

The CILC Survey of Students and Instructors of Language in Community College (SSILCC): Salient Findings

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OVERVIEW

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

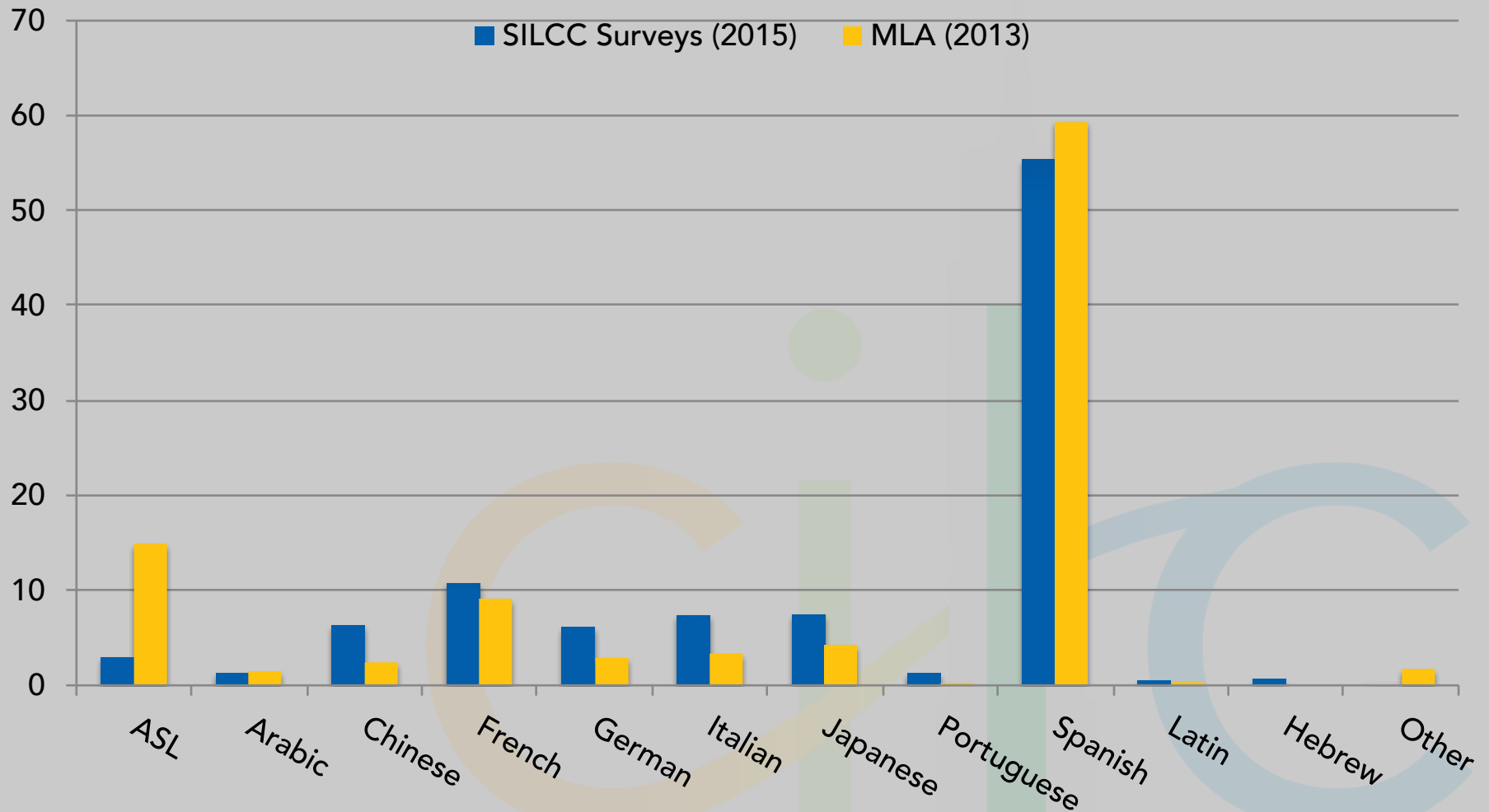
RATIONALE

- Central Research Questions:
 - who takes CC language classes and why?
 - who teaches CC language classes and how?
- Relevant benchmarks don't address these
 - Community College Survey of Student Engagement (CCSSE)
 - Integrated Postsecondary Education Data System (IPEDS)
 - Modern Language Association (MLA) Enrollment Surveys

METHODOLOGY & SAMPLE

- American Association of Community Colleges (AACCC)
 - List of 831 affiliated CCs across the US
- Websites mined for instructor e-mails
- Instructors mailed and asked to administer paper survey in one section of a language course, Fall 2015
- 1756 student and 140 instructor responses at 101 CCs in 33 states

LANGUAGES STUDIED



STUDENT DEMOGRAPHICS

research
question

findings: age

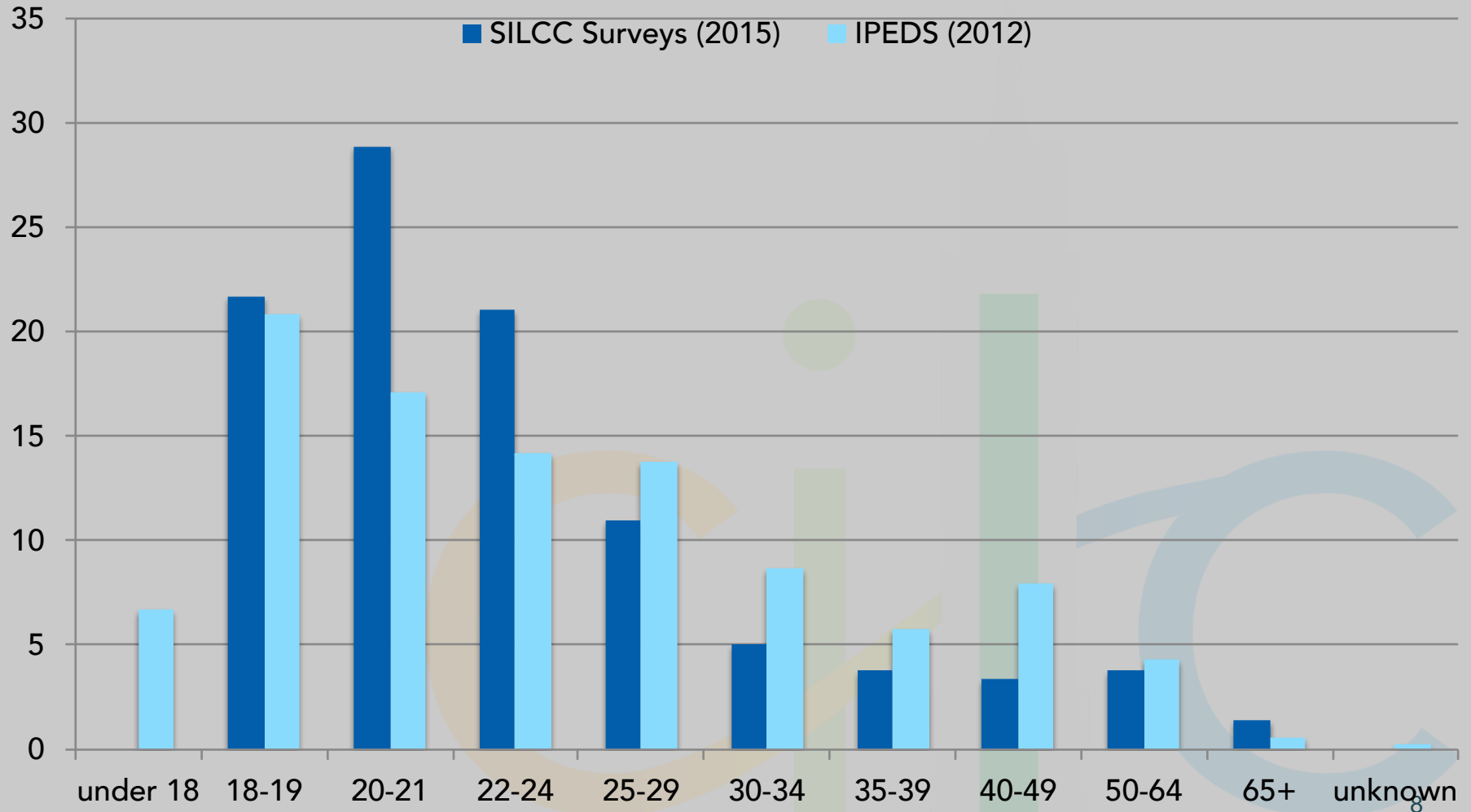
findings:
race/ethnicity



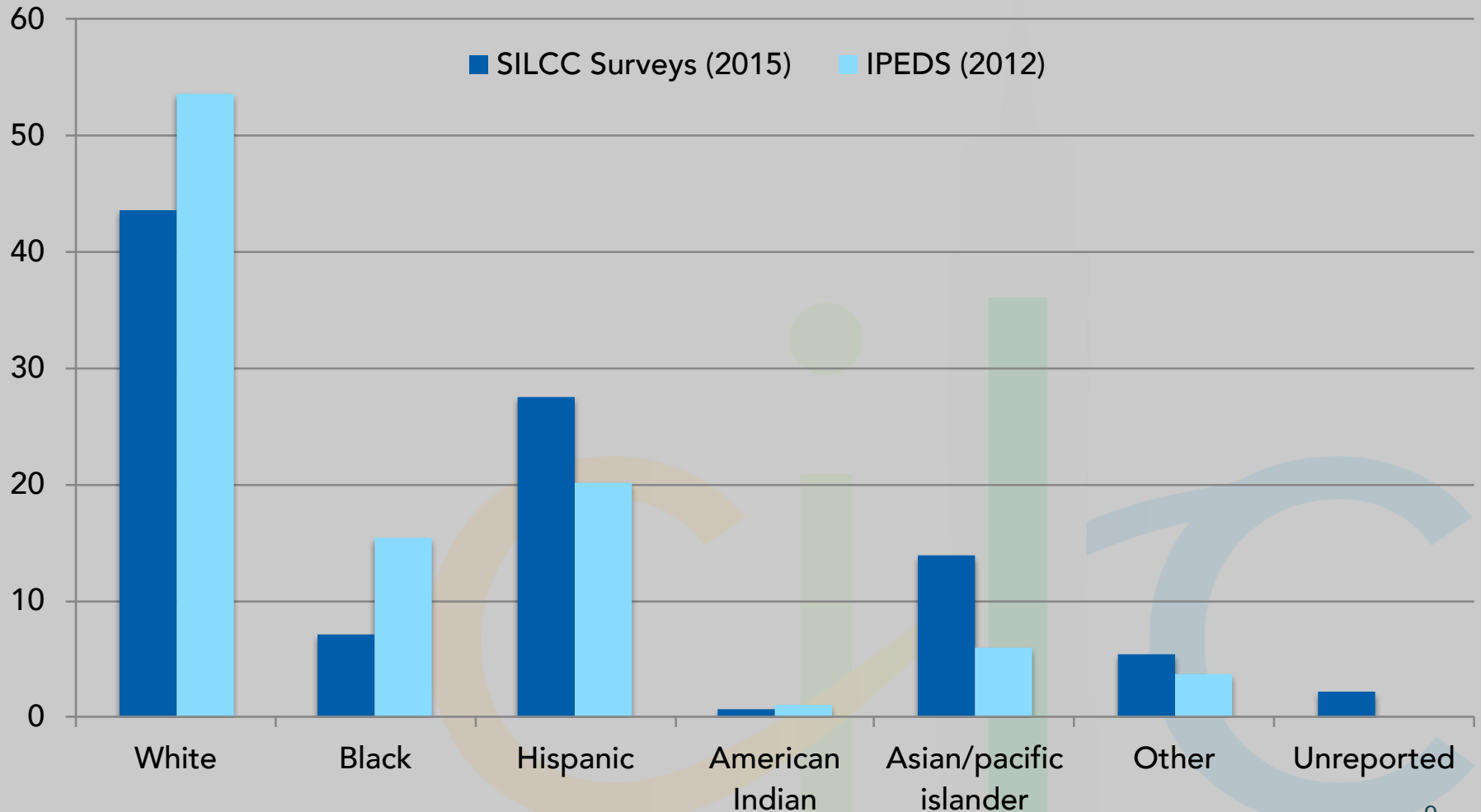
RESEARCH QUESTION

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

FINDINGS: AGE



FINDINGS: RACE/ETHNICITY



STUDENT MOTIVATION

languages
studied

motivation
to study
language

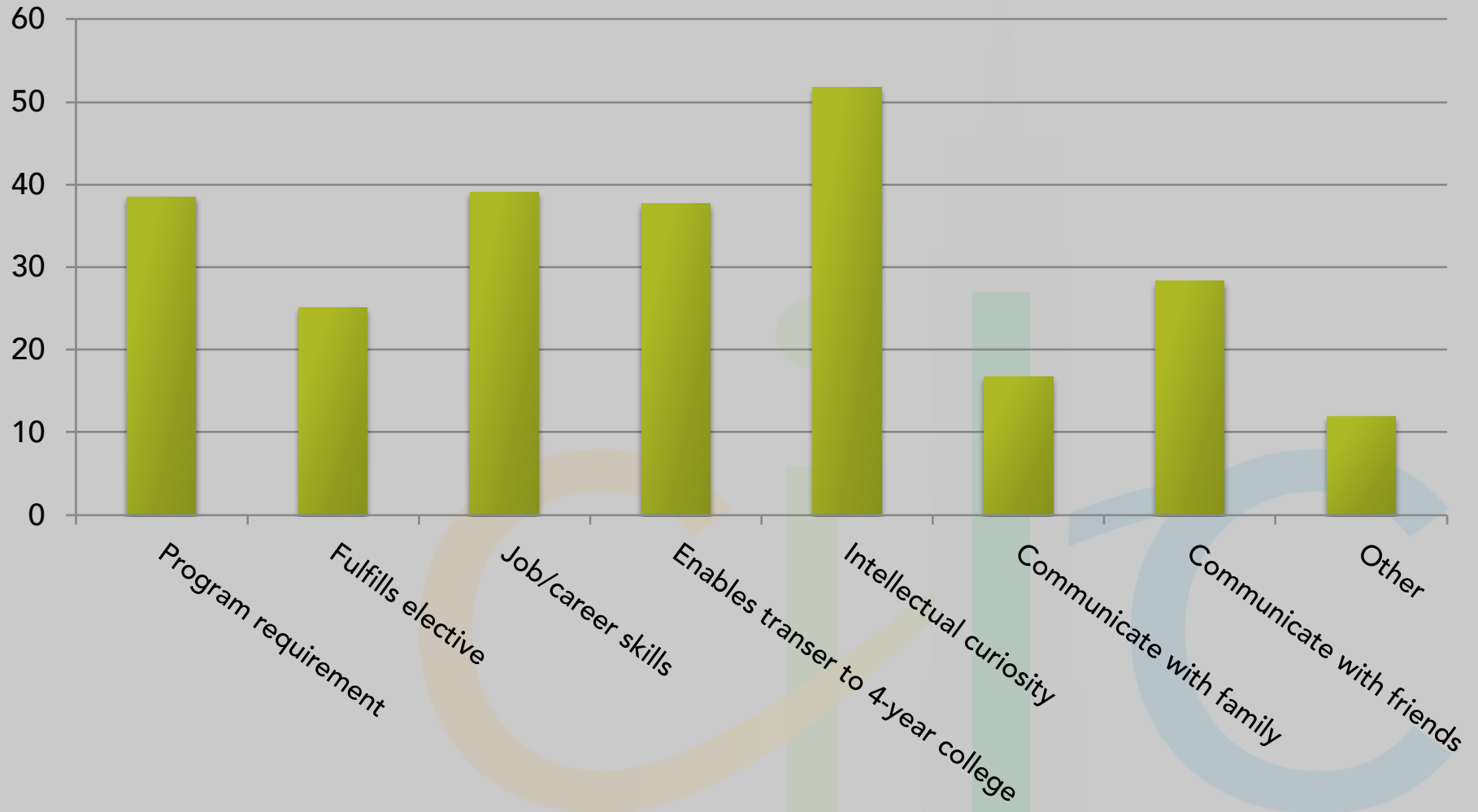
motivation
to study
particular
languages



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 _____

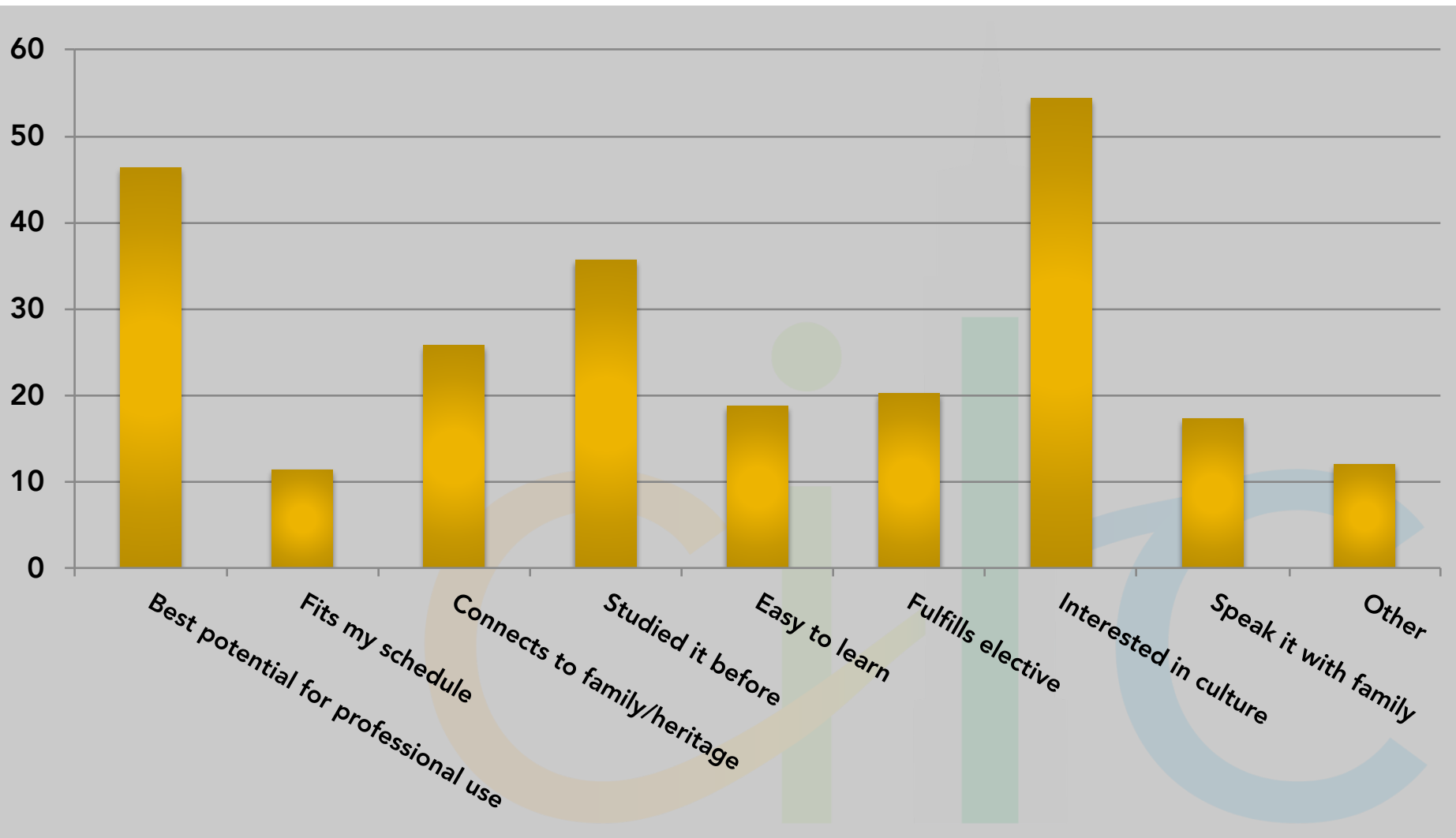
REASONS FOR STUDYING LANGUAGE GENERALLY



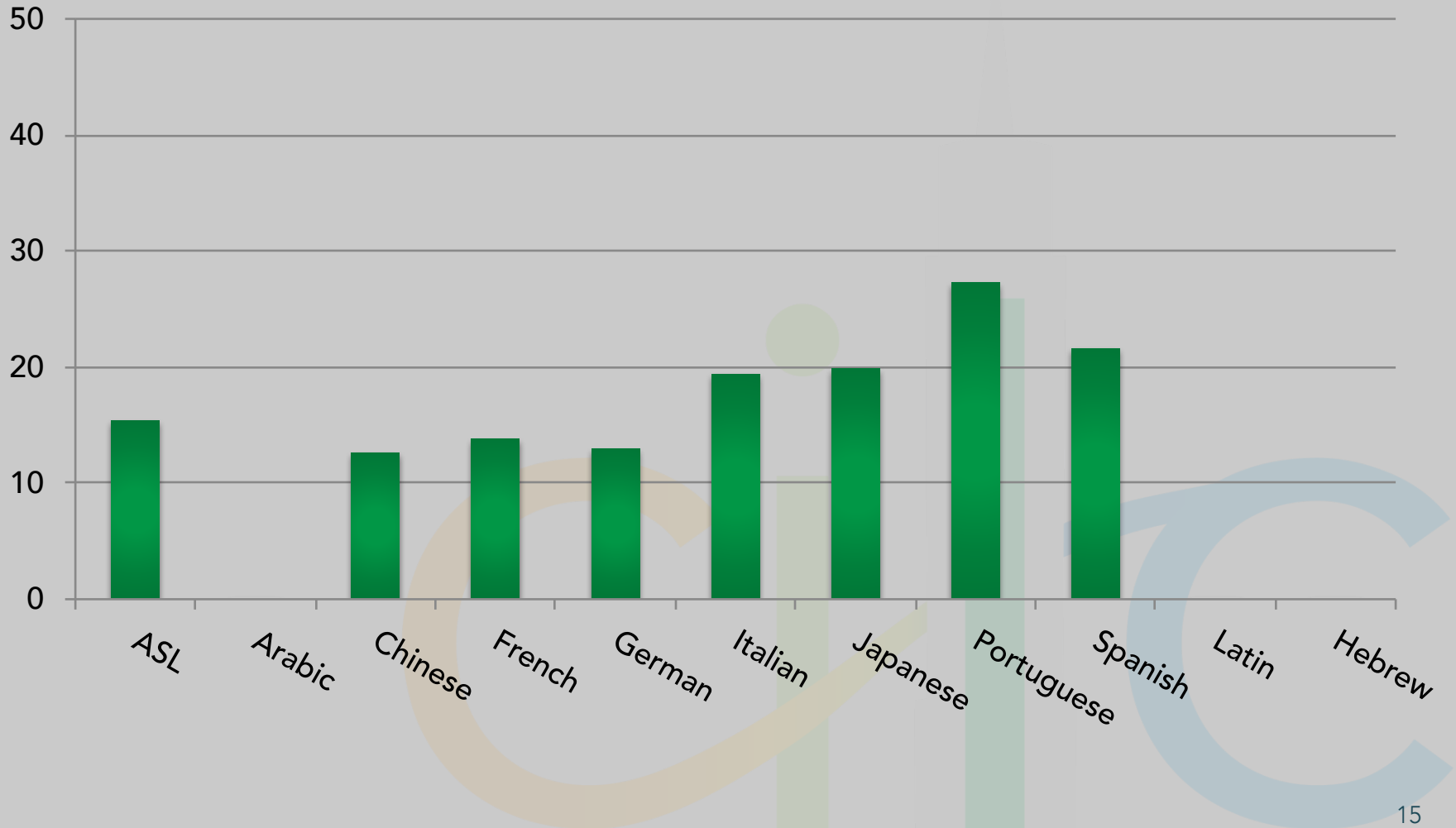
SURVEY ITEM: MOTIVATION FOR PARTICULAR LANGUAGE

- 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 _____

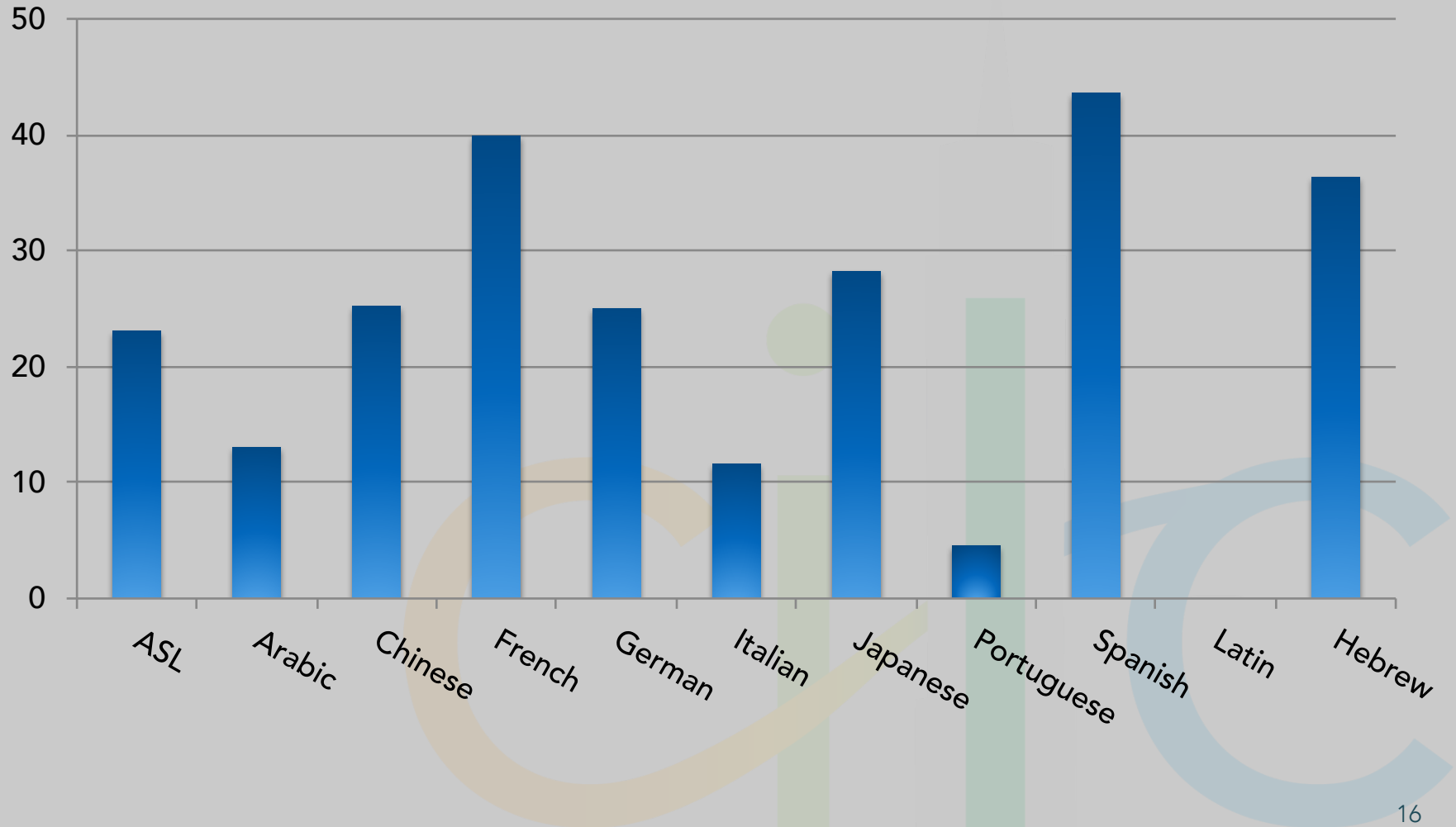
REASONS FOR STUDYING PARTICULAR LANGUAGE



% CHOOSING LANGUAGE B/C "RELATIVELY EASY"



% CHOOSING B/C THEY HAD STUDIED LANGUAGE BEFORE



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

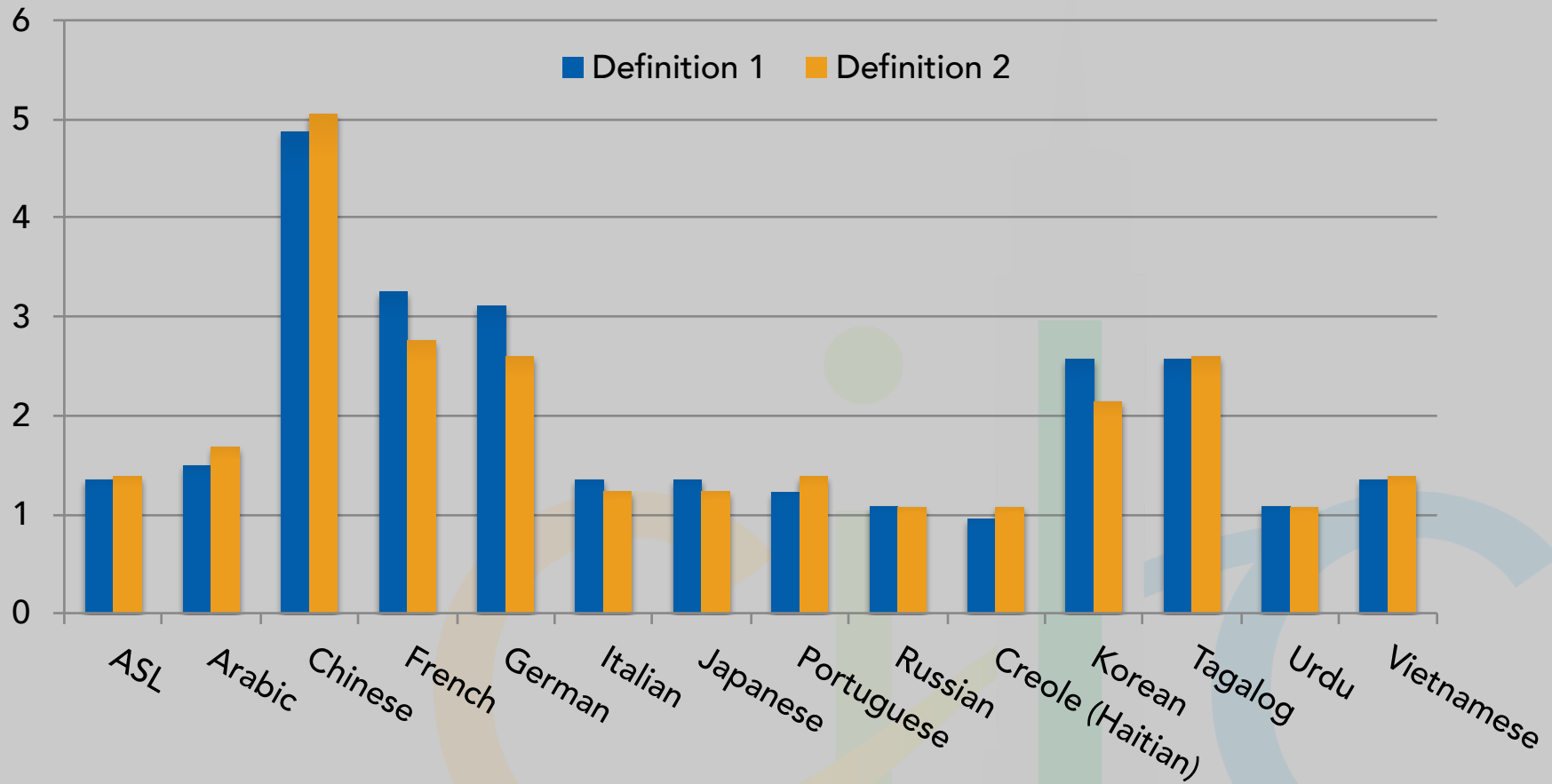
DEFINITION 1: HOME LANGUAGE

1. Students born in the US or arrived age 13 or younger and who report speaking a language other than English at home, currently or previously
2. **42.08%** of students in the sample are heritage speakers under this definition
3. **45.74%** of heritage speakers under this definition are studying a language they report as one spoken in their home

DEFINITION 2: HOME LANGUAGE + PROFICIENCY

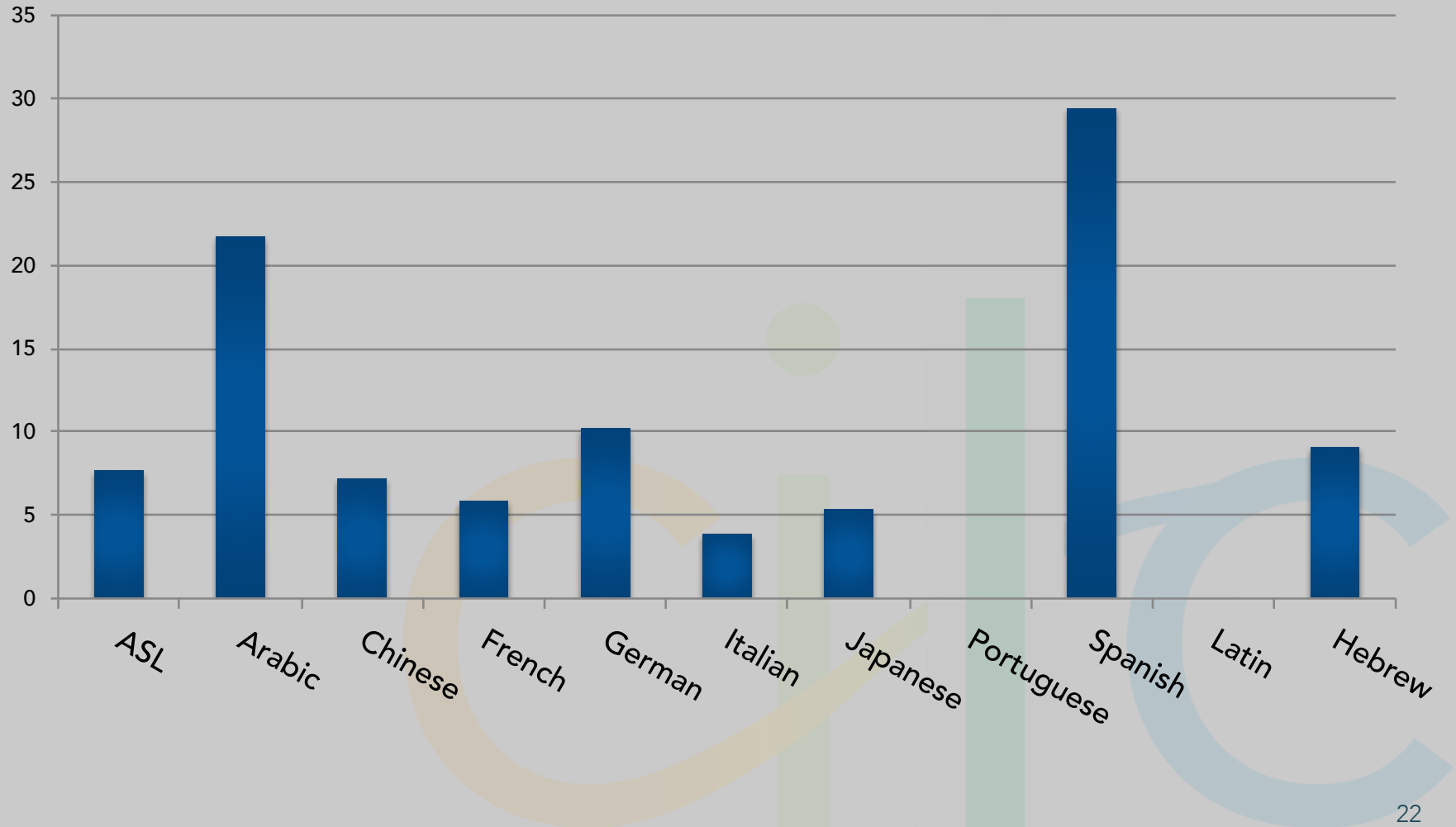
- Students born in the US or arrived age 13 or younger who report speaking a language other than English at home, currently or previously, **AND** report understanding that language well or very well
- **37.19%** of students in sample are heritage under this definition
- **45.33%** of these students are studying a language they report spoken at home

FIRST REPORTED HOME LANGUAGE AMONG HERITAGE SPEAKERS

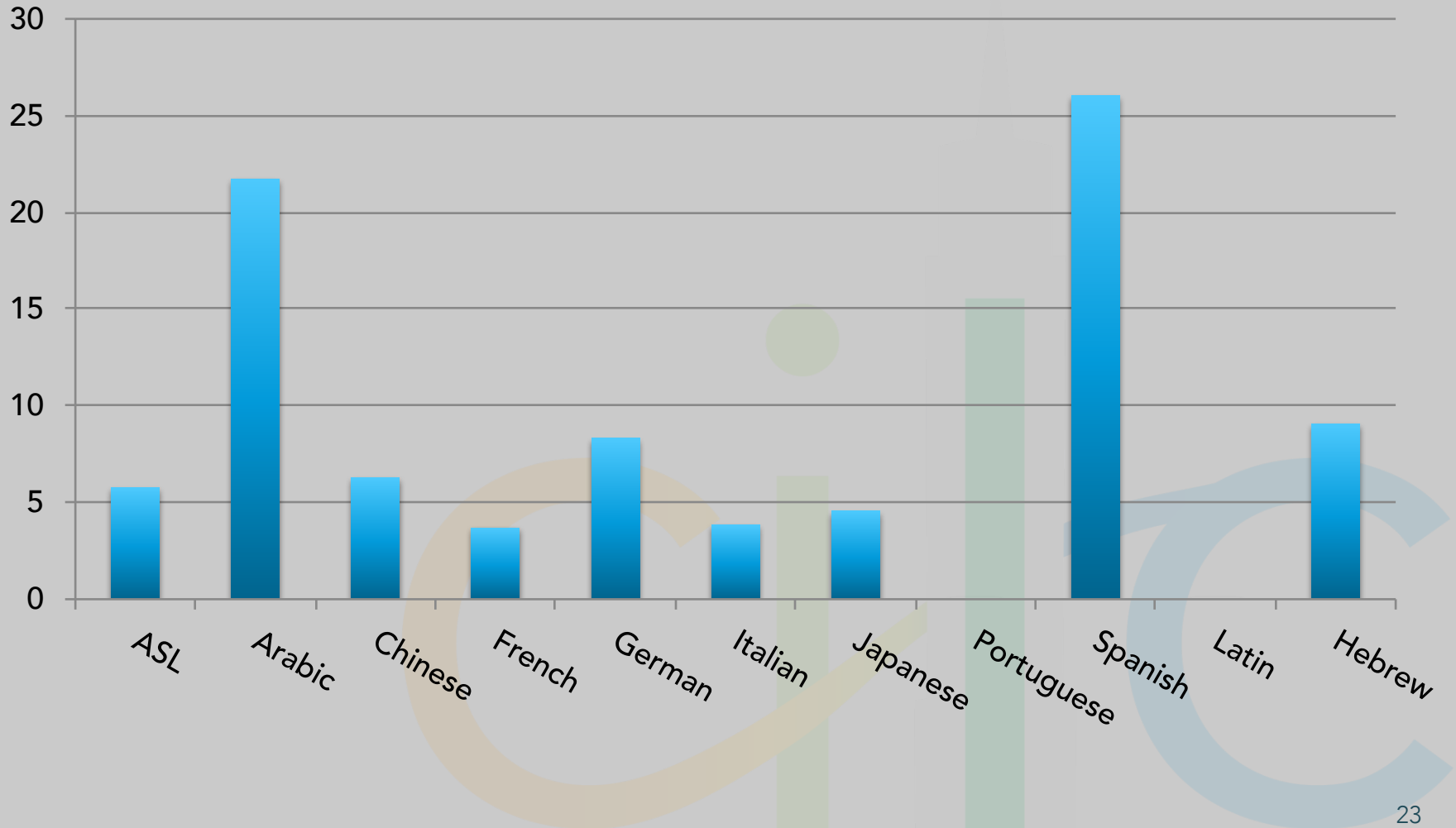


Spanish – Definition 1 = 61.3%, Definition 2 = 62.48%

% HERITAGE LEARNERS BY LANGUAGE (DEF. 1)



% HERITAGE LEARNERS BY LANGUAGE (DEF. 2)



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?

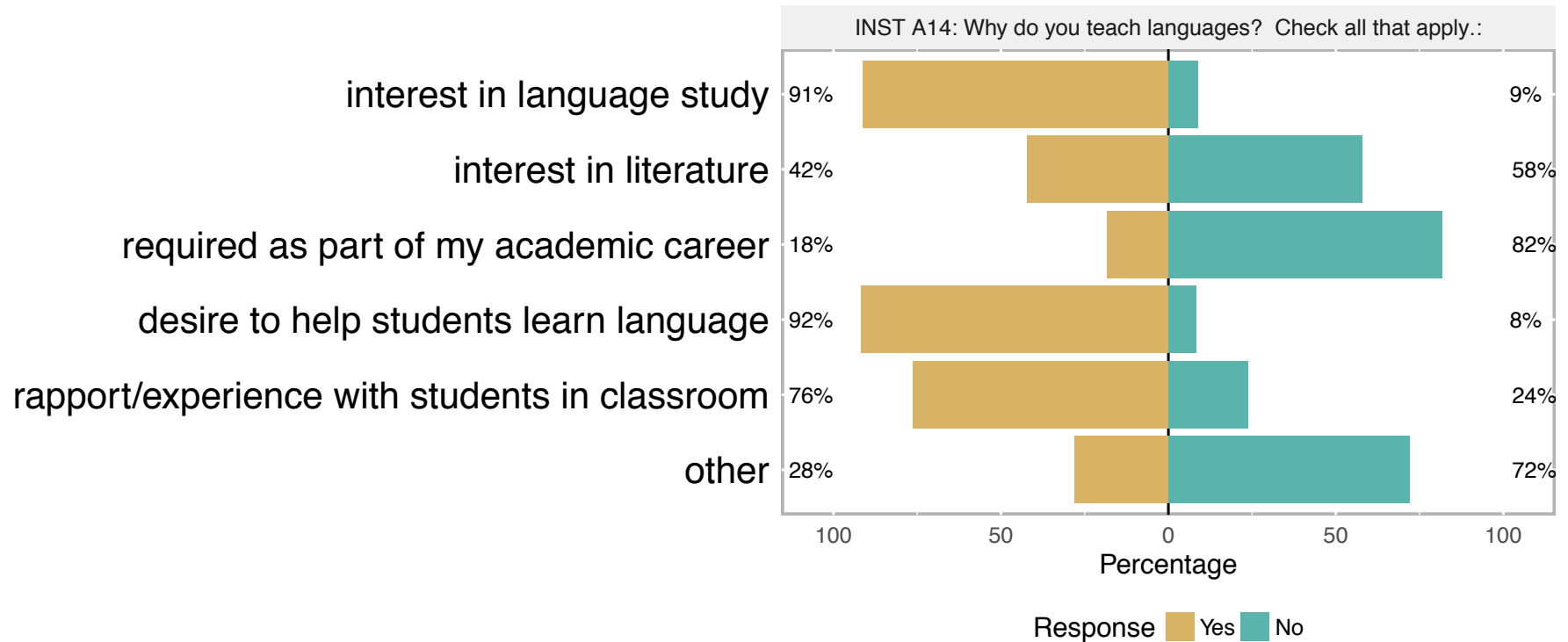


ACADEMIC TRAINING AND FIELDS OF STUDY

	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%

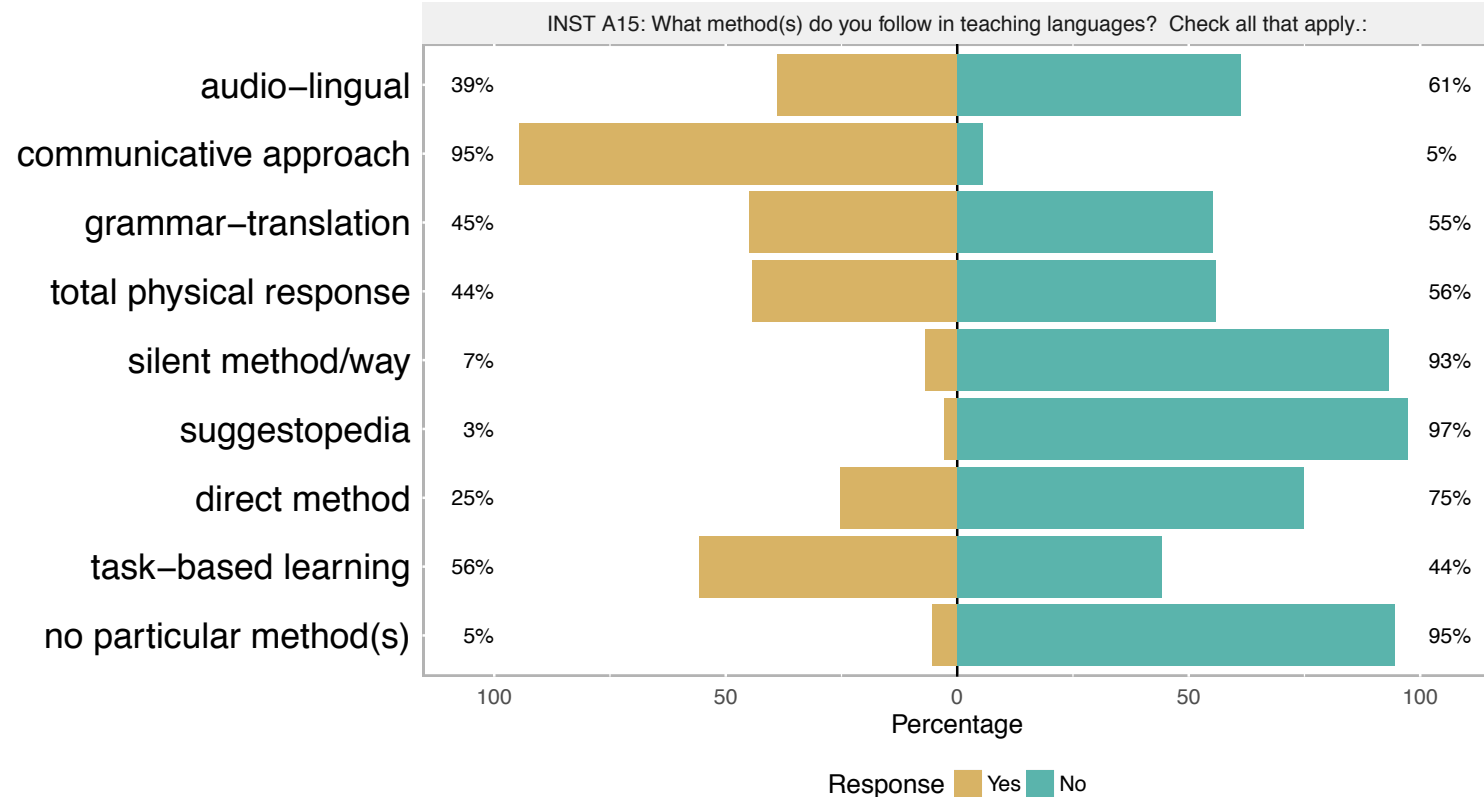
1. The majority of instructors hold graduate-level training in the relevant fields (some have multiple MA's)
2. Over one third (38.3%) holds a doctoral degree
3. Nearly 40% have a degree in Literature, followed by Education and Linguistics (roughly 20% each)

MOTIVATION FOR TEACHING



most common keywords for 'OTHER': *culture, love, share.*

TEACHING METHODS



WHO TEACHES Ls AT CCs?

1. 58.3% employed full-time (cf. IPEDS: 42.1%*)
 - of these full-time instructors, **17/81 (21%)** hold **other non-teaching jobs** (10+ hours/week)
2. 41.7% employed part-time (cf. IPEDS: 57.9%*)
 - of these part-time instructors, **9/56 (16%)** hold other non-teaching jobs (10+ hours/week)

* likely response bias from web-mining methodology

3. Average years in service: 12.14 years
4. Experience teaching at different levels: 42.4% at K-12; 38.2% at other CCs; 74.3% at 4-year schools; 16.7% community schools
5. Average course load per semester: 3.78 classes.

SALIENT FINDINGS

- Mid-life Ss less likely to study MLs at CCs
- White and black Ss under-represented; Asian & Hispanic over-represented
- curiosity--particularly about culture--a major motivation for CC ML study
- ~40% of CC ML students Heritage Speakers
 - just under 20% Heritage Learners
- Instructor motivations: love of sharing culture, helping Ss learn language
 - diverse experiences, plurality studied literature
 - overworked/overcommitted?

FUTURE STEPS

- further analysis is ongoing
 - identity-driven definitions of “Heritage”
 - correlates to parental educational achievement
 - student GPA, study habits, extracurricular commitments
- 4-year college comparison study
 - piloting Spring 2017 at CUNY
- 2018 **Community-College-Language Forum**
 - @ LaGuardia CC in New York City

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Watch our
website for
updates,
reports, and
datasets!

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