

The CILC Survey of
Students and
Instructors of Language
in Community College
(SSILCC):
Preliminary Results

Community-College-Language Forum
Borough of Manhattan Community College (CUNY)
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OVERVIEW

- Rationale
- Methodology & Sample
- Student Demographics
- Student Motivations
- Student Heritage Languages
- Instructor Experience
- Future Directions

RATIONALE

- Fundamental RQs:
 - who takes CC language classes and why?
 - who teaches CC language classes and how?
- General lack of research
 - Community College Survey of Student Engagement (CCSSE)
 - Integrated Postsecondary Education Data System (IPEDS)
 - Modern Language Association (MLA) Enrollment Surveys
 - Bonemery (2013)

METHODOLOGY & SAMPLE

- American Association of Community Colleges (AACCC)
 - List of 831 affiliated CCs across the US
- Websites mined for instructor e-mails
- Instructors asked to administer survey in one section of a language course, Fall 2015
- 1809 student and 148 instructor responses
 - In 156 classrooms at 107 CCs in 33 states

STUDENT DEMOGRAPHICS

research
questions

findings: age

findings:
race/
ethnicity



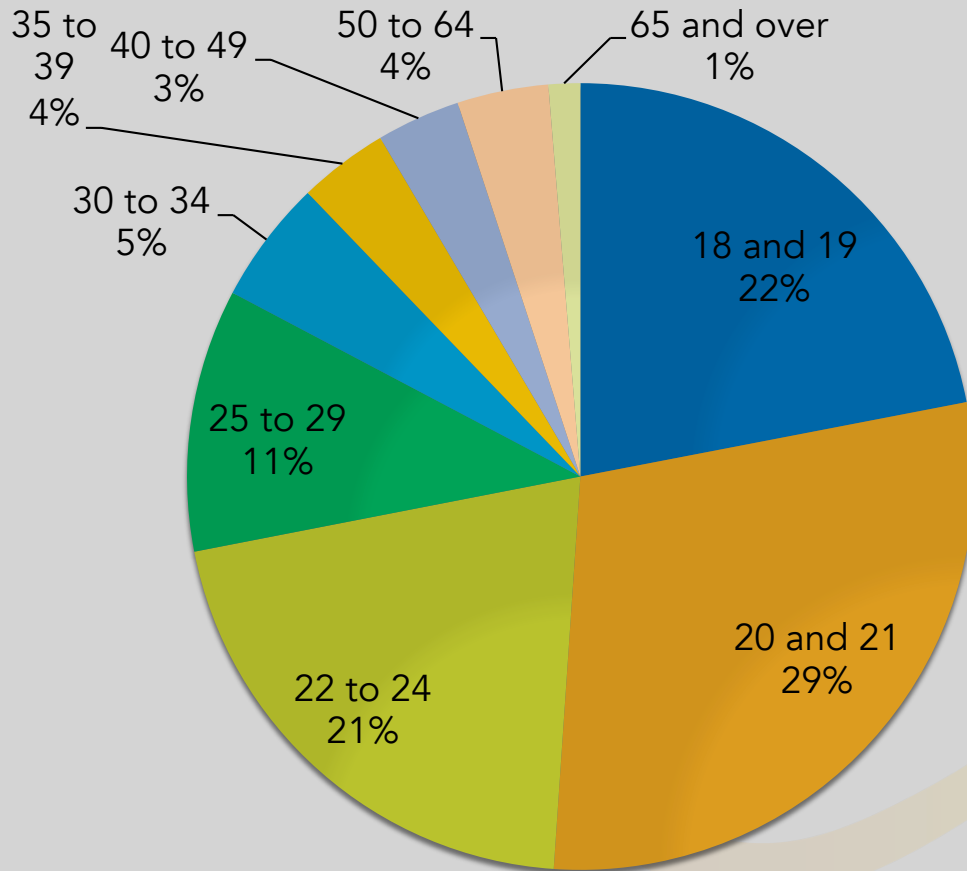
RESEARCH QUESTIONS

- How do the demographics of language students at community colleges compare to the demographics of community college students more generally?



FINDINGS: AGE

SSILC (2015): CC Modern Lang. enrollments

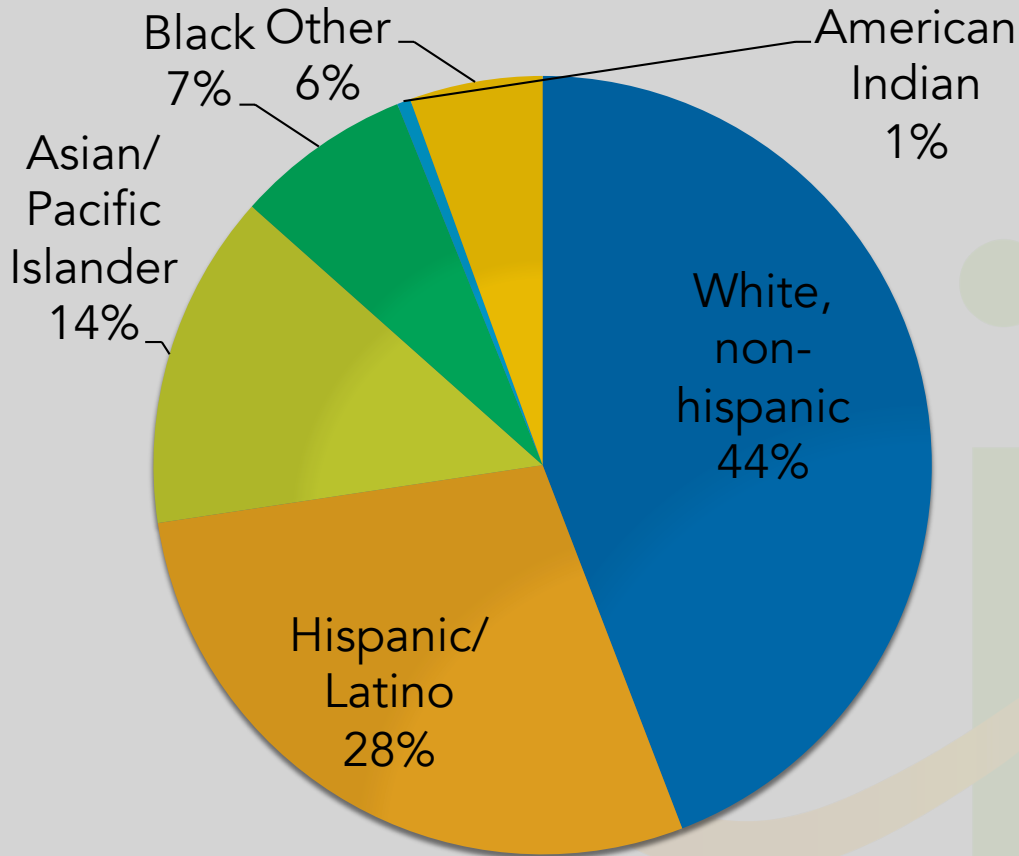


IPEDES (2011): Enrollments in Postsecondary Institutions

<u>Age group</u>	<u>Percent</u>
Under 18	6.68
18 and 19	20.86
20 and 21	17.1
22 to 24	14.17
25 to 29	13.8
30 to 34	8.66
35 to 39	5.73
40 to 49	7.93
50 to 64	4.28
65 and over	0.57
Age unknown	0.22

FINDINGS: RACE/ETHNICITY

SSILC (2015): CC Modern Lang. enrollments



IPEDS (2012): Total Fall Enrollment by Race

<u>Race/ethnicity</u>	<u>Percent</u>
White	53.56
Black	15.59
Hispanic	20.19
Asian	5.57
Pacific Islander	0.35
American Indian/Alaska Native	1.05
Two or more races	2.4
Non-resident alien	1.31

STUDENT MOTIVATION

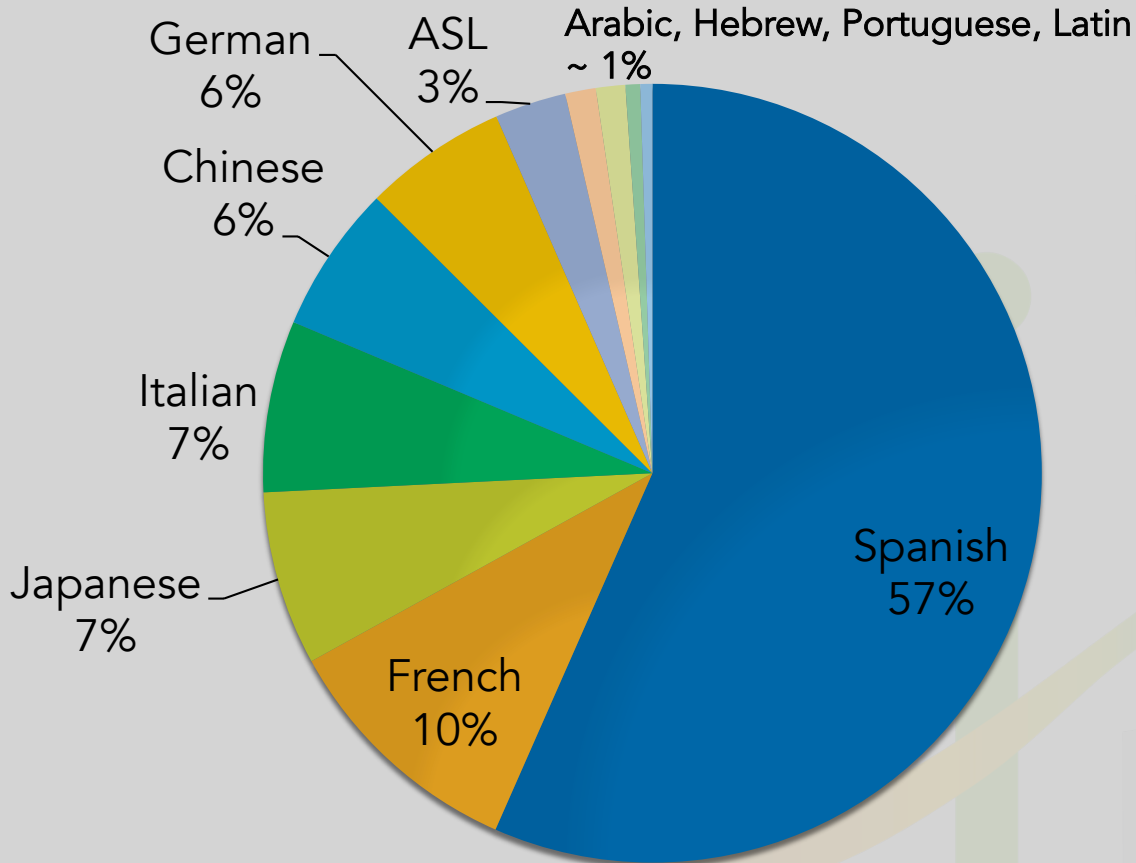
languages
studied

motivation
to study
language

motivation
to study
particular
languages

LANGUAGES STUDIED

SSILC (2015): Respondents by L Studied



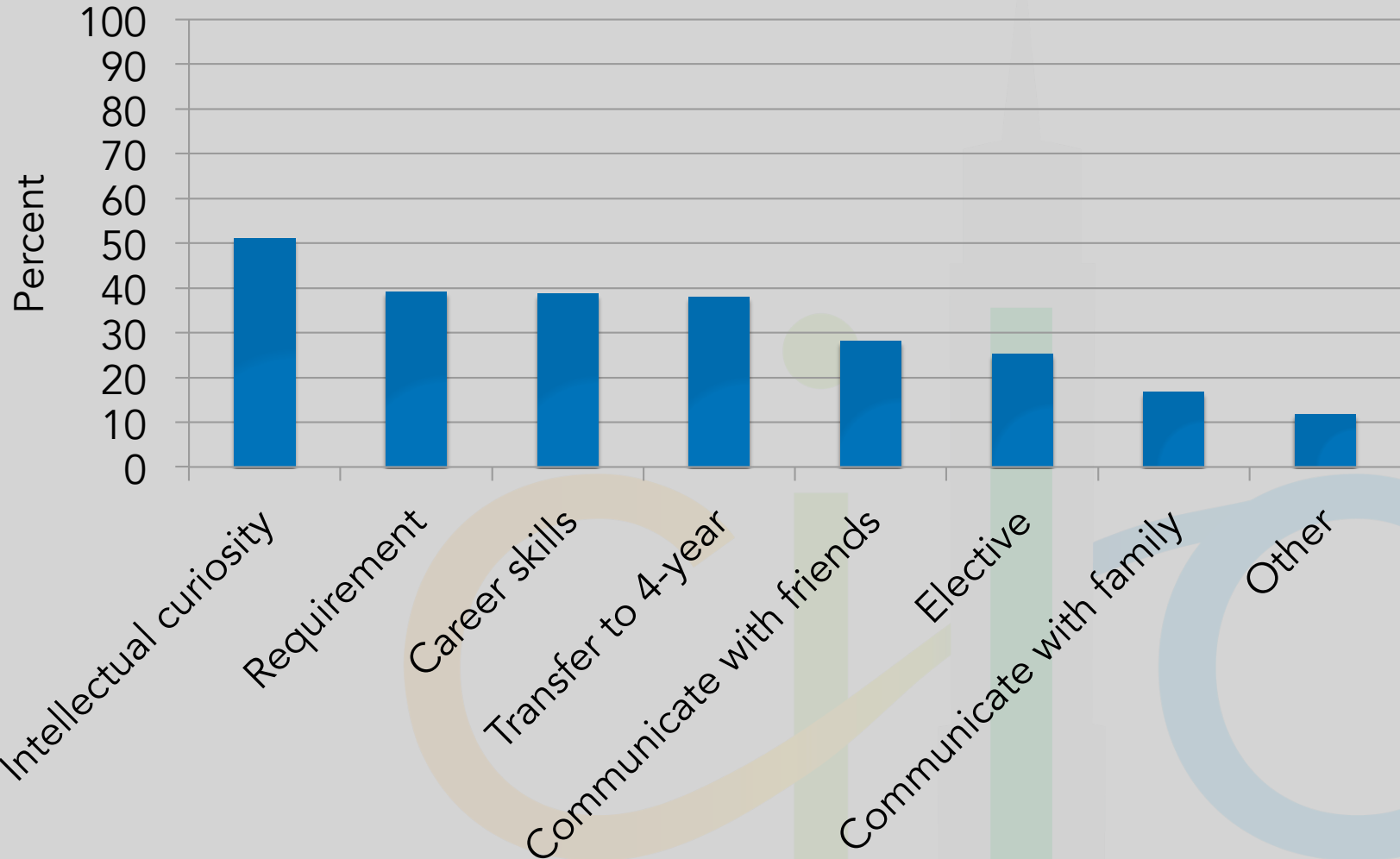
MLA (2013) Language Enrollments at 2-year Schools

<u>Language</u>	<u>Percent</u>
Spanish	59.27
ASL	14.99
French	9.24
Japanese	4.29
Italian	3.23
German	2.84
Chinese	2.5
Arabic	1.52
Russian	0.58
Korean	0.41
Vietnamese	0.32
Latin	0.27
Portuguese	0.21
Hawai'ian	0.2
Farsi/Persian	0.16

SURVEY ITEM: MOTIVATION FOR LANGUAGE STUDY

- Why are you taking this language course?
Check all that apply
 - program requirement
 - fulfills elective
 - job/career prospects
 - enables transfer to 4-year college
 - intellectual curiosity
 - to communicate with family
 - to communicate with friends
 - other _____

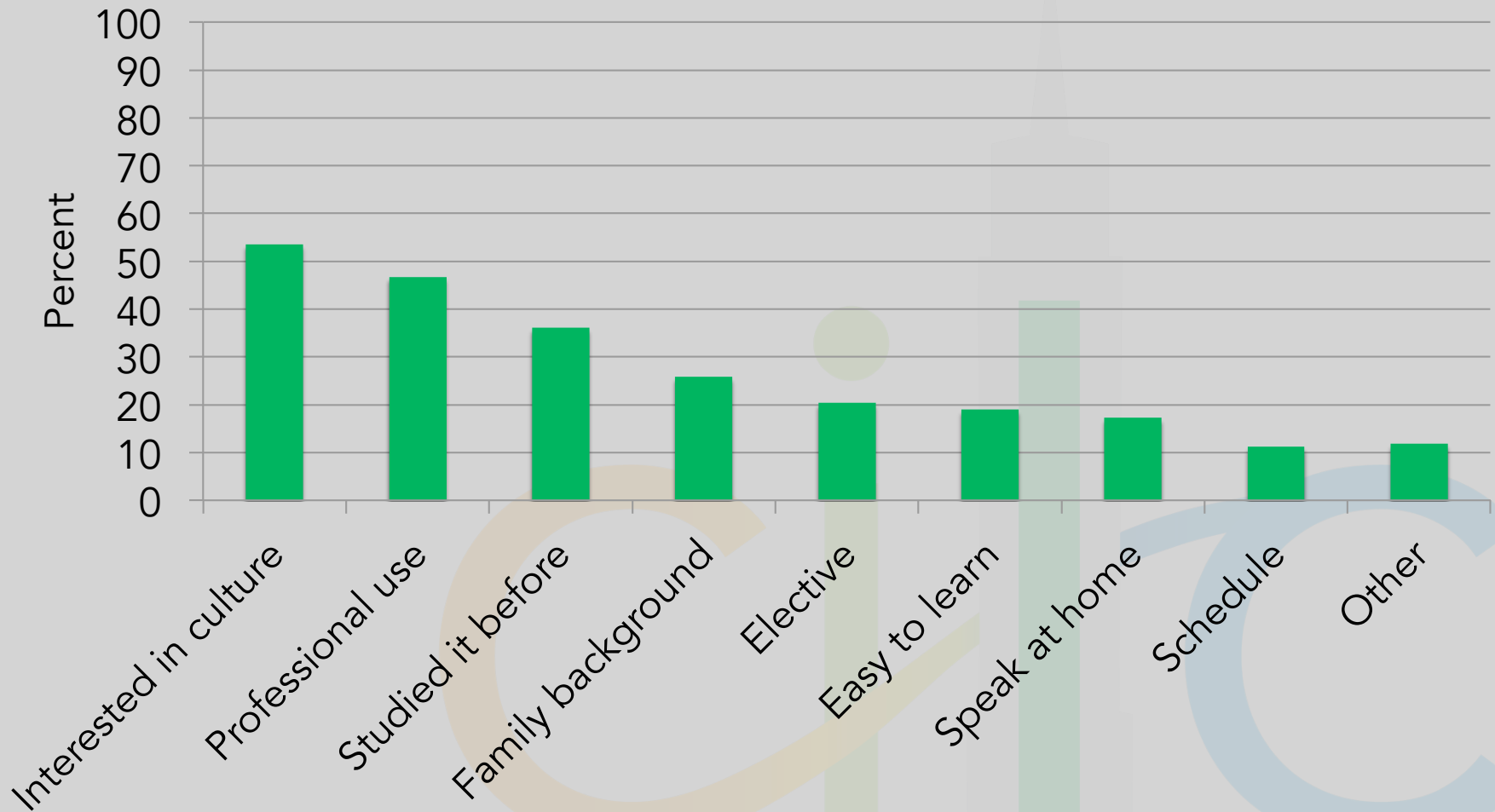
REASONS FOR STUDYING LANGUAGE GENERALLY



SURVEY ITEM: MOTIVATION FOR PARTICULAR LANGUAGE

- What led you to choose the particular language (e.g. Spanish, ASL, Chinese, etc.) you are studying? Check all that apply.
 - it has the best potential for professional use
 - it fits my schedule best
 - it connects to my family background/heritage
 - I studied it before
 - it is relatively easy to learn
 - it fulfills an elective
 - I am interested in the culture
 - I speak it with family at home, or used to
 - other _____

REASONS FOR STUDYING THIS PARTICULAR LANGUAGE



STUDENT HERITAGE LANGUAGES

research
questions

relevant
survey items

findings:
proportion
of HLLs

findings:
distribution
of heritage
languages

RESEARCH QUESTIONS

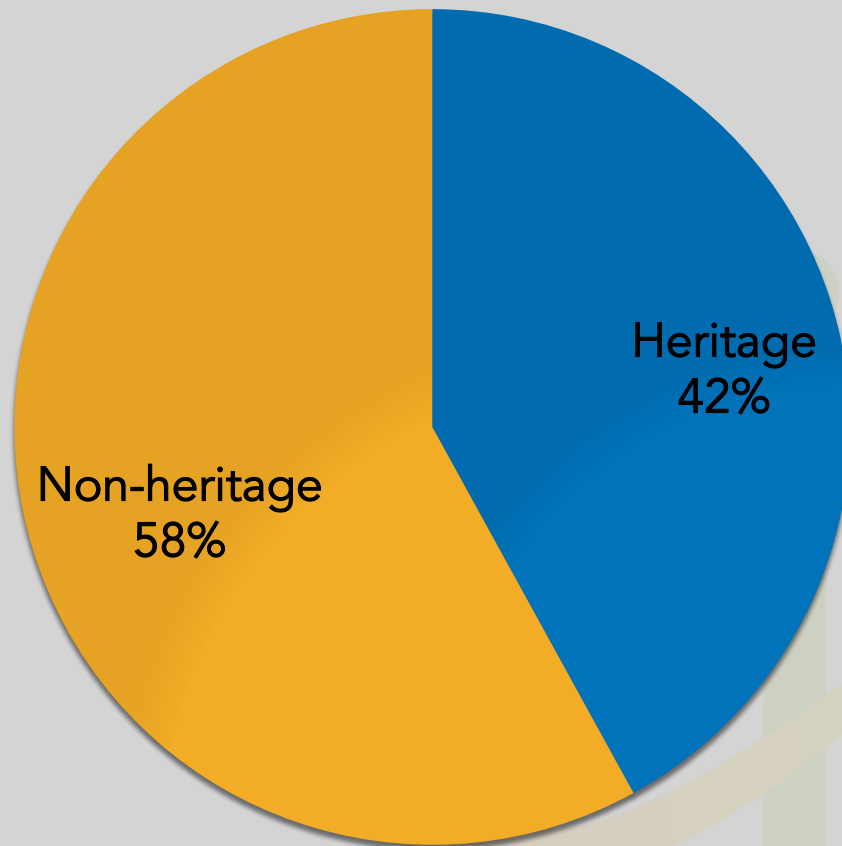
1. What proportion of community college language students are heritage language learners?
2. What heritage languages are most common among community college language students?
3. What proportion of heritage language students study their heritage language?

WORKING DEFINITIONS

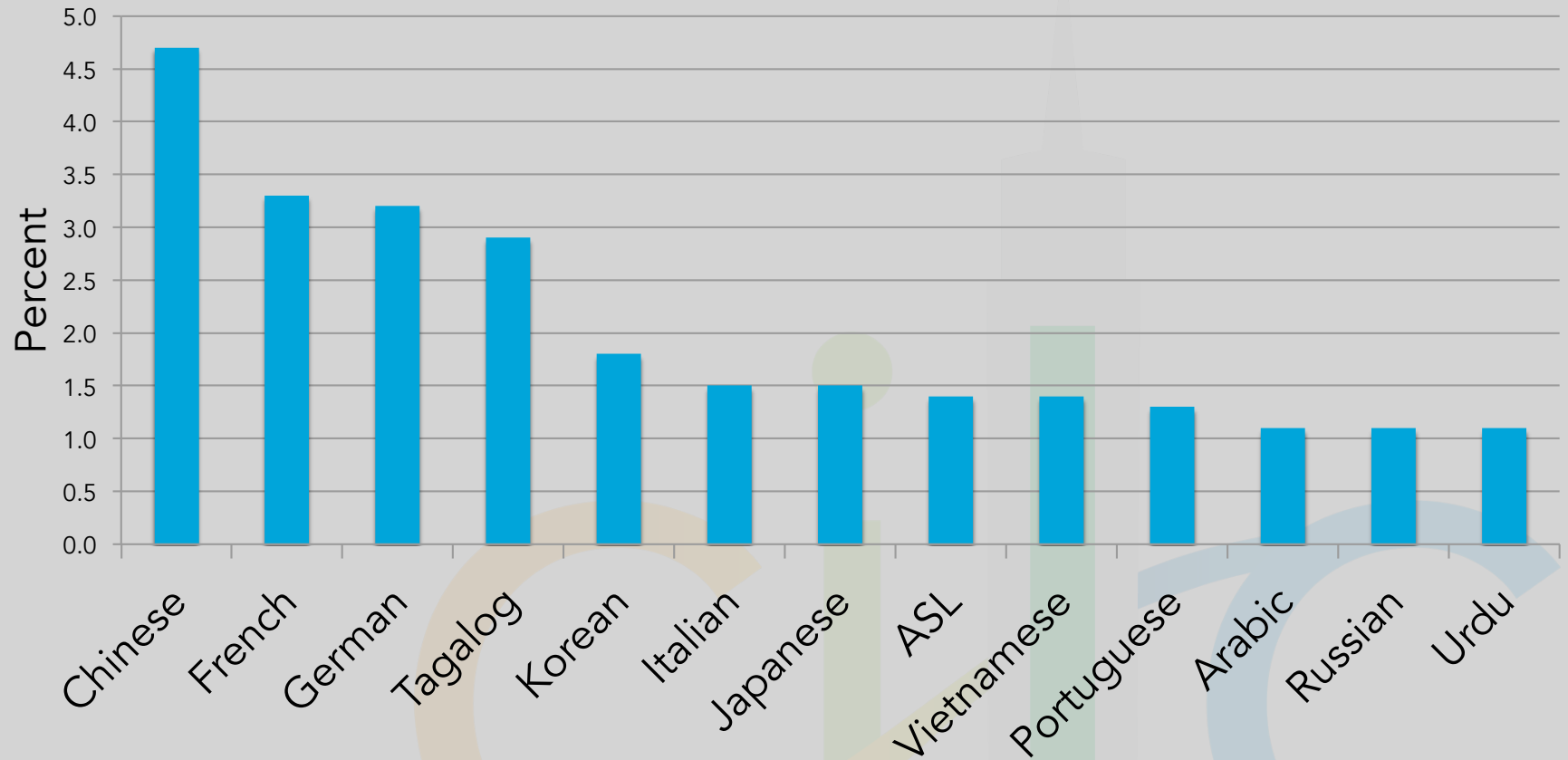
1. Students born in the United States who report speaking (currently or formerly) a language other than English in the home
2. Student born outside the United States who arrived in the US at age 13 or younger and report speaking a language other than English in the home (currently or formerly)

PROPORTION OF HLLS

SSILC (2015): Respondents by Heritage / Non-heritage



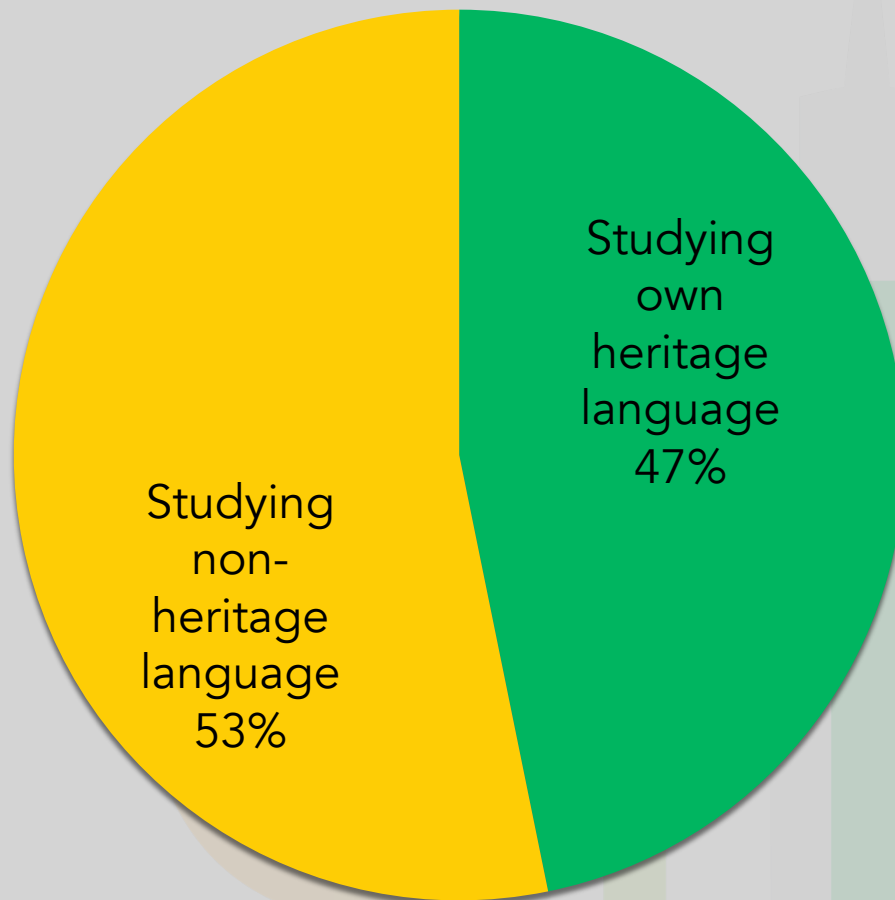
HLLs: DISTRIBUTION OF FIRST REPORTED HL



*Spanish = 63.6%, All other = 10.2%

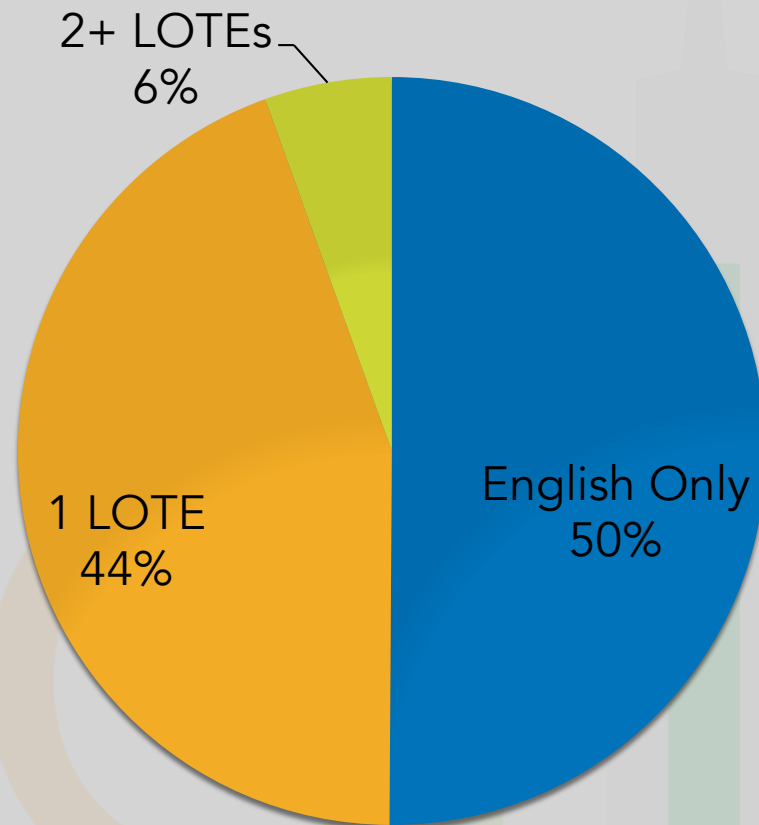
PERCENT HL STUDENTS STUDYING HERITAGE LANGUAGE

SSILC (2015): Respondents Studying Own Heritage Lang. vs. Other Lang.



EXTENT OF MULTILINGUALISM ACROSS ALL STUDENTS

SSILC (2015): Respondents Speaking Languages other than English (LOTEs)



INSTRUCTOR EXPERIENCE

research
questions

fields of
study

motivation &
methods

work
experience



RESEARCH QUESTIONS

1. Who teaches modern language at community colleges?
2. Why and how do they teach?

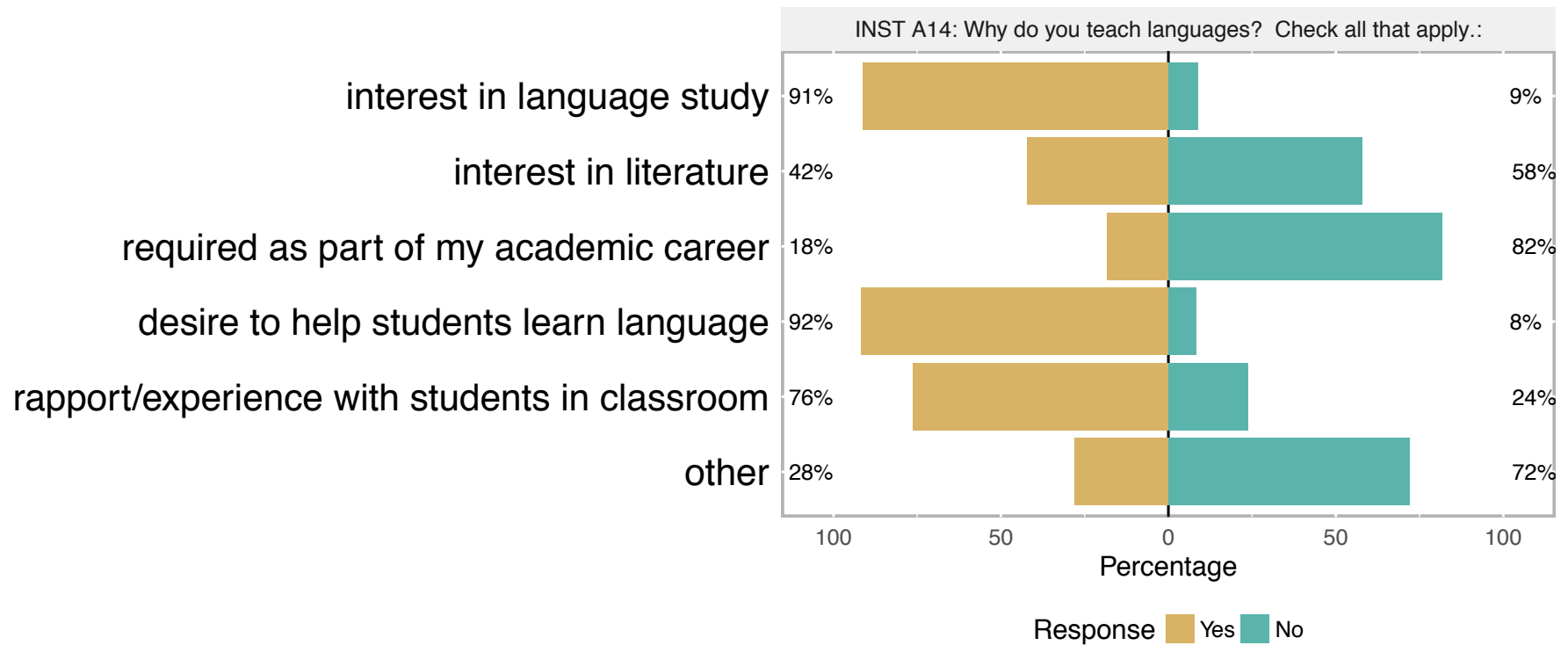


ACADEMIC TRAINING AND FIELDS OF STUDY

	Literature / Comp Lit	Education	Linguistics Applied Lx	Other	Total by Degree
Master's	42.40%	23.60%	24.30%	20.80%	111.10%
Doctoral	18.80%	6.20%	7.60%	5.60%	38.20%
Weighted Ave. by Discipline	40.99%	19.96%	21.37%	17.68%	100.00%

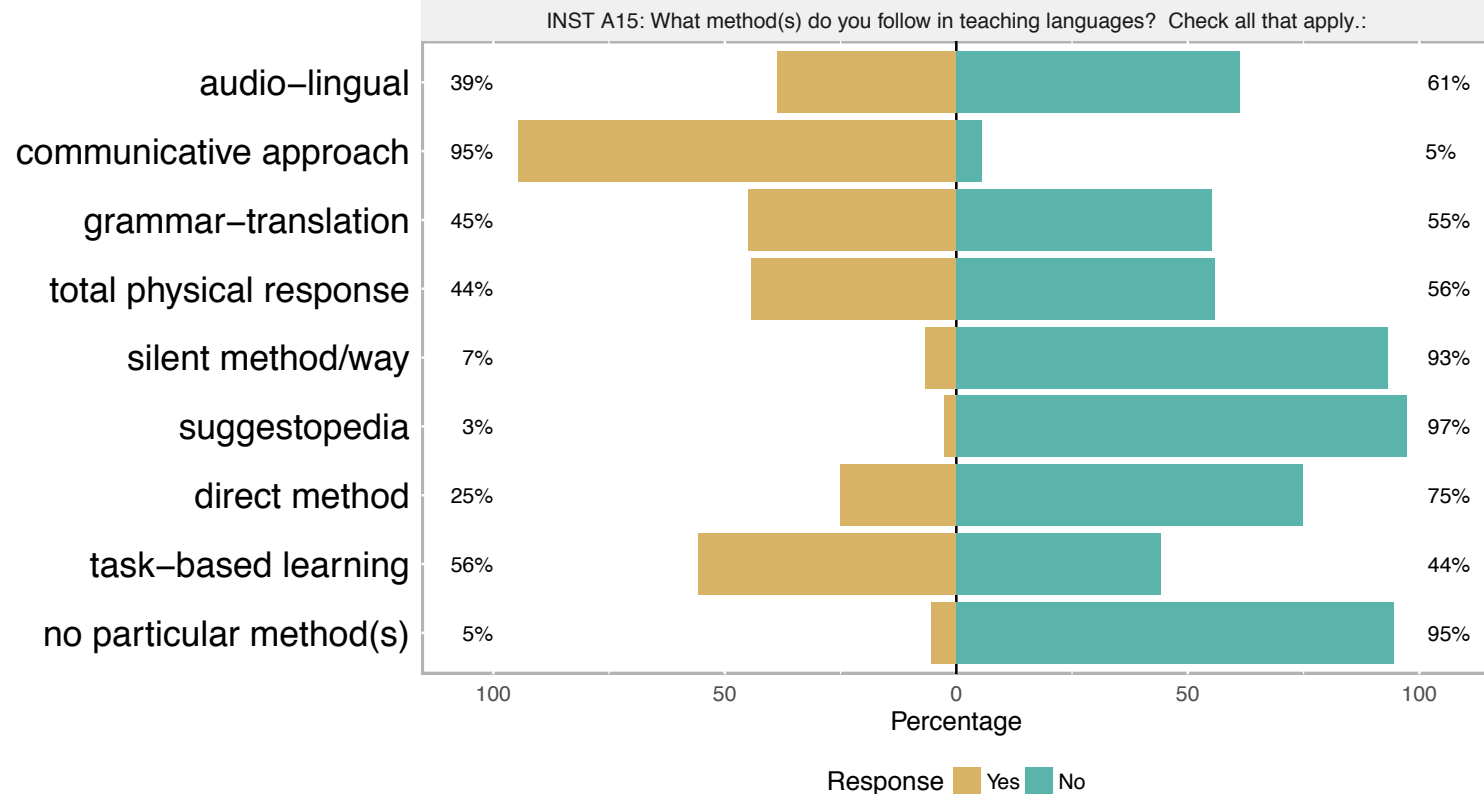
1. The majority of instructors hold graduate-level training in the relevant fields (some have multiple MA's)
2. Over a one-third (38.3%) hold a doctoral degree
3. Nearly 40% have a degree in Literature, followed by Education and Linguistics (roughly 20% each)

MOTIVATION FOR TEACHING



The majority of CC instructors teach Modern Language because of their interests in language study (91%) and desire to help students learn language (92%). Teaching is not considered required part of their academic career (18%).

TEACHING METHODS



Communicative Approach is by far the most popular, but recent approaches (Task Based) and classic approaches (Audio Lingual, Grammar Translation, TPR) are also employed. Overall, instructors use eclectic and out-of-the-box teaching methods²⁶

WHO TEACHES Ls AT CCs?

Other Findings on Community College ML Instructors

1. 58.3% are employed full-time (cf. IPEDS: 42.1%) → this can be a response bias
2. a. 22.1% hold non-teaching jobs (10 hrs+ per week)
b. The average years in service is 12.14 years
c. Many have experience in teaching at different levels of educational institutions (42.4% at K-12; 38.2% at other CC; 74.3% at 4-year schools; 16.7% community schools)
3. The average course load per semester is 3.78 classes.

FUTURE STEPS

- further description
 - % who have studied Ls before college
 - challenges for CC L instructors
 - GPA, study habits, extracurricular commitments
- cross-variable analysis
 - motivation for particular L x lang. studied
- 4-year comparison study?
- administrator study?

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Watch our
website for
updates,
reports, and
datasets!

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