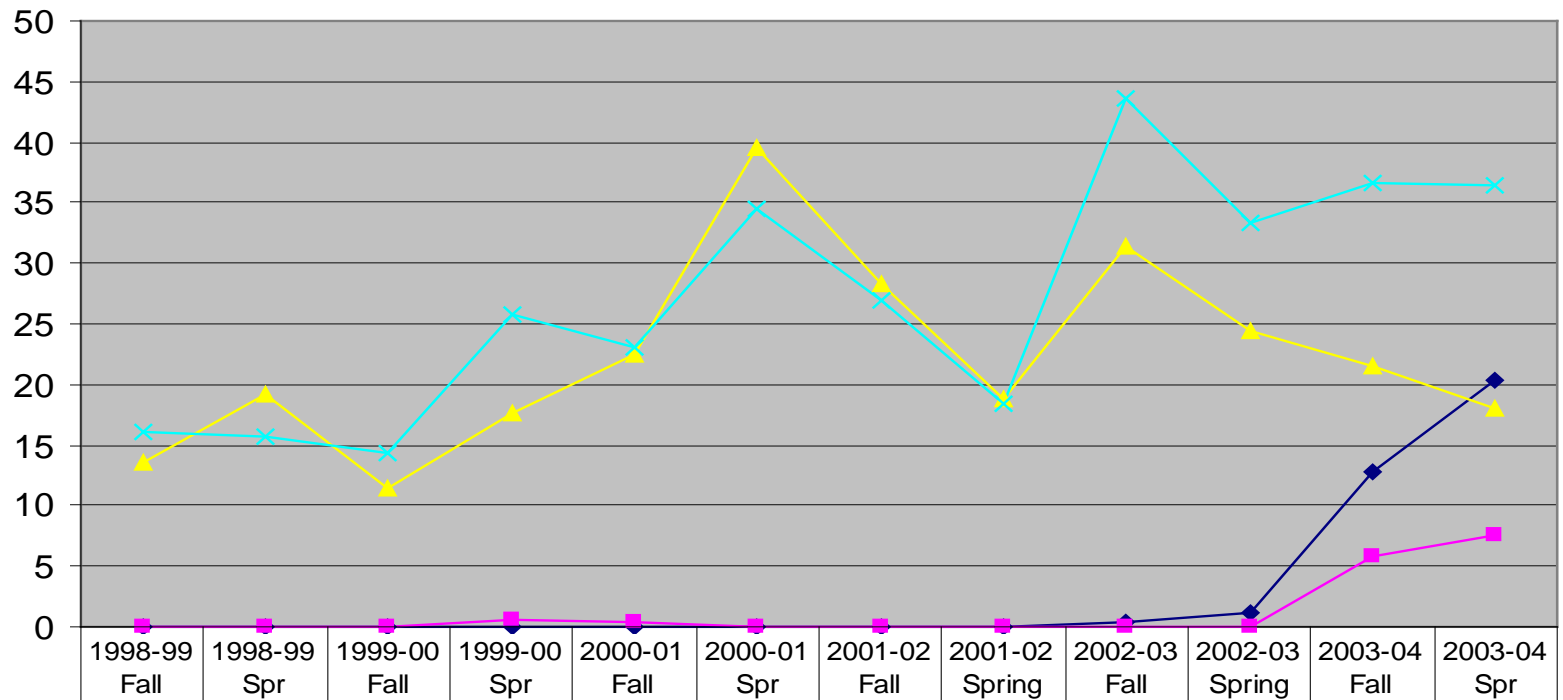
HUMANITIES (not including Developmental Skills)



Humanities FTES by Delivery Mode



Humanities Contract Education Equivalent Full-time Students (non-FTES-generating students)



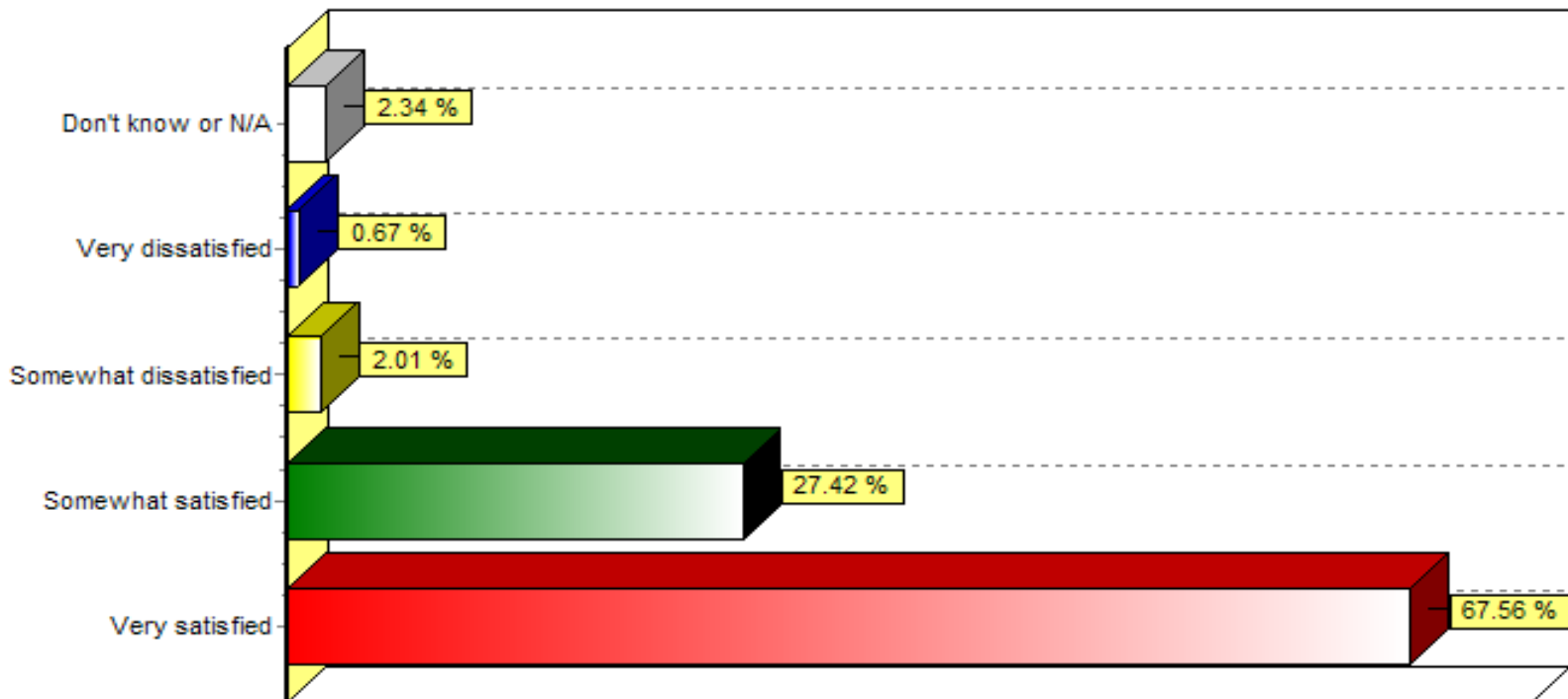
◆ COMM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40	1.10	12.70	20.40
■ ENGL	0.00	0.00	0.00	0.60	0.40	0.00	0.00	0.00	0.00	0.00	5.80	7.50
▲ HUM	13.50	19.20	11.40	17.70	22.50	39.50	28.20	18.80	31.40	24.40	21.60	18.10
× PHIL	16.10	15.70	14.40	25.80	23.00	34.40	27.00	18.40	43.60	33.40	36.60	36.50

2. Student Learning Outcomes

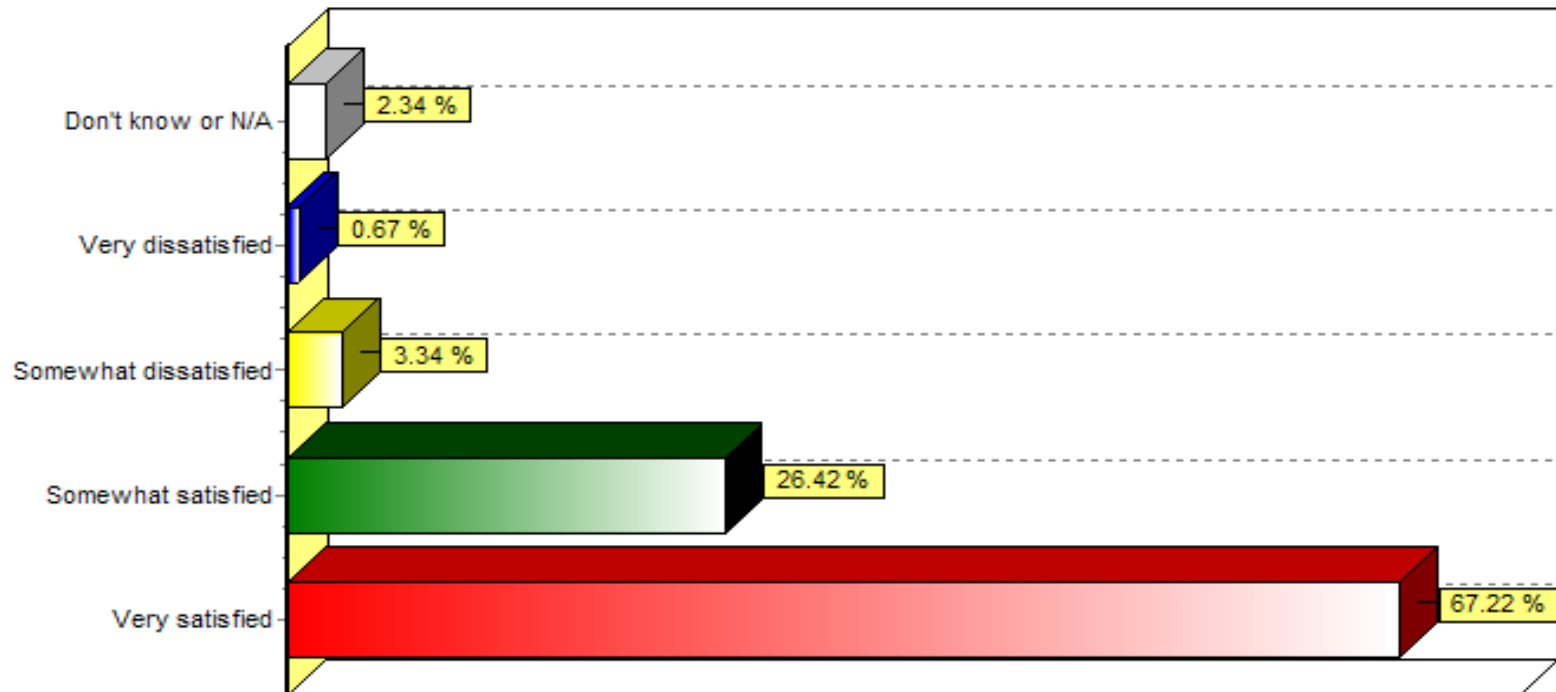


3. Student Satisfaction

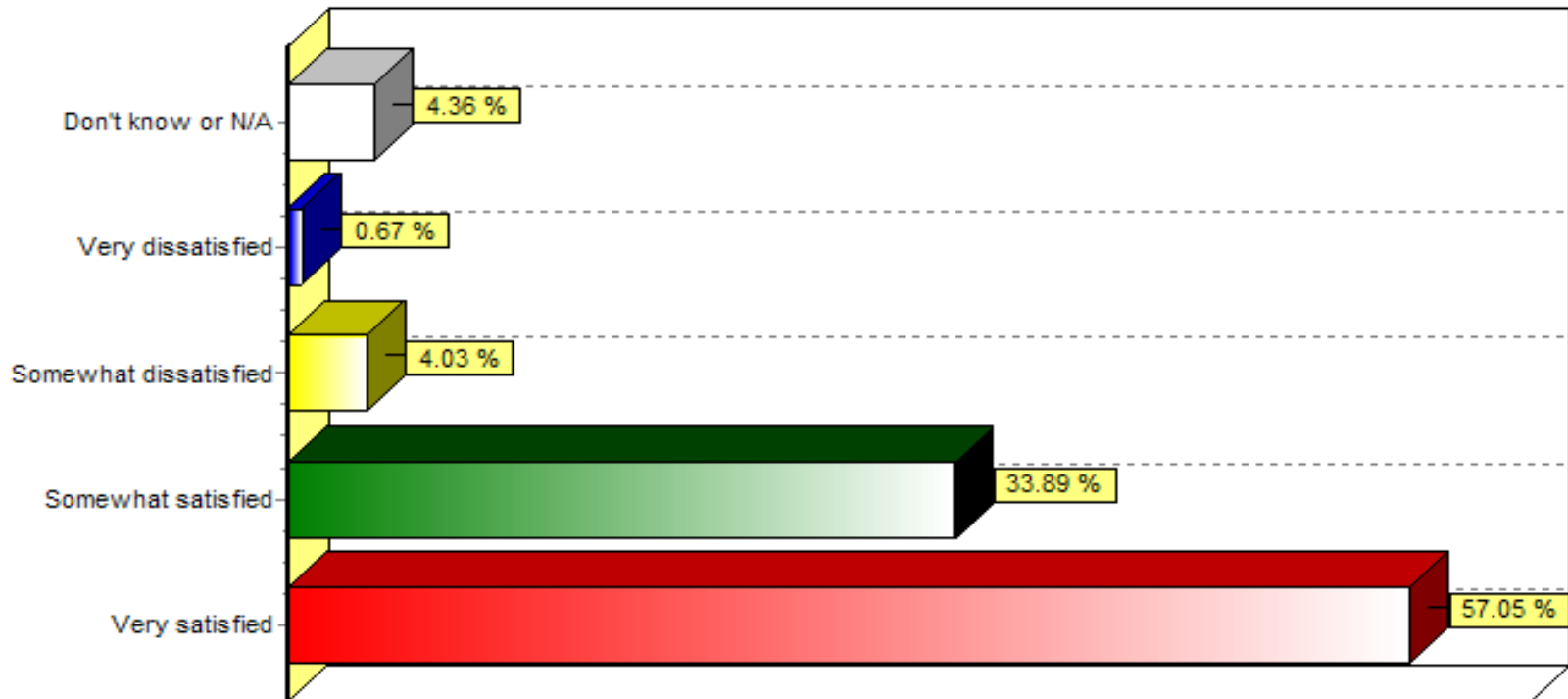
In response to a question about satisfaction with the quality of instruction, 299 students responded, and 202 of them (67.56%) said that they were very satisfied, and 82 (27.42%) said that they were somewhat satisfied. Only 6 (2.01%) said that they were somewhat dissatisfied with 2 dissatisfied (0.67%) and 7 (2/34%) who didn't know.



In response to the question about satisfaction with the feedback and guidance by the instructor they received, 201 (67.22%) of the 299 respondents were very satisfied; 79 (26.42%) were somewhat satisfied; 10 (3.34%) were somewhat dissatisfied; 2 (.067%) were very dissatisfied; and 7 (2.34%) didn't know. The high "don't know" response may have been because the surveys were given during the first six weeks of the new semester, before midterm exams

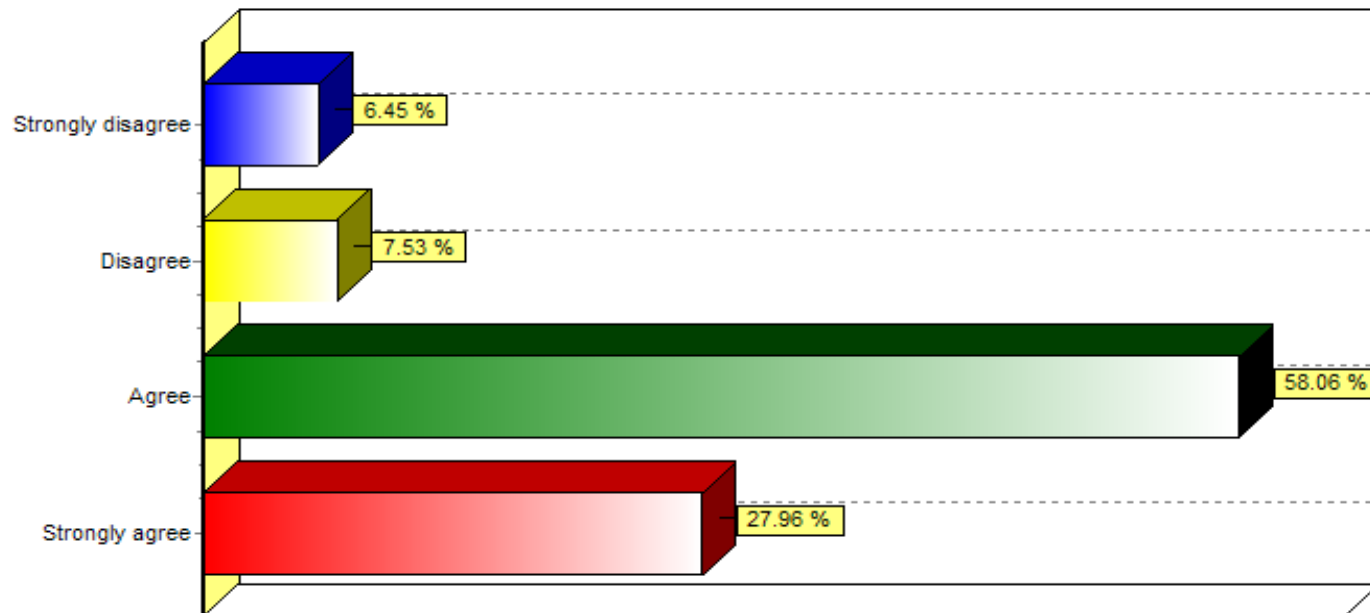


Satisfaction with the overall quality of the program was very high: of 298 students, 170 (57.05%) were very satisfied, and 101 (33.89%) were very satisfied. Only 12 (4.03%) were somewhat dissatisfied, and 2 (0.67%) were very dissatisfied; only 13 (4.36%) didn't know.

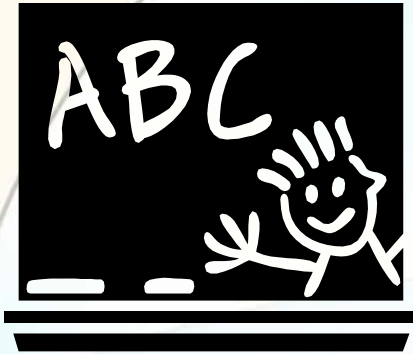


The majority of the students were satisfied with the amount of interaction they had with their instructor and with their fellow students in their distance learning classes: 27 of 93 respondents (27.96%) strongly agreed; 54 (58.06%) agreed; 7 (7.53%) disagreed; 6 (6.45%) strongly disagreed.

Several commented that they did not have much interaction, but they didn't care. Several said that they did not have much interaction with their teachers but that, what was more important, their teachers were accessible when they needed help, that they can telephone or e-mail their instructors at any time.



4. Program Resources



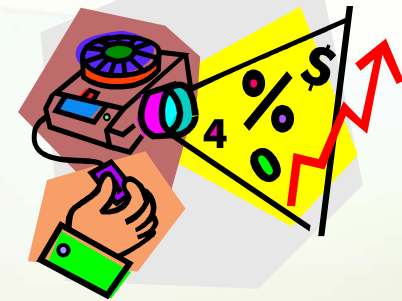
Blackboard and chalk

Whiteboard and markers

Overhead projects

Smart podiums

DVD & VHS Players



Coastline Computer Server Network

Course Management Software

5. Partnerships

- With UCI's Informatics B.S. Degree Program for seamless, guaranteed transfer.
- With High School Districts to encourage students to enroll in our Access Program.
- With Huntington Beach Union High School in the CALPASS Program to coordinate communication between high school and Coastline faculty.

6. Professional Development



7. Diversity



8. Five-year Goals & Recommendations

- By December 2005, review and revise all course outlines.
- Identify courses that meet the “Global and Multicultural Studies” A.A. degree requirement for inclusion in the 2005–2006 catalog.
- Continue to expand student awareness and use of the Coastline Virtual Library.
- Continue to develop and improve distance learning courses, including hybrid.
- Continue to lobby for adequate pay for online instructors teaching military students.
- Continue to encourage smaller class sizes in English and Speech.
- By 2009, develop a comprehensive Humanities Program Web site with individual Web pages for each individual instructor.
- By 2007, create a basic skills and ESL practice lab at the new Westminster Center.
- By 2007, reestablish a reading program.

**Coastline Community College
Program Review 2004-05
Validation Written Report
HUMANITIES DEPARTMENT**

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Steady growth and strong enrollments in the program, enhanced by the addition of distance delivery options, with Philosophy and English showing the most dramatic growth over the past five years; significant reliance on DL for student market.
 - B. Program area potential for Study Abroad, currently mined by one adjunct faculty.
 - C. The student population in Humanities is increasingly diverse, with *Vietnamese* students now slightly outnumbering *white* students.
 - D. Concerns about compensation issues for faculty teaching military students; a critical issue if we wish to retain good faculty members.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes No

If yes, note these areas or points:

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

Yes No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
 - A. Consider the feasibility of restoring some writing classes (journal, poetry, creative, professional, and/or advanced fiction writing) to the curriculum. Writing classes are well-suited to online delivery, and the use of rubrics for self-assessment of work and of student groups to critique student works could help lessen the burden on instructors.
 - B. The popularity of Communications 100 (as noted on page 5 of the Humanities Program Review Report) may not indicate student rejection of oral communications classes but rather may be an indication of student interest in distance delivery options. Based on that as well as on the increased availability of distance delivery technologies that support multi-modal instruction and communication, continue to consider options for online speech classes that would include ample opportunities for both live and recorded oral communication and oral presentations.
 - C. Continue work on SLOs by identifying expected SLOs for each course, reaching consensus on assessment methods, and implementing an assessment cycle; a departmental workshop approach might be most supportive.
 - D. In addition to speech, identify other courses that could be recommended to students as appropriately symbiotic with the library class.
 - E. Continue to explore the feasibility of implementing the skills lab at Westminster - Goal #8.
 - F. As soon as the "Global and Multicultural Studies" criteria are clarified, identify qualifying humanities courses for the college catalogue - Goal #2
 - G. Support the establishment of a reading lab.
 - H. Given Coastline's increasing number of incarcerated students, the program is encouraged to explore additional distance delivery options in English that would meet the needs of the incarcerated as well as of other populations.

5. List program accomplishments and ways in which the program can be commended:
 - A. The program has demonstrated flexibility through its active participation in the development of degree program options such as STAR and Access and for their participation in the development of new programs such as Informatics.
 - B. Humanities faculty have also shown flexibility by adapting numerous classes for distance delivery and in developing an option that would allow incarcerated students to satisfy English placement prerequisites.
 - C. Good work on student learning outcomes (SLOs), including attention to ways in which Humanities courses support the college's core outcomes.
 - D. Excellent report. Commendations to the Department Chair for actively involving the program's faculty in the review process and to all of the faculty for obtaining a high response rate to the student survey.
 - E. Good work on behalf of the speech professor and librarian for facilitating student learning and success by encouraging concurrent enrollment in Speech 110 Public Speaking and English 108 Library Resources and Research.
 - F. Excellent job by the faculty in serving a very ethnically diverse group of students and generating high levels of satisfaction from students for the way in which they respond to the needs of culturally diverse students.
 - G. Commendations for being one of two program areas to have launched a short-term Study Abroad offering.
 - H. The Humanities Faculty and Department Chair are to be commended for being leaders in their discipline areas and in the college.
 - I. The Steering Committee commends the department's commitment to bring all curriculum up to date by December 2005.