



# FULLERTON COLLEGE

ELEVATING EXCELLENCE.

## ***Instructional Programs*** **2014-2015 Self-Study** **Three-Year Program Review Template** **Foreign Language**

**Humanities Division**

### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

### **Participants in the self-study**

Lina Callahan, Coordinator  
 Ruth Egigian  
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 Wei-ping Kong  
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### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

<u>Lina Callahan</u> Printed name of Principal Author	<u></u> Signature	<u>Dept. Coord.</u> Title	<u>12/1/14</u> Date
<u>Lina Callahan</u> Printed name of Department Coordinator	<u></u> Signature	<u>Dept. Coord</u> Title	<u>12/1/14</u> Date
<u>Dan Willoughby</u> Printed name of Dean	<u></u> Signature	<u>Dean</u> Title	<u>12/10/14</u> Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

**Mission:** The Fullerton College Foreign Language Department contributes to the College's mission of preparing students to be successful learners by actively promoting student success, providing communicative classrooms with learner-based pedagogies. Our foreign language classes provide students with a challenging and stimulating learning environment enriched with culture appreciation, in which all four language skills are developed: reading, writing, listening and speaking. Students are challenged with written and oral quizzes, writing and reading assignments, essay writing, projects and oral presentations in an effort to appeal to different learning styles, and to develop language acquisition in our sequential courses.

**Vision:** In an effort to apply Fullerton College's vision to create a community promoting inquiry, intellectual curiosity, personal growth and a life-long appreciation for the power of learning, the Foreign Language Department seeks to develop language acquisition in five different languages currently: Chinese, French, German, Japanese and Spanish. All five languages offer the AA sequence for a degree in Foreign Language. The Foreign Language department has offered Chinese intermediate courses at local high schools to provide student access to more advanced studies. It has coordinated faculty-led trips to China and Japan for students, faculty and the community at large. The Annual French Film Festival, a tradition now for the past five years, provides access to cultural events in French for the Fullerton College student community and the community at large. Spanish and German classes organize outings to local restaurants, theaters, and museums to experience language and culture first-hand. Foreign Language faculty in all levels of the language sequence assign research projects and presentations in an attempt to develop real-language and a concrete, hands-on and life-long interest in the culture related to the foreign language being acquired.

**Core Values:** The Foreign Language Department actively promotes and applies the Fullerton College Core values in the following ways:

- **We respect and value the diversity of the entire community** by offering classes in five different languages – Chinese, French, German, Japanese and Spanish. We offer a Spanish class designed specifically for Heritage Speakers, and we are one of the few colleges to still offer an AA in German. We organize the Annual French Film Festival every spring on campus.
- **We value tradition and innovation** by fostering a love of reading and communicating in foreign languages in traditional ways (essays, presentations), and we also offer online classes for Heritage speakers and intermediate students, in an effort to appeal and provide access to instruction for traditional and non-traditional students.
- **We support the involvement of all in the decision-making process** by fostering teamwork in our department. We share varied departmental responsibilities by organizing department committees and by participating in division-level committees, as well as encouraging and supporting individual participation in campus-wide committees and activities.

- **We expect everyone to continue growing and learning, and we believe in the power of the individual** by fostering participation in professional organizations such as ACTFL and CCFLC, by supporting faculty members in sabbatical proposals, in workshop and professional conference attendance, and by supporting faculty members who develop and publish textbooks and pursue further language studies.
- **We expect everyone to display behavior in accordance with personal integrity and high ethical standards** by modeling such behavior in our interactions with our students, our colleagues, our supervisors and the community we serve.
- **We accept our responsibility for the betterment of the world around us** by providing access to reading; language and culture in our classrooms, and by presenting new perspectives and ways to communicate around the world, thus helping students become successful learners.
- **We value and promote the wellbeing of our campus community** by providing a safe learning environment for all students, and by fostering a safe work environment for our colleagues.

### College Goals:

The Foreign Language department actively supports the college goals to **promote student success, to reduce the achievement gap, and to strengthen connections with the community.**

We address the needs of under-prepared students by providing and coordinating tutoring and enriching activities for students through the Tutoring Center; we encourage and foster course retention and success by focusing on the transition from the beginning language sequence to the intermediate level by implementing our student learning outcome assessments, so students can successfully transition to the next language level. We increase the number of transfers and degrees awarded by developing the AA-T in Spanish –currently awaiting approval at the Chancellor’s Office, and by articulating with local transfer institutions to send well-prepared and informed students. We also provide students information about Study Abroad, internships and scholarship opportunities.

We address the needs of all learners by providing a communicative foreign language classroom that fosters the practice of the four language skills – listening, reading, speaking and writing. We provide tutoring and learning-enrichment opportunities and activities both through the Tutoring Center and through cultural activities such as field trips and the French Film Festival.

We address and develop connections with the community by articulating with Foreign Language transfer institutions, with local high schools by providing access to language courses in the field of interest, and by coordinating and hosting cultural events such as the Annual French Film Festival (expected to become the *International* Film Festival with films from China, francophone countries, Germany, Japan, and Latin America and Spain in the next three to five years).

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)<sup>1</sup>

KPI	Findings
Enrollment	2009-2010: 4,314 FINDING: Decrease of 2% over 5 years 2010-2011: 4,195 2011-2012: 3,027 2012-2013: 2,979 2013-2014: 4,231 <b>FINDING: Increase of 42% from 2012-2013</b> The 42% increase is due to faculty recruitment efforts in all five languages, to the good reputation of our department in the Orange County area, to faculty accepting greater numbers over the seat count to provide student access, and to budget cuts that limited the number of students at state universities during the 2012-2013 academic year.
Total FTES	2009-2010: 843 FINDING: Decrease of 16% over 5 years 2010-2011: 714 2011-2012: 638 2012-2013: 629 2013-2014: 708 FINDING: Increase of 12.5% from 2012-2013
Sections	2009-2010: 150 FINDING: Increase of 10% over 5 years 2010-2011: 142 2011-2012: 130 2012-2013: 136 2013-2014: 167 <b>FINDING: Increase of 20% from 2012-2013</b> The 20% increase in number of sections offered from 2012-2013 to 2013-2014 is due to faculty recruitment efforts in all five languages, along with increased student demand, and to recovery from the 2012-2013 budget cuts.
FTEF	2009-2010: 47.7 FINDING: Increase of 11% over 5 years 2010-2011: 44.5 2011-2012: 47.7 2012-2013: 47.5 2013-2014: 53.3
Fill Rate	2009-2010: 99% FINDING: Decrease of 10% over 5 years 2010-2011: 101% 2011-2012: 100% 2012-2013: 95% 2013-2014: 89%
WSCH/FTEF	2009-2010: 531 FINDING: Decrease of 12% over 5 years 2010-2011: 481

<sup>1</sup> See Appendix 1.1, Foreign Language KPI for 2013-2014

	2011-2012: 425 2012-2013: 456 2013-2014: 476 <b>FINDING: Increase of 5% from 2012-2013</b>
Retention	2009-2010: 79% <b>FINDING: Decrease of 3% over 5 years</b> 2010-2011: 79% 2011-2012: 80% 2012-2013: 79% 2013-2014: 76%
Success	2009-2010: 68% <b>FINDING: Decrease of 5% over 5 years</b> 2010-2011: 69% 2011-2012: 70% 2012-2013: 66% 2013-2014: 63%

In terms of **enrollment**, in comparing the data over the last five years, we see a 2% decrease in enrollment. However, the increase in enrollment from the two hard-hit budget-cut years (2011-2012 and 2012-2013) to 2013-2014 is significant: the lowest enrollment of 2,979 of 2012-2013 becomes 4,231 in 2013-2014, a 42% increase, signaling increase student demand for Foreign Language courses. The **increase of new majors** over the five-year period echoes the increase in student demand for Foreign Language classes: from 55 in 2009-2010 to 69 in 2013-2014, an increase of 25%.

Tracking the figures for total student contact hours (**WSCH**) we notice a decrease of approximately 12% over the last five years, which in turn reflects a similar decrease in total **FTES** of about 16%. Again, reflecting upon the change from the budget cuts from academic year 2012-2013 to 2013-2014, we see, in contrast, an increase in WSCH and FTES of 5% and 12.5%, respectively.

In terms of **courses and sections offered**, we notice a decrease in the number of courses offered, mainly due to budget cuts, from 26 courses offered in 2009-2010 to 21 in 2013-2014. In contrast, the number of sections offered has increased from 150 in 2009-2010 to 167 in 2013-2014, as a result of the expansion of our Japanese into a full AA program in Japanese, and as a result also of student demand for 101 and 102 language courses in FRENCH, GERMAN and SPANISH.

Interesting also is a fluctuation in the cost of providing instruction (FTEF): 2009-2010 was 47.7 and in 2013-2014 it rose to 53.3, an increase of 10%.

Of particular interest are the figures for Foreign Language course retention and success. The current data is positive: retention for 2009-2010 was 79% and the figure for 2013-2014 shows a slight 3% fluctuation to 76%, still comparable to the peer institutions with similar language offerings which we use for this self-study. The success figure is acceptable but shows more room for improvement: from 68% success in 2009-2010, there is a slight fluctuation to 63% in 2013-2014, resulting in a 5% decline in student success over the five-year period. Again, this number is consistent with the peer institutions cited for this report. While these retention and success rates reveal annual fluctuation, the numbers for the SUMMER sessions over the last 5 years: 87% retention in summer 2010 as compared to 83% retention in summer 2014, and 77% success in summer 2009-2010 as compared to 73% in summer 2014. This may indicate that while in summer, most student take one, maybe two classes maximum, the student load increases dramatically in fall and spring, thus affecting their success in courses attempted.

In conclusion, the Foreign Language department retention rate figures show little fluctuation over the last five years, according to the KPI indicators provided by the Fullerton College Institutional Research Office. **The figures are positive and culminate in an annual retention rate of 76% for the 2013-2014 academic year, meaning that 3 out of four students persist and stay for the duration of the term in foreign language courses.** The success rate shows some room for improvement: a decrease of 5% over the last 5 years, culminating with an annual rate of 63% for the 2013-2014 academic year, shows that 6 out of 10 students succeed in our classes. In an effort to improve student success rates, please refer to our Strategic Plans under section 6.0 of this self-study, detailing our Student Success Initiative with Embedded Tutoring.

## 2.2 Peer Institution Comparison

Complete the table below.

The Foreign Language department and the dean of Humanities, Dan Willoughby, agree that the peer institutions chosen as valid comparisons are the programs offering the same languages as our department offers currently –**Chinese, French, German, Japanese and Spanish**. Thus, we have chosen the following institutions from the list provided by OIRP:

- Fresno City College
- Mira Costa College
- San Diego Mesa College
- Santa Barbara Community College

The following peer-institution data was obtained from the Chancellor’s Office Data Mart website<sup>2</sup>, by selecting data for fall semesters 2011, 2012 and 2013, and by selecting top codes for Chinese, French, German, Japanese, and Spanish (top codes 1107, 1102, 1103, 1108, and 1105, respectively), which are the languages relevant to our self study.

<b>College/Program:</b> FOREIGN LANGUAGE- GENERAL (CHIN, FREN, GERM, JAPN, SPAN)	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 1,410 F12: 1,417 F13: 1,534	F 11: 786 F12: 689 F13: 934	F 11: 1,192 F12: 1,258 F13: 1,224	F 11: 1,717 F12: 1,842 F13: 1,661	F 11: 1,243 F12: 1,267 F13: 1,247
<b>Retention rate %</b>	F 11: 82% F12: 79% F13: 75%	F 11: 91% F12: 86% F13: 92%	F 11: 81% F12: 81% F13: 81%	F 11: 79% F12: 82% F13: 83%	F 11: 91% F12: 89% F13: 90%

<sup>2</sup> "Credit Course Retention/Success Rate Summary Report." Management Information Systems Data Mart. California Community Colleges Chancellor's Office, n.d. Web. 21 Nov. 2014.  
<[http://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)>.

<b>Success:</b>	F 11: 1,186 F12: 1,167 F13: 1,257	F 11: 632 F12: 565 F13: 759	F 11: 1,028 F12: 1,087 F13: 1,094	F 11: 1,415 F12: 1,512 F13: 1,346	F 11: 973 F12: 1,028 F13: 1,007
<b>Success rate %</b>	F 11: 69% F12: 65% F13: 61%	F 11: 73% F12: 70% F13: 75%	F 11: 70% F12: 70% F13: 72%	F 11: 65% F12: 68% F13: 62%	F 11: 71% F12: 72% F13: 72%
<b>Total enrollment</b>	F 11: 1,719 F12: 1,794 F13: 2,035	F 11: 862 F12: 805 F13: 1,015	F 11: 1,468 F12: 1,554 F13: 1,224	F 11: 2,167 F12: 2,237 F13: 2,001	F 11: 1,371 F12: 1,422 F13: 1,389
<b>Degrees Awarded:</b>	11-12: 10 12-13: 15 13-14: 10	11-12: 2 12-13: 5 13-14: 0	11-12: 9 12-13: 6 13-14: 9	11-12: 33 12-13: 26 13-14: 22	11-12: 6 12-13: 7 13-14: 4
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

The data from the table above shows that while all five colleges offer CHINESE, FRENCH, GERMAN, JAPANESE and SPANISH, the Fullerton College Foreign Language enrollment numbers are most similar to San Diego Mesa College, particularly in fall 2013, as we see **FC enrollment increased by 19% from fall 2011**. In fall 2011 and fall 2012, FC Foreign Language large enrollment figures were second only to San Diego Mesa College. Although our retention and success rates have decreased from 2011, our enrollment has increased by 19%, and the **FC Foreign Language number of degrees awarded is second only to San Diego Mesa College** in this comparison. **The fall 2013 data to determine Faculty Hiring Priority provided by FC Institutional Research shows that adjunct instructors taught 64% of Foreign Language sections<sup>3</sup>**. Also, as of October 2014, as we compile this report, our department has 6 full-time Foreign Language professors to 34 Foreign Language adjuncts, bringing the percentage of courses taught by adjuncts to over 70%. We trust this study will help justify hiring more Full-time instructors in the next 3 to 5 years, in an effort to improve our retention and success figures and our overall Foreign Language program efficiency. While our adjunct faculty members are a valuable part of our team, they may not produce the same results as full-time faculty due to their limited on-campus time and commitments elsewhere.

The following peer-institution data showing an analysis and comparison of each of the languages we teach at Fullerton College (i.e., Chinese, French, German, Japanese, and Spanish) was also obtained from the California Community College Chancellor's Office Data Mart, while the Fullerton College figures are figures provided by the Fullerton College Institutional Research Office<sup>4</sup>.

<sup>3</sup> See Appendix 1.7, Fall 2014 Faculty Hiring Priority- Fall 2013 Data.

<sup>4</sup> See Appendix 1.2-1.6, Foreign Language KPI Indicators 2013-2014 (1.2 Chinese, 1.3 French, 1.4 German, 1.5 Japanese, 1.6 Spanish).

**CHINESE:**

<b>College/Program:</b> CHINESE	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 98 F12: 95 F13: 96	F 11: 24 F12: 58 F13: 51	F 11: 31 F12: 0 F13: 0	F 11: 22 F12: 45 F13: 43	F 11: 61 F12: 51 F13: 50
<b>Retention rate %</b>	F 11: 80% F12: 68% F13: 68%	F 11: 86% F12: 98% F13: 85%	F 11: 79% F12: 0 % F13: 0%	F 11: 92% F12: 98% F13: 96%	F 11: 87% F12: 85% F13: 89%
<b>Success:</b>	F 11: 89 F12: 89 F13: 92	F 11: 21 F12: 45 F13: 34	F 11: 26 F12: 0 F13: 0	F 11: 21 F12: 42 F13: 42	F 11: 54 F12: 42 F13: 49
<b>Success rate %</b>	F 11: 73% F12: 64% F13: 65%	F 11: 75% F12: 76% F13: 56.67%	F 11: 67% F12: 0% F13: 0%	F 11: 88% F12: 91% F13: 93%	F 11: 77% F12: 70% F13: 87%
<b>Total enrollment</b>	F 11: 122 F12: 140 F13: 141	F 11: 28 F12: 59 F13: 60	F 11: 39 F12: 0 F13: 0	F 11: 24 F12: 46 F13: 45	F 11: 70 F12: 60 F13: 56
<b>Degrees Awarded:</b>	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0	11-12: 3 12-13: 4 13-14: 2	11-12: 0 12-13: 0 13-14: 0
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

In looking at the data for our CHINESE program, the FALL 2013 CHINESE success rate of 65% is a little higher than the Foreign Language general rate of 63%, while the CHINESE retention figure for fall 2013 of 68% is considerable lower the Foreign Language general rate of 76%. Also **worth noting is that the total enrollment figures for our Chinese program are consistently higher than at our peer institutions, in fact almost double**, due not only to the quality of instruction at Fullerton College, but also due to the fact that our program is unique in continuously offering the two-year course sequence in Chinese (CHIN 101, 102, 103 & 104) which then leads to the AA degree in Foreign Language at Fullerton College.

**FRENCH:**

<b>College/Program:</b> FRENCH	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 212 F12: 190	F 11: 51 F12: 46	F 11: 103 F12: 116	F 11: 200 F12: 207	F 11: 167 F12: 201



	F13: 175	F13: 65	F13: 140	F13: 196	F13: 195
<b>Retention rate %</b>	F 11: 77% F12: 74% F13: 68%	F 11: 84% F12: 77% F13: 93%	F 11: 79% F12: 85% F13: 80%	F 11: 83% F12: 81% F13: 86%	F 11: 89% F12: 89% F13: 91%
<b>Success:</b>	F 11: 198 F12: 175 F13: 173	F 11: 34 F12: 30 F13: 48	F 11: 81 F12: 100 F13: 128	F 11: 168 F12: 173 F13: 159	F 11: 114 F12: 152 F13: 156
<b>Success rate %</b>	F 11: 72% F12: 68% F13: 63%	F 11: 56% F12: 50% F13: 69%	F 11: 62% F12: 73% F13: 73%	F 11: 70% F12: 68% F13: 70%	F 11: 61% F12: 67% F13: 73%
<b>Total enrollment</b>	F 11: 275 F12: 257 F13: 257	F 11: 61 F12: 60 F13: 70	F 11: 130 F12: 136 F13: 175	F 11: 239 F12: 255 F13: 227	F 11: 188 F12: 227 F13: 214
<b>Degrees Awarded:</b>	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 1	11-12: 8 12-13: 6 13-14: 1	11-12: 1 12-13: 1 13-14: 0
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

In looking at the data for our FRENCH program, the FALL 2013 FRENCH success rate of 63% is exactly the same as the Foreign Language general rate of 63%, and it is very similar to the success rates of our peer institutions. The FRENCH retention figure for fall 2013 of 68% is somewhat lower than the Foreign Language general rate of 76%. Yet, it is worth noting that **Fullerton College enrollment in French classes is significantly higher than any of these peer institutions for the years researched.**

**GERMAN:**

<b>College/Program:</b> GERMAN	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 106 F12: 104 F13: 110	F 11: 0 F12: 0 F13: 17	F 11: 57 F12: 55 F13: 50	F 11: 85 F12: 77 F13: 63	F 11: 25 F12: 36 F13: 29
<b>Retention rate %</b>	F 11: 88% F12: 77% F13: 73%	F 11: 0% F12: 0% F13: 85%	F 11: 90% F12: 81% F13: 89%	F 11: 84% F12: 84% F13: 84%	F 11: 96% F12: 92% F13: 88%
<b>Success:</b>	F 11: 94 F12: 85 F13: 92	F 11: 0 F12: 0 F13: 12	F 11: 56 F12: 52 F13: 47	F 11: 75 F12: 73 F13: 61	F 11: 18 F12: 33 F13: 22

<b>Success rate %</b>	F 11: 78% F12: 63% F13: 61%	F 11: 0% F12: 0% F13: 60%	F 11: 89% F12: 76% F13: 84%	F 11: 74% F12: 79% F13: 81%	F 11: 69% F12: 85% F13: 67%
<b>Total enrollment</b>	F 11: 120 F12: 135 F13: 151	F 11: 0 F12: 0 F13: 20	F 11: 63 F12: 68 F13: 56	F 11: 101 F12: 92 F13: 75	F 11: 126 F12: 39 F13: 33
<b>Degrees Awarded:</b>	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0	11-12: 1 12-13: 0 13-14: 0	11-12: 0 12-13: 0 13-14: 0
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

In looking at the data for our GERMAN program, the FALL 2013 GERMAN success rate of 61% is a little lower than the Foreign Language general success rate of 63%, while the GERMAN retention figure for fall 2013 of 72% is close to the Foreign Language general rate of 76%. **Once again, of particular interest is the fall 2013 German enrollment figure of 151, which shows that the Fullerton College German program is the only one, as compared to these peer institutions, to be actually growing in size (the others are shrinking drastically).** This figure once again shows that the Fullerton College German program is indeed unique and marketable: **we are one of the few Foreign Language Departments in the South Bay-Orange County-Riverside area to offer an AA degree in Foreign Language by taking the four-semester course-sequence in German,** and offering access to degree and transfer to four-year universities for students wishing to major in German.

**JAPANESE:**

<b>College/Program:</b> JAPANESE	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 215 F12: 229 F13: 235	F 11: 26 F12: 45 F13: 54	F 11: 67 F12: 75 F13: 97	F 11: 183 F12: 208 F13: 208	F 11: 171 F12: 182 F13: 185
<b>Retention rate %</b>	F 11: 84% F12: 78% F13: 72%	F 11: 87% F12: 73% F13: 81%	F 11: 78% F12: 79% F13: 81%	F 11: 71% F12: 76% F13: 82%	F 11: 92% F12: 91% F13: 93%
<b>Success:</b>	F 11: 169 F12: 164 F13: 177	F 11: 19 F12: 36 F13: 39	F 11: 52 F12: 59 F13: 87	F 11: 133 F12: 162 F13: 144	F 11: 131 F12: 148 F13: 146
<b>Success rate %</b>	F 11: 66% F12: 56% F13: 54%	F 11: 63% F12: 58% F13: 58%	F 11: 60% F12: 62% F13: 73%	F 11: 52% F12: 59% F13: 57%	F 11: 71% F12: 74% F13: 73%

<b>Total enrollment</b>	F 11: 256 F12: 293 F13: 327	F 11: 30 F12: 62 F13: 67	F 11: 86 F12: 95 F13: 119	F 11: 258 F12: 273 F13: 254	F 11: 185 F12: 200 F13: 199
<b>Degrees Awarded:</b>	11-12: 12-13: 13-14:	11-12: 2 12-13: 5 13-14: 4	11-12: 5 12-13: 2 13-14: 1	11-12: 9 12-13: 7 13-14: 4	11-12: 0 12-13: 0 13-14: 0
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

In looking at the data for our JAPANESE program, the FALL 2013 JAPANESE success rate of 54% is lower than the Foreign Language general rate of 63%, while the JAPANESE retention figure for fall 2013 is 72% is very close to the Foreign Language general retention rate of 76%. In terms of enrollment, once again the **Fullerton College Japanese program has the highest enrollment as compared to these peer institutions: the fall 2013 Japanese enrollment figure of 327 shows a 28% increase in enrollment from fall 2011, and it is 29% higher than the fall 2013 enrollment figure for San Diego Mesa College.** The other peer institutions in this study have significantly smaller Japanese programs as compared to Fullerton College.

**SPANISH:**

<b>College/Program: SPANISH</b>	Fullerton College	Fresno City College	Mira Costa College	San Diego Mesa College	Santa Barbara City College
<b>Retention:</b>	F 11: 741 F12: 813 F13: 916	F 11: 685 F12: 540 F13: 747	F 11: 934 F12: 1,012 F13: 937	F 11: 1,227 F12: 1,305 F13: 1,151	F 11: 819 F12: 797 F13: 788
<b>Retention rate %</b>	F 11: 81% F12: 83% F13: 79%	F 11: 92% F12: 87% F13: 94%	F 11: 81% F12: 81% F13: 81%	F 11: 79% F12: 83% F13: 82%	F 11: 91% F12: 89% F13: 89%
<b>Success:</b>	F 11: 622 F12: 656 F13: 730	F 11: 558 F12: 454 F13: 626	F 11: 813 F12: 876 F13: 832	F 11: 1,018 F12: 1,062 F13: 940	F 11: 656 F12: 653 F13: 634
<b>Success rate %</b>	F 11: 68% F12: 67% F13: 63%	F 11: 75% F12: 73% F13: 78%	F 11: 71% F12: 70% F13: 72%	F 11: 66% F12: 68% F13: 67%	F 11: 73% F12: 73% F13: 71%
<b>Total enrollment</b>	F 11: 915 F12: 979 F13: 1,159	F 11: 743 F12: 624 F13: 798	F 11: 1,150 F12: 1,255 F13: 1,162	F 11: 1,545 F12: 1,571 F13: 1,400	F 11: 902 F12: 896 F13: 887
<b>Degrees Awarded:</b>	11-12: 12-13: 13-14:	11-12: 12-13: 13-14:	11-12: 3 12-13: 2 13-14: 5	11-12: 12 12-13: 9 13-14: 15	11-12: 5 12-13: 6 13-14: 4

<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

In looking at the data for our SPANISH program, the FALL 2013 SPANISH success rate of 63% is exactly the same as the Foreign Language general success rate of 63%, while the **SPANISH retention figure for fall 2013 is 79% is somewhat higher than the Foreign Language general rate of 76%**. In terms of Spanish enrollment, the Fullerton College has the second largest enrollment among the peer institutions selected for this self study, second only to Mira Costa College.

**How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).**

After examining the comparison data from the peer institutions we defined above (based on the same languages we teach at Fullerton College), we observe that **by fall 2013 Fullerton College had the highest enrollment in Foreign Language courses (2,046) as compared to the other four institutions.** San Diego Mesa College followed with 2,001, then Mira Costa College with 1,512, Santa Barbara College with 1,389, and last Fresno City College with 1,015. The enrollment numbers directly affect the computation of retention and success, so that if our instructors are over-enrolling courses, alternatively the retention and success rates will drop as students withdraw or stop attending. Also worth noting is that, based on the comparison data with our peer institutions, **all of the languages offered at Fullerton College other than Spanish (i.e., Chinese, French, German, and Japanese) have significantly higher enrollment than the peer institutions we identified for this self-study.** We believe this to be a testament to the dedication, excellence and motivation to maintain high standards in teaching and instruction of our Foreign Language faculty, both full-time and adjunct. It also positions the **Fullerton College Foreign Language Department to have a competitive edge in terms of attracting foreign language students, since we offer an AA degree in Foreign Language not only in Spanish, but also in Chinese, French, German and Japanese,** which constitutes also a bridge into a four-year university to then major in Foreign Languages. In terms of degrees awarded, and based on the peer comparison from this self-study, Fullerton College is second only to San Diego Mesa College.

**Retention numbers for the Fullerton College Foreign Language department are very positive: annual rates have fluctuated between 79% and 80% since 2009-2010, settling in at 76% for 2013-2014.** Our retention indexes seem closest to Mira Costa College and San Diego Mesa College, who have comparable enrollment figures to ours. The challenge for the Foreign Language department is to devise strategies to approximate the high retention rates from Santa Barbara College, also similar to us in terms of enrollment, but with retention rates 10% higher than ours. In the Strategic Plan section of this self-study we detail our plan for a Student Success Initiative with Embedded Tutoring in foreign language classes in an effort to improve our already-positive retention rates while striving for a marked increase in student success.

In conclusion, the Fullerton College Foreign Language department may find it valuable to research the course offerings at Mira Costa College and San Diego Mesa, the two colleges from our list of identified peers that are most similar to FC in terms of depth and breadth of language courses offered. We see an opportunity to make changes and take note of successful practices at Mira Costa and San Diego Mesa to increase both the retention and success rates in 2014-2015. The Foreign Language Department thus expects that our **Strategic Action plan to provide a Student Success Initiative with**

**Embedded Tutoring** (proposed in section 6.0 of this document) in conjunction with the expected addition of French and German full-time faculty in fall 2015 (as a result of the search and hiring expected in spring 2015), **may result in improved student retention and success, as well as in increased number of degrees awarded over the next five years.**

### 2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)<sup>5</sup>

Group	% Retention	% Success
<b>Males</b>	<b>Annual:</b> <b>2009-2010: 77%</b> <b>2010-2011: 76%</b> <b>2011-2012: 79%</b> <b>2012-2013: 77%</b> <b>2013-2014: 74%</b> <b>FINDING: 5% decrease over 5yrs</b>	<b>Annual:</b> <b>2009-2010: 64%</b> <b>2010-2011: 64%</b> <b>2011-2012: 66%</b> <b>2012-2013: 62%</b> <b>2013-2014: 59%</b> <b>FINDING: 5% decrease over 5yrs</b>
<b>Females</b>	<b>Annual:</b> 2009-2010: 80% 2010-2011: 81% 2011-2012: 81% 2012-2013: 81% 2013-2014: 79% <b>FINDING: 1% decrease over 5yrs</b>	<b>Annual:</b> 2009-2010: 71% 2010-2011: 72% 2011-2012: 73% 2012-2013: 69% 2013-2014: 67% <b>FINDING: 4% decrease over 5yr-period</b>
<b>Asian-American</b>	<b>Annual:</b> 2009-2010: 85% 2010-2011: 85% 2011-2012: 86% 2012-2013: 84% 2013-2014: 80% <b>FINDING: 5% decrease over 5yrs</b>	<b>Annual:</b> 2009-2010: 79% 2010-2011: 81% 2011-2012: 79% 2012-2013: 74% 2013-2014: 71% <b>FINDING: 8% decrease over 5yrs</b>
<b>African-American</b>	<b>Annual:</b> 2009-2010: 70% 2010-2011: 68% 2011-2012: 66% 2012-2013: 71% 2013-2014: 51% <b>FINDING: 19% decrease over 5yrs</b>	<b>Annual:</b> 2009-2010: 56% 2010-2011: 52% 2011-2012: 50% 2012-2013: 52% 2013-2014: 34% <b>FINDING: 22% decrease over 5 yrs</b>
<b>Filipino</b>	<b>Annual:</b> 2009-2010: 81% 2010-2011: 79% 2011-2012: 86%	<b>Annual:</b> 2009-2010: 72% 2010-2011: 69% 2011-2012: 71%

<sup>5</sup> See Appendix 1.1, Foreign Language KPI Indicators 2013-2014- General Foreign Language.

	2012-2013: 69% 2013-2014: 77% <b>FINDING: 3% decrease over 5yrs</b>	2012-2013: 56% 2013-2014: 66% <b>FINDING: 6% decrease over 5yrs</b>
<b>Hispanic</b>	Annual: 2009-2010: 77% 2010-2011: 78% 2011-2012: 79% 2012-2013: 80% 2013-2014: 76% <b>FINDING: 1% decrease over 5yrs</b>	Annual: 2009-2010: 63% 2010-2011: 65% 2011-2012: 67% 2012-2013: 64% 2013-2014: 62% <b>FINDING: 1% decrease over 5yrs</b>
<b>Native American</b>	Annual: 2009-2010: 68% 2010-2011: 74% 2011-2012: 70% 2012-2013: 64% 2013-2014: 68% <b>FINDING: 0% change over 5yrs</b>	Annual: 2009-2010: 58% 2010-2011: 65% 2011-2012: 57% 2012-2013: 40% 2013-2014: 58% <b>FINDING: 0% change over 5yrs</b>
<b>Other Non-White</b>	Annual: 2009-2010: 73% 2010-2011: 80% 2011-2012: 91% 2012-2013: 80% 2013-2014: 100% <b>FINDING: 27% increase over 5yrs</b>	Annual: 2009-2010: 65% 2010-2011: 72% 2011-2012: 82% 2012-2013: 60% 2013-2014: 75% <b>FINDING: 10% increase over 5yrs</b>
<b>Pacific Islander</b>	Annual: 2009-2010: 71% 2010-2011: 67% 2011-2012: 69% 2012-2013: 73% 2013-2014: 75% <b>FINDING: 4% increase over 5yrs</b>	Annual: 2009-2010: 61% 2010-2011: 48% 2011-2012: 54% 2012-2013: 73% 2013-2014: 50% <b>FINDING: 11% decrease over 5yrs</b>
<b>White</b>	Annual: 2009-2010: 79% 2010-2011: 77% 2011-2012: 80% 2012-2013: 77% 2013-2014: 78% <b>FINDING: 1% decrease over 5yrs</b>	Annual: 2009-2010: 68% 2010-2011: 68% 2011-2012: 72% 2012-2013: 66% 2013-2014: 64% <b>FINDING: 4% decrease over 5yrs</b>
<b>Unknown</b>	Annual: 2009-2010: 80% 2010-2011: 85% 2011-2012: 79% 2012-2013: 76% 2013-2014: 77% <b>FINDING: 3% decrease over 5yrs</b>	Annual: 2009-2010: 72% 2010-2011: 76% 2011-2012: 72% 2012-2013: 73% 2013-2014: 73% <b>FINDING: 1% increase over 5yrs</b>
<b>Range (Max-Min)</b>	<b>91% - 51%</b>	82% - 34%

In looking at **retention rates** for Foreign Language classes over the past five years and across gender and ethnic categories, we observe that all gender/ethnic categories except for two groups (African-American and Other Non-White) exhibit a small change in overall retention, ranging from 0 to 5% decrease. The group that shows the highest decrease in retention is African-Americans (19%). Two groups show a slight increase in retention: Pacific Islanders (4%) and Hispanics (1%), while retention for Native Americans showed no change over the last five years. The group that displays the highest increase in retention (27%) is Other Non-White.

In looking at **success rates** for Foreign Languages classes over the past five years and across gender and ethnic categories again, we notice that all gender/ethnic categories except two groups (African-American and Other Non-White) show a decrease in success ranging from 0 to 11%. African-Americans exhibit a 22% decrease in success rates, while Other Non-Whites show an increase of 10% in success rates.

The data above shows there is no great disparity in success and retention (0-10% change) except for two groups: African-Americans and Other Non-Whites. Therefore, the Foreign Language Department identifies two areas for discussion: one, the marked decline in retention (19%) and success (22%) for African-Americans (19% and 22%), and two, the marked increase in retention (27%) and success (10%) for Other Non-White. **The Foreign Language Department is committed to the success of our students, echoing the mission statement for Fullerton College, and therefore recognizes the need to continue to explore strategies such as tutorial support and academic preparation opportunities through the Skills Center to improve the retention and success of African-Americans, such as our proposed Student Success Initiative with Embedded Tutoring, described in section 6.0 of this self study.** We would also like to delve into the success of the Other Non-White category, to possibly look at strategies that evidence such great improvement for this group, and thus replicate said success for the African-American group to succeed academically.

## 2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Since our last Program Review Self Study, **the number of full-time faculty in our department has decreased from 10 members in 2009-2010 to 6 in 2014-2015. This decrease has a great impact on our retention and success figures.** The data provided by the Office of Institutional Research indicates that as of fall 2013, adjunct faculty members are teaching 64% of Foreign Language courses<sup>6</sup> (that figure has since increased to over 70% as the result of two sudden retirements in fall 2014). Even though adjunct faculty members are integral to maintaining the viability of our programs, they cannot be expected to commit the time or energy that a full-time instructor would due to work commitments at multiple institutions, as well as their limited time on-campus.

Another development since our last Program Review Self-Study is the specialized targeted tutoring piloted in SPAN 102 during spring 2012 semester. We are currently conducting the same type of specialized tutoring program in one section of JAPN 102 during fall 2014, and we will pilot it in one section of CHIN 102 in spring 2015, with funding we received from our last Program Review Self-Study. **As a result of this successful tutoring plan, one of the Foreign Language Department Strategic Action**

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<sup>6</sup> See Appendix 1.7, Fall 2014 Faculty Hiring Priority- Fall 2013 Data.

**Plans (which requires funding) consists of implementing a Student Success Initiative with Embedded Tutoring** in at least one class in the languages we offer (CHIN, FREN, GERM, JAPN and SPAN). We expect that the Student Success Initiative with Embedded Tutoring model in the class will help us increase our student retention and success figures in the long-term across all languages offered at Fullerton College.

**2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program.** Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

Following is a list of items that may have an impact on the effectiveness of our Foreign Language program:

- 2.5.1 AP 6365, Accessibility of Information Technology<sup>7</sup>, is an NOCCCD administrative procedure that has an impact on the effectiveness of our program. According to this procedure, products and services obtained from a vendor (in our case, publishers of Foreign Language textbooks and online components) must comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973. This requirement applies to software applications, operating systems, web-based intranet and Internet information and applications, telecommunication products, and video or multimedia products. The Foreign Language Department continuously requests feedback and assistance from our current publishers, and textbook searches must take into consideration whether the educational materials we consider for adoption are indeed Section 508 compliant.
- 2.5.2 AA-T degree in Spanish, currently awaiting approval at the State Chancellor's office, which could drastically increase the number of students enrolled in our Spanish program.
- 2.5.3 New State Chancellor policies regarding enforcement of prerequisites and course challenges in turn create challenges in curriculum review and development, particularly in the wording of such policies and procedures.
- 2.5.4 Integration of technology in foreign language textbooks, ancillaries, and classrooms has a great impact on our program. Students must be able to access these technology-based components both at home and in the classroom (for example, in order to access foreign language workbooks and language labs available through the internet). This translates into the need for conscientious and routine upgrading of technology in our foreign language classrooms. We are currently equipped with classroom demo stations in each classroom, and we must stay abreast of new technologies, programs and hardware needed to provide appropriate and current technology-supported foreign language instruction.

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<sup>7</sup> "AP 6365 Accessibility of Information Technology." Chapter 6 Business and Fiscal Affairs. North Orange County Community College District, 12 Sept. 2005. Web. 19 Nov. 2014. <<http://www.nocccd.edu/Policies>>.



2.5.5 Demographic trends in Orange County have a direct impact on our Foreign Language Program, as interest and demand for languages is directly related to demographic groups living in the area.

2.5.6 Increase in enrollment of students with disabilities and Veterans of the Armed Forces also have an impact on the effectiveness of our program, as each of these two groups may require special support, academic tutoring or additional assistance to achieve academic success in a Foreign Language classroom.

## 2.6 Provide any other data that is relevant to your self-study.

2.6.1 Fullerton College Vice President of Instruction José Ramón Núñez has notified the Foreign Language department that the Board of Trustees has expressed an interest in Korean Language courses being offered at Fullerton College.

2.6.2 Decrease in unemployment figures in Southern California since 2012, a result of economic recovery, is likely to translate into a decrease in the number of students enrolling in the Foreign Language program at Fullerton College.

2.6.3 Foreign Language continues in demand as a transfer requirement to four-year institutions.

2.6.4 **The Fullerton College Foreign Language Department is one of few community colleges in Southern California to offer AA in Foreign Language with the possibility to complete the two-year sequence in German and Japanese (levels 1 through 4 constitute the 2-year, undergraduate sequence required to transfer into a Foreign Language baccalaureate program).** Our unique programs give the Fullerton College Foreign Language department a competitive advantage in providing student access to multiple languages and degrees, thus increasing department marketability. The following data about other community colleges in the Orange County/ South Bay area was obtained from the California Community Colleges Chancellor’s Office website<sup>8</sup>:

College Name	German courses 2014-2015	AA –German degree?	Japanese courses 2014-2015	AA Japanese degree?	AA General FL degree?
Cerritos	GERM 1-4 +	NO	JAPN 1-2	NO	NO
Chaffey	No GERM	NO	No JAPN	NO	NO
Citrus	GERM 1-4	NO	JAPN 1-2	NO	NO
El Camino	GERM 1-2	NO	JAPN 1-4	YES	NO
Golden West	No GERM	NO	No JAPN	NO	YES
Irvine Valley	No GERM	NO	JAPN 1-4 +	YES	NO
Long Beach City	GERM 1-2	NO	JAPN 1-3	NO	YES
Mount SAC	GERM 1-3	NO	JAPN 1-4 +	YES	NO
Orange Coast	GERM 1-2	NO	JAPN 1-2	NO	YES
Rio Hondo	No GERM	NO	JAPN 1	NO	NO

<sup>8</sup> “AA Degrees in Foreign Languages.” California Community Colleges Chancellor’s Office. California Community Colleges Chancellor’s Office, n.d. Web. 21 Nov. 2014. <<http://californiacommunitycolleges.cccco.edu/collegePrograms.aspx>>.

Riverside	No GERM	NO	JAPN 1-3	NO	NO
Saddleback	GERM 1-4 +	YES	JAPN 1-4 +	YES	YES
Santa Ana	No GERM	NO	JAPN 1-2	NO	YES
Santiago Canyon	No GERM	NO	No JAPN	NO	YES

This data shows that only four other colleges (El Camino, Irvine Valley, Mount SAC, and Saddleback) in the immediate South Bay- South Orange County- Riverside area offer students the AA degree in Japanese. This is a **great opportunity for the Fullerton College Foreign Language Department**, since we indeed offer an AA degree in Foreign Languages with the possibility to complete the full 2-year sequence (four semesters) in Japanese.

2.6.5 Decrease in number of full-time faculty members in French and German, a result of two sudden retirements in spring 2014, creates a logistical challenge in the administration of SLO assessments, since a native or near-native colleague is needed to complete such assessments.

2.6.6 Decrease in number of full-time faculty members in French and German, a result of two sudden retirements in spring 2014, creates a logistical challenge in the evaluation of French and German adjunct faculty.

2.6.7 Since our last Program Review Self-Study, we have expanded our Japanese program course offerings into a full two-year program, leading to the AA degree in Foreign Language. We now offer Japanese 203, Intermediate Japanese I and Japanese 204, Intermediate Japanese II every semester in response to high student demand, so that students may earn their AA degree in Foreign Language by taking Japanese courses if they so desire.

2.6.8 The following information, provided by lead Japanese instructor Noriko Oppenheim, was gathered from The Skills Center with regards to utilization of the Skills Center by Foreign Language students. Our findings follow:

Fall	2012		Fall	2013		Spring	2013
Subject	Distinct users		Subject	Distinct users		Subject	Distinct users
CHIN	42		CHIN	22		CHIN	42
FREN	89		FREN	113		FREN	113
GERM	0		GERM	1		GERM	1
JAPN	59		JAPN	69		JAPN	69
SPAN	42		SPAN	43		SPAN	43

This information seems to indicate that we are underutilizing the Skills Center with regards to German students. Thus, we see an opportunity to implement specialized targeted tutoring in German 101 or 102 to improve student retention and develop our German program. All other languages have a considerable student presence in the Skills Center, and yet we still notice the opportunity to improve these numbers as well, perhaps in conjunction with our Strategic Action Plan #1, Student Success Initiative with Embedded Tutoring as listed in section 6.0 of this self-study as we continue to develop a working partnership with the Fullerton College Skills Center.

### 3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

### **3.1 What are the strengths of your program?**

The strengths of our program follow:

3.1.1 Overall retention rates are very favorable, fluctuating about 5% over the last five years. The highest annual indicator occurred in 2011-2012 academic year at 80%, and the lowest during 2013-2014 academic year at 76%, still indicating that we retain 3 out of every four students.

3.1.2 Second highest enrollment as compared to the four peer institutions selected for this self-study, second only to San Diego Mesa College.

3.1.3 Variety of languages offered (CHINESE, FRENCH, GERMAN, JAPANESE and SPANISH).

3.1.4 Enrollment in languages-other-than-Spanish at Fullerton College (i.e., Chinese, French, German, and Japanese) is significantly higher than enrollment in the same languages at our peer institutions.

3.1.5 AA degree in Foreign Language available in all five of the languages we offer (i.e., Chinese, French, German, Japanese, and Spanish).

3.1.6 Second highest number of degrees awarded as compared to the four peer institutions selected for this self-study, second only to San Diego Mesa College.

3.1.7 The number of new Foreign Language majors has increased by 25% in the last five years, from 55 in 2009-2010 to 69 in 2013-2014.

3.1.8 Efficiency in our department has increased, as evidenced by the increase of 5% in WSCH/FTEF from the budget cuts years: and increase of 6.7% from 2011-2012 to 2012-2013, and another 5% from 2012-2013 to 2013-2014.

#### **Other strengths of The Foreign Language Department:**

3.1.6 Proximity to CSUF, CSULB and UCI: we provide a great number of Foreign Language transfer students to California State University, Fullerton (located 3 miles away to the east), to California State University, Long Beach (located 23 miles away to the west), and also to University of California, Irvine (located 23 miles away south of Fullerton College).

3.1.7 Community and High School Outreach: Every spring semester for the last 4 years, the Foreign Language Department hosts the Annual French Film Festival at Fullerton College, helping make our college a focal point for culture and arts in the community. We reach out to local high schools, colleges and universities to promote this unique event. In the next three to five years, the Foreign Language Department plans to make this an International Film Festival, to include films in all the languages taught at Fullerton College.

3.1.8 AA in Foreign Language: The Foreign Language Department offers AA in Foreign Language, available to students in Chinese, French, German, Japanese and Spanish, which makes our department unique, as most other colleges only offer one year of languages like German and Chinese.

3.1.9 AA-T in Spanish: The Foreign Language Department is currently awaiting approval from the Chancellor's office regarding the AA-T in Spanish, a program that may increase substantially the number of transfer students to 4-year institutions.

3.1.10 Online Instruction: The Foreign Language Department has been one of the leaders in online education at Fullerton College in the last 10 years. We have offered hybrid Beginning Spanish I and II courses in the past, and we currently offer 100% online courses as well as web-enhanced courses in Spanish 203 and 204, and Native Speaker Spanish (SPAN 201). Under section 6.0 of this self-study we detail one of our Strategic Action Plans to explore the possibility to offer online courses in Japanese, and in other languages in the long-term.

3.1.11 Collaboration with the Skills Center: The Foreign Language Department works closely with the Skills Center to provide tutoring assistance and guided activities to improve student proficiency in foreign languages. We have successfully implemented a specialized targeted tutoring program for SPAN 102, Beginning Spanish II students, and we are currently working on similar programs for Chinese and Japanese during the 2014-2015 academic year. We have learned from this experience that we see great value in developing a Strategic Action Plan to pilot a Student Success Initiative with Embedded Tutoring in at least one class in each of the languages we offer (depending on funding granted), in an effort to increase our student success and retention performance indicators.

3.1.12 GERMAN program: Fullerton College is currently one of the few community colleges in the Orange County area to offer an AA in Foreign Language by taking the four-semester course sequence (GERM 101, 102, 203 & 204) in German. This unique feature makes us very marketable as CSUF and CSULB offer BA and MA programs in German, and UCI and UCLA offer BA, MA and PhD programs in German. We also provide a point of access to incoming high school students from the following local area High Schools: Buena Park, Esperanza, La Habra, Sunny Hills, Villa Park, and Yorba Linda. The Fullerton College Foreign Language department provides these incoming high school students the access and opportunity to continue with the German language studies they began at the above-mentioned institutions.

3.1.13 JAPANESE program: Fullerton College is currently one of the few community colleges in the Orange County area to offer an AA in Foreign Language by taking the four-semester course sequence (JAPN 101, 102, 203 & 204) in Japanese. This unique feature makes us very marketable as CSUF and CSULB offer BA and MA programs in Japanese, and UCI and UCLA offer BA, MA and PhD programs in Japanese. We also provide a point of access to incoming high school students from the following local area High Schools: Brea-Olinda, El Dorado, Esperanza, Katella, Troy, Valencia, Western, and Yorba Linda. The Fullerton College Foreign Language department provides these incoming high school students the access and opportunity to continue with the Japanese language studies they began at the above-mentioned institutions.

## **3.2. What are the weaknesses of your program?**

The Foreign Language Department identifies the following weaknesses:

3.2.1 Overall retention rates are currently favorable yet could be improved over the current 76% index from 2013-2014.

3.2.2 Overall success rates show room improvement from the 2013-2014 annual index of 68%.

3.2.3 Percentage of language classes taught by adjuncts was 64% by fall 2013<sup>9</sup>, and as of fall 2014, after two full-time faculty members' sudden retirement, that percentage has increased to over 70%.

**Other weaknesses:**

3.2.4 Decrease in number of full-time faculty over the last 5 years: In 2009-2010 academic year our department consisted of 10 full-time faculty members. The 2014-2015 academic year finds us with only 6 full-time instructors, bringing the percentage of courses taught by adjuncts to over 70%. While our adjunct faculty helps us maintain excellence in instruction and language variety, our adjunct faculty cannot produce the same results as full-time faculty due to their limited time on-campus and their teaching commitment at other institutions.

**3.3 What opportunities exist for your program?**

**The increase of 42% in Foreign Language enrollment from 2012-2013 (budget cuts year) to 2013-2014 demonstrates there is a great opportunity for program growth, as budgets are restored.** The commitment of the Foreign Language faculty to develop student language proficiency is evidenced in all five languages offered (Chinese, French, German, Japanese and Spanish). With the addition of full-time instructors in French and German expected in fall 2015 (should our search committees find the right candidates), we would then have two steady programs now led by full-time faculty members who have the time and commitment to make these programs thrive and help students succeed.

In the following 3-5 years, the Foreign Language department identifies the need to hire two more full-time faculty members in Spanish and Japanese, respectively. As of fall 2013, adjunct faculty members in Spanish and Japanese were teaching 63% and 67% of all courses in those disciplines, respectively<sup>10</sup>. The Foreign Language Department identifies the opportunity to strengthen the ranks of full-time faculty in established programs, and thus continue to develop programs that foster successful transfer to four-year universities.

In the following 3-5 years, the Foreign Language department identifies a need for KOREAN language classes, based in demographic changes in the Orange County area. Several High Schools in the area offer Korean language courses (Sunny Hills High School, John F. Kennedy High School, and Cerritos High School). CSUF offers 3 semesters plus Directed Studies and Independent Study, while CSULB offers four semesters of introductory and intermediate Korean language courses open to non-native speakers. UCI offers a BA in East Asian Languages, with 4

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<sup>9</sup> See Appendix 1.7, Fall 2014 Faculty Hiring Priority, Fall 2013 Data.

<sup>10</sup> Ibid.

years of Korean language. The Fullerton College Foreign Language Department wants to be an innovator in this area, offering Korean courses, and subsequently sending transfer students to four-year transfer institutions after they complete the 2-year course of study in Korean at Fullerton College.

Another opportunity is a direct result of the specialized targeted tutoring we implemented in collaboration with the Skills Center in SPAN 102 during spring 2012 and also in JAPN 102 and CHIN 102 in current 2014-2015 academic year. The Foreign Language Department seeks to take this tutoring one step further: one of our Strategic Action Plans as listed in this Program Review Self-Study is to **pilot a Student Success Initiative with Embedded Tutoring** in one class in each of the languages we offer: Chinese, French, German, Japanese and Spanish, depending on the funding granted. We expect to **better address different learning styles and student needs in the classroom and in the process of language acquisition and study skills**, and then translate those findings into teaching strategies to be implemented in the long term across all foreign language courses to improve student retention, student success and perhaps even the number of AA degrees in Foreign Language awarded.

### 3.4 What challenges exist for your program?

Funding availability to support the Strategic Action Plans identified in section 6.0 of this self-study is a challenge, hopefully surmountable after the narrative and supporting information we provided in this study. Our plan to pilot a Student Success Initiative with Embedded Tutoring in at least one class in each of the languages we offer has the potential to help us directly address and improve the current student retention and success performance indicators. Also, the request for two more full-time faculty members in Japanese and Spanish in the next 3-5 years is intended to decrease the number of courses taught by adjunct faculty from the current figure close to 70%, due to two sudden retirements in French and German in spring 2014. Replenishing the strength in full-time faculty numbers is likely to help us maintain and further develop the good reputation, cohesiveness, strength and marketability of our current programs. We trust that our analysis offers sufficient supporting information to justify funding for the full-time positions listed under the Strategic Plans in this self-study.

The alarming trend of academically under-prepared students has a direct impact over Foreign Language classes. According to ACTFL (American Council on The Teaching of Foreign Languages) Proficiency Guidelines<sup>11</sup>, learning a foreign language demands high-level cognitive and critical thinking skills, as well as developed reading comprehension and writing skills. Our Foreign Language department works closely with the Skills Center in an effort to bridge the academic preparation gap of a large segment of our student population. We received funding for targeted tutoring in the SPANISH 102 (second semester), and successfully implemented activities in collaboration with the Skills Center in spring 2013. We are currently following that

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<sup>11</sup> "ACTFL Proficiency Guidelines 2012." *Proficiency Guidelines 2012. American Council on the Teaching of Foreign Languages, 2012. Web. 18 Nov. 2014. <<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>>.*

successful targeted-tutoring model, developing activities for JAPANESE 102 during fall 2014, and CHINESE 102 in spring 2015.

The integration of technology in foreign language textbooks, ancillaries and classrooms has a great impact on our program, and also poses a great challenge. Students must be able to access technology-based components both at home and in the classroom (for example, to access foreign language workbooks and language labs available through the internet), which then translates into a conscientious and routine need for upgrading technology in our foreign language classrooms. We are currently equipped with classroom demo stations in each classroom, and we must stay abreast of new technologies, programs and hardware needed to provide appropriate and current technology-supported foreign language instruction.

## 4.0 Student Learning Outcomes (SLO) Assessment

### 4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of LANG 204, students will be able to refine target language oral and written production in response to discourse related to self, family, social situations, school, work and societal issues.	CHIN, FREN, GERM, JAPN and SPAN completed in spring 2013	Spring 2013	Spring 2013 and on	One cycle completed in fall 2012; cycle two expected completion in spring 2015
2.	Upon successful completion of LANG 204, students will be able to refine target language oral and written response to written materials in the target language.	CHIN, FREN, GERM, JAPN and SPAN completed in spring 2013	Spring 2013	Spring 2013 and on	One cycle completed in fall 2012; cycle two expected completion in spring 2015
3.	Upon successful completion of LANG 204, students will be able to interpret similarities and differences between cultural practices and perspectives of the target language and those of other cultures.	CHIN, FREN, GERM, JAPN and SPAN completed in spring 2013	Spring 2013	Spring 2013 and on	One cycle completed in fall 2012; cycle two expected completion in spring 2015

The Foreign Language Department has successfully completed five different Program SLO Assessment reports, one for each language: CHINESE, FRENCH, GERMAN, JAPANESE and SPANISH.

### 4.2 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results

<p>1. Upon successful completion of LANG 204, students will be able to refine target language oral and written production in response to discourse related to self, family, social situations, school, work and societal issues. (ISLOs which can be assessed: 1.B, 1.C, 1.D)</p>	<p>Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.</p>	<p>CHIN: 100% of students assessed met the outcome  FREN: 100% of students assessed met the outcome  GERM: 100% of students assessed met the outcome  JAPN: 93.3% of students assessed met the outcome  SPAN: 95% of students assessed met the outcome:</p>	<p>Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will <b>continue administering assessments for all four language skills</b> (reading, writing, listening and speaking) at the end of each language level in the sequence, <b>and developing language competency to foster student success and success upon transfer.</b></p>
<p>2. Upon successful completion of LANG 204, students will be able to refine target language oral and written response to written materials in the target language. (ISLOs which can be assessed: 1.A, 1.B, 1.D)</p>	<p>Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.</p>	<p>CHIN: 100% of students assessed met the outcome  FREN: 85.7% of students assessed met the outcome  GERM: 100% of students assessed met the outcome  JAPN: 93.3% of students assessed met the outcome  SPAN: 74% of students assessed met the outcome</p>	<p>Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will <b>continue administering assessments for all four language skills</b> (reading, writing, listening and speaking) at the end of each language level in the sequence, <b>and developing language competency to foster student success and success upon transfer.</b></p>
<p>3. Upon successful completion of LANG 204, students will be able to interpret similarities and differences between cultural practices and perspectives of the target language and those of other cultures. (ISLOs which can be assessed: 1.A, 1.C)</p>	<p>Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.</p>	<p>CHIN: 100% of students assessed met the outcome  FREN: 100% of students assessed met the outcome  GERM: 100% of students assessed met the outcome  JAPN: 53.3% of students assessed met the outcome  SPAN: 95% of students assessed met the outcome</p>	<p>Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will <b>continue administering assessments for all four language skills</b> (reading, writing, listening and speaking) at the end of each language level in the sequence, <b>and developing language competency to foster student success and success upon transfer.</b></p>



All Foreign Language courses at Fullerton College follow a sequence where skills are developed, then subsequently building the foundation from the beginning level to the intermediate level: LANG 101->102->203->204. In the case of SPANISH, Native Speakers follow the sequence SPAN 201 (Spanish for Native Speakers) -> SPAN 204. **Our findings from the first PSLOA cycle are very favorable and seem to indicate that our students are successfully developing oral and written proficiency in accordance with ACTFL proficiency guidelines.** The PSLOA cycle has been very helpful to articulate competencies from level 101, to 102, to the intermediate 203 and 204. Adding full-time colleagues in each of the languages we teach at Fullerton College is absolutely necessary to accurately assess these competencies, and to continue improving student success rates in all of the five languages we offer.

**4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.**

All foreign languages courses (100%) have identified and implemented SLO assessments. The Foreign Language department has collectively agreed to administer SLO assessments continuously, following the current schedule below:

SEMESTER ASSESSED	FALL semester	SPRING semester
All LANG 101 courses	Fall 2013	
All LANG 102 courses		Spring 2014
All LANG 203 and SPAN 201	Fall 2014: SPAN 201, SPAN 203, FREN 203, JAPN 203, GERM 203 & 204 (*)	Spring 2015: CHIN 203 & 204 (*)
All LANG 204 courses		Spring 2015
All PSLO (CHIN, FREN, GERM, JAPN and SPAN)		Spring 2015

Thus, the Foreign Language Department is currently planning to assess most LANG 203 (FREN 203, JAPN 203 and SPAN 203) courses and all SPAN 201 sections by the end of the current fall 2014 semester.

CHIN 203 and 204 (\*) and GERM 203 and 204(\*) are offered in combination usually once a year in the spring and fall semesters, respectively. Therefore, Chin 203 and 204 will undergo SLO assessment in the spring 2015, while Germ 203 and 204 will do so now, during fall 2014.

**4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?**

The course level SLO assessments have helped our department better prepare our foreign language students to continue successfully in the language sequences. We have implemented ongoing SLO assessments in all levels, following the schedule presented above. The assessments are offered towards the end of any given level, to test whether students are ready and prepared for the next language level. This is also true for PSLO assessments, as the final assessment for all LANG 204 courses is the PSLO assessment before either transferring to a

four-year institution or completing the AA in Foreign Language. **Our grading rubrics cover all four of the language skills, and follow the 20120ACTFL PROFICIENCY GUIDELINES. Several instructors now use the rubrics developed for SLO assessments in their courses routinely to assess written and oral proficiency continuously and consistently.**

#### **4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?**

SLO assessments have helped us hone in on adjustments in instruction and curriculum. For each language level assessed, the Foreign Language Department focuses on oral proficiency, reading and writing, and culture, thus assessing all four of the language skills needed to succeed after transfer in upper division language courses. **The evidence is quite favorable, as evidenced by the 25% increase in the number of new Foreign Language majors at Fullerton College, from 55 in 2009-2010 to 69 in 2013-2014<sup>12</sup>.**

#### **4.6 What challenges remain to make your program level SLOs more effective?**

The ongoing challenge to make PSLO assessments more effective is directly related to creating a sequential assessment plan that will effectively assess each SLO. The Foreign Language Department currently assesses all SLOs, including the PSLOs, towards the end of the term in order to evaluate the sets of skills acquired at each language level in the sequence, and immediately before advancing to the next level.

A new challenge likely to be resolved in spring 2015 is the need for full-time faculty in all the languages we offer to accurately and effectively administer and interpret SLO assessments and results. The Foreign Language department has been granted full-time faculty replacement positions in French and German to replace two sudden retirements from spring 2014. Search committees will be conducted in spring 2015 and new hires are expected to join our department in fall 2015. **Thus, we expect that our SLOA process will continue to improve and develop with the addition of two new experts in French and German, which should also translate into continued language proficiency for our language students, and improved student success rates.**

### **5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

#### **5.1 List the goals from your last self-study/program review.**

Following is a list of the Foreign Language Program Review goals as stated on the 2011-2012 Program Review self-study:

#### **SHORT-TERM GOALS (two-year cycle)**

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<sup>12</sup> See Appendix 1.1, *Foreign Language KPI Indicators 2013-2014 – General Foreign Language*.

1. **GOAL 1:** Build a strong 101-level program in each language so we can provide greater access to higher levels of each language, particularly at the 102 level.  
**Measurable outcome:** More students will enroll in 102 and higher levels of foreign languages.  
**Plan:** Increase retention by encouraging students to avail themselves of the tutoring services on a regular basis (extra points). Promote 102-level in all 101 sections.
  
2. **GOAL 2:** Promote and expand tutoring services for students of level 102. Instructors will require students to attend a minimum number of sessions with Skills Center tutor, as part of their grade, and do so early rather than late in the semester. Students will be offered additional points for attending review workshops offered by the tutoring Center.  
**Measurable outcome:** Increased retention and motivation are to be expected.  
**Plan:** Work in tandem with the Skills Center, and brainstorm about sources of funding for additional tutoring hours. Schedule regular meetings with the master tutor regarding the content of the review workshops, and actively promote Fullerton College tutorial services.
  
3. **GOAL 3:** Expand attendance at the films shown during the Annual French Film Festival.  
**Measurable outcome:** Target 15% increase in ticket sales.  
**Plan:** Redouble our efforts at advertising by publishing ads in at least two additional weeklies, and by creating events on both institutional and personal Facebook pages and on Twitter.

#### **LONG-TERM GOALS (six-year cycle)**

**GOAL 1:** In order to maintain high teaching standards for online teaching, to provide opportunities for faculty new to the online environment, to increase current online course offerings, and to develop online courses in languages other than Spanish, the Foreign Language department would like to continue and expand training and support in emerging technologies for all Foreign Language department faculty members.

**GOAL 2:** The Department wishes to expand the number of languages based on the needs of our students, community and college. We would like to provide the greatest language opportunities to students.

**GOAL 3:** In order to maintain high teaching standards and to foster student success in our course sequence, the Foreign Language Department would like to continue an increased interest on the part of adjunct instructors for clear and consistent communication about department goals, lab policies, Student Learning outcomes, level objectives, and technology. The department would like to offer a workshop each semester to share resources, discuss instructional strategies, and plan classroom activities.

#### **5.2 Describe the level of success and/or progress achieved in the goals listed above.**

Since our last Program Review self-study, the Foreign Language department has completed a PSLO cycle: we have conducted SLO assessments in all our courses, and we completed Program SLOs in all five languages (Chinese, French, German, Japanese and Spanish) in spring 2013. We are currently in the middle of our second cycle, and plan to assess LANG 203 courses and SPAN 201 during the current fall 2014 and spring 2015 term, and finish all LANG 204 SLO assessments in spring 2015 along with all PSLOA in all languages. During this second cycle, our aim is 100% assessment of all sections.

With respect to the short-term goals from the prior self-study, we have increased enrollment in our LANG 102 sections, as evidenced by the increase in the number of sections offered. We have promoted tutoring services available to students through the Skills Center, and we have implemented specialized tutoring on SPAN 102 during fall 2012 and spring 2013, and are currently replicating that service in Japanese 102 during fall 2014, and will implement Chinese 102 specialized tutoring in spring 2015, using the funding granted as a result of the prior self-study. Although the annual student retention and success figures since the last self-study show room for improvement, we have successfully designed and implemented these specialized targeted tutoring in three languages at the LANG 102 level, and in collaboration with the Skills Center. **The knowledge and experience we gained from this activity is the basis for our Student Success Initiative with Embedded Tutoring Strategic Action Plan detailed in section 6.0 below, to utilize embedded tutors in particular classes.**

With respect to the French Film Festival, we have expanded our advertising efforts to Facebook and Twitter as planned. We also encouraged faculty not only in all Foreign Languages, but also across the Humanities Division departments to grant extra credit for attending the festival, and to list the Annual French Film Festival information on their spring semester syllabi. As the French Film Festival Attendance/Box Office Reports show<sup>13</sup>, following is summary of the improvement in attendance figures:

<b>French Film Festival –Spring</b>	<b># tickets sold</b>	<b>% increase from prior year</b>
Spring 2010	598	n/a
Spring 2011	905	51%
Spring 2012	962	5%
Spring 2013	847	-12%
Spring 2014	975	15%

Thus, in looking at **the French Film Festival attendance over the last five years** from 598 in spring 2010 to 975 tickets sold in spring 2014, we notice a **63% increase in attendance**. Thus, the Foreign Language department **exceeded its goal of achieving 15% increase** in film attendance. As the French Film Festival is an Annual endeavor, and since we intend to convert it to an International Film Festival in the next 4-6 years, the goal of improving attendance is an on-going concern and priority. (The slight decrease in attendance from 2012 to 2013 may be a result of screening four films in 2013, instead of the customary five films.)

<sup>13</sup> See Appendix 2.1-2.5, French Film Festival Box Office Summary Reports (2.1 Summary 2010, 2.2 Summary 2011, 2.3 Summary 2012, 2.4 Summary 2013, 2.5 Summary 2014).

With respect to our long-term goals from the prior self-study, the Foreign Language department continued to provide the existing online courses, implementing the use of programs such as Voicethread to stream audio and video to facilitate oral assessment. One of our former French faculty members did explore the possibility of developing online French courses, but the implementation did not occur due to her sudden retirement. The development of online courses in Japanese is one of our current Strategic Action Plans, detailed in section 6.0 below.

In terms of expanding the number of language programs offered at Fullerton College, the department discussed the possibility of bringing back Italian and Portuguese courses, but the demand and student enrollment is not readily evident. Therefore, and in echoing the Board of Trustees interest as stated above under “Other information”, the Foreign Language Department has drafted a Strategic Action plan to develop a Korean language program at Fullerton College, in response to changing demographics and in response to community demand, as detailed in section 6.0 of this self-study.

Lastly, in terms of the last long-term goal of the prior self-study regarding consistent and clear communications with our adjunct faculty, the Foreign Language Department has established department meetings for Foreign Language adjunct faculty held the week before classes start every fall and spring semester. These meetings are open to full-time faculty as well, covering topics such as department goals, language lab policies, discussion of Student Learning Outcome assessments, course articulation within our language sequence, language-specific workshops, technology workshops conducted by textbook representatives, training in new technologies and instructional strategies, and planning of classroom activities.

Thus, the Foreign Language Department has addressed the short- and long-term goals from the prior self-study, and has identified opportunities to improve and delve further into some of the above-mentioned goals, extending some and reimagining others in an effort to serve our students and improve student retention and success.

### **5.3 How did you measure the level of success and/or progress achieved in the goals listed above?**

#### **Short-term goals:**

**Actual outcome, GOAL 1:** We increased the number of sections offered in LANG 102, based on student demand.

**Actual outcome, GOAL 2:** We provided specialized targeted tutoring in SPAN 102 during fall 2013, in JAPN 102 during fall 2014, and will implement it in CHIN 102 in spring 2015.

#### **Discussion:**

According to the KPI indicators provided by Institutional Research<sup>14</sup>, the number of **Foreign Language course sections offered** increased from 150 during 2009-2010 academic year to 167 during the 2013-2014 academic year, **an improvement of about 10.4% over a five-year period.**

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<sup>14</sup> See Appendix 1.1, *Foreign Language KPI Indicators 2013-2014 – General Foreign Language.*

Student retention stayed about the same since 2009-2010, annual indexes fluctuating between 80 and 79%, and finally settling in at 76% for the 2013-2014 academic year. Since the change is small, we conclude that perhaps the specialized targeted tutoring had a positive impact to help maintain the positive retention numbers in the aggregate for the Foreign Language department.

Student success showed more deviation since 2009-2010, annual percentages showing a high point of 70% during the 2011-2012 academic year, to settle in at 63% during 2013-2014. While the 10% decrease in annual student success rate is considerable, the Foreign Language Department sees an opportunity to implement some of the strategies we trained and learned with our specialized targeted tutoring, which is the driving reason behind our Student Success Initiative with Embedded Tutoring Strategic Plan detailed in section 6.0, planning to implement a pilot program with embedded tutors in selected course sections.

**Actual outcome, GOAL 3:** We increased Annual French Film Festival attendance by 63% from 2010 to 2014 by using social media outlets such as Facebook and Twitter, and by encouraging Humanities Division full-time and adjunct faculty to advertise the festival on their syllabi and provide extra credit.

**Discussion:**

The Foreign Language department actively participated in the advertising of the Annual French Film Festival in spring 2013 and 2014. According to the French Film Attendance and Box Office Reports for 2010-2014<sup>15</sup> provided by Carol Rehfield, Humanities Division administrative assistant and member of the French Film Festival Committee, we see that 975 people attended the festival in 2014, a **63 % increase in attendance from 2010** (when attendance was 598).

**Long-term goals:**

**Actual outcome, GOAL 1:** We maintained the status quo on Foreign Language online classes, and did not offer or develop any new online course offerings.

**Discussion:**

The Foreign Language department evaluated the possibility of developing an online course in French, but the plans had to be postponed due to the leading French faculty member deciding to retire suddenly in spring 2014. We have revisited this goal as a current Strategic Action Plan, and hope to implement online Japanese (and perhaps more Spanish) courses as detailed in section 6.0 of this self-study.

**Actual outcome, GOAL 2:** We discussed the possibility of bringing back Italian and Portuguese courses, cut during the budget crisis of 2011-2012, and we discussed the feasibility of creating a Korean language program.

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<sup>15</sup> See Appendix 2.1-2.5, *French Film Festival Box Office Summary Reports (2.1 Summary 2010, 2.2 Summary 2011, 2.3 Summary 2012, 2.4 Summary 2013, 2.5 Summary 2014)*.

**Discussion:**

After discussion and consideration, the Foreign Language department has decided to embark on the creation and development of a Korean language program. Enrollment trends seem to indicate student interest in Asian languages, and this assertion is supported by demographic changes in Orange County over the last few years.

**Actual outcome, GOAL 3:** We have implemented Adjunct Foreign Language Faculty meetings during the week prior to the beginning of the fall and spring terms.

**Discussion:**

The Foreign Language department hosts department meetings for adjuncts (which are also open to full-time faculty) the week before the beginning of the fall and spring terms. We offer language breakout meetings, technology training and question-and-answer with McGraw Hill, and discuss department procedures regarding class rosters, student learning outcomes assessments, syllabi components, and course outline items such as material covered in each class. A sign-in attendance sheet is provided, and a majority of our adjuncts participate in these strongly-recommended meetings.

**5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.**

The Foreign Language department goals from the prior Program Review self-study echo, by and large, the department Student Learning Outcomes. Having completed a full SLO assessment cycle, having instituted a continuous assessment plan for all courses and programs, and approaching completion of our second cycle (expected spring 2015), it is evident that our goals from the prior self-study pointed to student language proficiency and culture.

In terms of student language proficiency, the Foreign Language department identifies the SLO assessment process to be of great value. We have instituted instructional tools such as ACTFL-based rubrics for SLO assessment, which several Foreign Language faculty members have adopted in their regular classes for on-going oral and writing assessment.

In terms of student proficiency, the Foreign Language Department piloted a successful specialized tutoring program for SPAN 102 during spring 2012, which has extended to JAPN 102 during the current fall 2014 semester and will culminate with CHIN 102 in spring 2015. This specialized tutoring activity was a result of funding provided after our prior self-study. **Besides the obvious instructional benefit of this pilot program, the Foreign Language department decided to expand this successful activity and re-imagine it as a Strategic Action Plan for this Program Review cycle, in the shape of a Student Success Initiative with Embedded Tutoring (see section 6.0 of this study).** Provided we are awarded the necessary funds, the Foreign Language department will select an appropriate class to pilot this program for one semester, and hopefully extend this as a department practice in all languages.

In terms of culture, the **Foreign Language Department successfully expanded box office receipts and attendance to the Annual French Film Festival, exceeding the 15% goal to 63% increase from spring 2010 to spring 2014.** The French Film Festival is a cultural endeavor open

to the campus community and the community at large, and the department invites local High Schools, colleges and universities as well, extending its reach through social media outlets such as Facebook and Twitter. **Given the success and community interest in our French Film Festival, the Foreign Language Department has a long-term plan to convert it into an Annual International Film Festival to screen movies which reflect the culture of all the languages we offer at Fullerton College.**

**5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?**

Again, the strategic specialized tutoring in SPAN 102 during spring 2012, in JAPN 102 during fall 2014 and in CHIN 102 in spring 2015 were made possible through the resources allocated after the prior self-study. **The department has decided to expand this program into a Supplemental Instruction Model with Embedded Tutors**, listed as a Strategic Action Plan in this self-study (see section 6.0).

**Student retention was maintained at very favorable levels over the last 5 years** (stayed about the same since 2009-2010, annual indexes fluctuating between 80 and 79%, and finally settling in at 76% for 2013-2014), possibly as a result of the specialized tutoring and the instructional benefits we learned and implemented as a result.

**5.6 If funds were not allocated in the last review cycle, how did it impact your program?**

Funds were allocated for the specialized targeted tutoring we piloted in SPAN 102 in spring 2012, in JAPN 102 in fall 2014 and in CHIN 102 in spring 2015. Funds were also allocated for the updating of technology in all Foreign Language classrooms, as we currently have teacher demo station on all our classrooms.

## **6.0 Strategic Action Plans (SAP)**

[formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

*SAPs* for this three-year cycle:



## STRATEGIC ACTION PLAN # 1

Describe Strategic Action Plan: (formerly called short-term goal)	Student Success Initiative with Embedded Tutoring
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2
Describe the SAP: (Include persons responsible and timeframe.)	Pilot a Supplemental Instruction Plan with embedded foreign language tutors in at least one class in each of the five languages we offer: Chinese, French, German, Japanese and Spanish. One faculty member in each language will work with the embedded tutor in that class section only. We will establish a partnership and collaborate with Basic Skills and the Skills Center to provide tutor training prior to the beginning of the semester implemented. The first semester will consist of planning and training, followed by implementing the program for five semesters.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase student retention and success.
What specific aspects of this SAP can be accomplished without additional financial resources?	<ul style="list-style-type: none"> <li>• Identifying the appropriate level courses and faculty available</li> <li>• Planning activities and in-class dynamics with embedded tutor in mind</li> </ul>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$37,500 (\$1,500 per tutor per semester X 5 classes X 5 semesters)	General Fund
Other		
<b>Total Requested Amount</b>	\$37,500	General Fund

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Develop Korean language courses leading to the AA in Foreign Language degree
List College goal/objective the plan meets:	College Goal #:1 /3 Objective #: 3/ 5
Describe the SAP: (Include persons responsible and timeframe.)	Develop Korean language curricula for the beginning and intermediate transfer level, including Korean for Heritage Speakers (KOREAN 201): KOREAN 101, 102, 203 and 204, to offer students access to additional language options for the AA degree in Foreign Language. The current Foreign Language faculty will oversee the curriculum development process, and a professional language expert may be hired as needed.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of language courses offered at Fullerton College; increase the number of AA degrees in Foreign Language; strengthen partnerships with local High Schools and universities.
What specific aspects of this SAP can be accomplished without additional financial resources?	Curriculum development research will be completed and undertaken by current Foreign Language faculty prior to hiring a Korean language expert, if needed.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$1,000 for Professional Expert	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$1,000	General Fund

### STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Develop an online task force to investigate and collaborate on the expansion of online instruction to Japanese courses, and expand Spanish online offerings to SPAN 101 and/or SPAN 102
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 5
Describe the SAP: (Include persons responsible and timeframe.)	Provide faculty training, planning opportunities and support to develop and investigate the expansion of online courses in Japanese and Spanish. The Foreign Language department will identify the appropriate course (beginning or intermediate). Faculty members in Japanese and Spanish may receive technology training in current course software and attend conferences or workshops, and current Foreign Language online instructors may assist in the development of the new online courses, sharing resources and experience.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Increase student retention and success</li> <li>• Teaching effectiveness</li> <li>• Classroom access to leading technologies in Foreign Language instruction</li> <li>• Provide student alternative access to courses normally offered on campus only</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	Updating or verifying the course outlines through the Curriculum Committee and sharing resources (i.e., current foreign language online courses) can be accomplished with out additional resources

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$2,000 (\$1,000 X 2 instructors) for conference/workshop attendance	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$2,000	General Fund

### STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (Formerly called short-term goal)	Request for full-time Japanese instructor
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1
Describe the SAP: (Include persons responsible and timeframe.)	Hire a full-time Japanese instructor to improve our ratio of courses taught by adjunct faculty (over 65% at the time of this writing, fall 2014). Tenured foreign language faculty will serve on the hiring committee. Tenured foreign language faculty and one additional tenured Humanities faculty member will serve on the tenure review committee, in compliance with the United Faculty contract.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Improve ratio of foreign language courses taught by full-time faculty</li> <li>• Increase student retention and success</li> <li>• Increase number of new foreign language majors</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	The interview and selection process to hire the new full-time Japanese faculty member do not require additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Approximately \$63,000 <sup>16</sup>	General fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$63,000	General Fund

<sup>16</sup> Requested dollar amount obtained from Fred Williams, NOCCCD Human Resources. The amount represents an estimate of the cost of a full-time faculty member minus the cost of adjuncts.

## STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (Formerly called short-term goal)	Request for full-time Spanish instructor
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1
Describe the SAP: (Include persons responsible and timeframe.)	Hire a full-time Spanish instructor to improve our ratio of courses taught by adjunct faculty (over 65% at the time of this writing, fall 2014). Tenured foreign language faculty will serve on the hiring committee. Tenured foreign language faculty and one additional tenured Humanities faculty member will serve on the tenure review committee, in compliance with the United Faculty contract.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Improve ratio of foreign language courses taught by full-time faculty</li> <li>• Increase student retention and success</li> <li>• Increase number of new foreign language majors</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	The interview and selection process to hire the new full-time Spanish faculty member do not require additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Approximately \$63,000 <sup>17</sup>	General fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$63,000	General Fund

<sup>17</sup> Requested dollar amount obtained from Fred Williams, NOCCCD Human Resources. The amount represents an estimate of the cost of a full-time faculty member minus the cost of adjuncts.

## STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Develop a departmental task force to investigate and collaborate on the upgrading of technology in our foreign language classrooms
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2
Describe the SAP: (Include persons responsible and timeframe.)	Foreign Language faculty members utilizing current classroom technologies will investigate and note when upgrades are needed to support technology-based foreign language instruction (such as online workbooks and language lab, voice and video streaming). We anticipate that upgrades are necessary every 3-5 years.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Increase student retention and success</li> <li>• Teaching effectiveness</li> <li>• Classroom access to leading technologies in Foreign Language instruction</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	Since the classroom demo stations are used daily in Foreign Language classrooms, keeping an inventory of classroom equipment and its relevance can be accomplished with out additional resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$7,000 per demo station upgrade X 7 classrooms = \$49,000	General Fund
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$49,000	General Fund

## 7.0 Long Term Plans

**Describe the long-term plans (four-six years) for your program.** Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

7.1 To hire, train, mentor and integrate two new full-time faculty members, one in Japanese and one in Spanish. The Foreign Language department is currently working at over 63% and 67% adjunct as of fall 2014 in Spanish and Japanese, respectively<sup>18</sup>. Adding two full-time professors who will have the time commitment on campus, we believe the benefits to our Foreign Language program will be increase in enrollment, effectiveness and student success. While adjunct faculty are valuable members of our department and thus contribute greatly to our program, full-time faculty members find more opportunities to develop curriculum, implement it, and help it thrive by establishing an on-campus presence in the classroom and the campus community.

7.2 Develop curriculum in Korean language leading to the AA in Foreign Language degree: KOREAN 101 and 102 (Beginning, first-year), and KOREAN 203 and 204 (Intermediate, second-year), and KOREAN 201 (Heritage Speaker Korean), and to begin offering said courses.

7.3 To hire a full-time Korean instructor to support and develop the new Korean program mentioned in 7.2 above.

7.4 Expand the current spring semester Annual French Film Festival into the *International Film Festival*, screening films from China, France and all francophone countries, Germany, Japan and Spain and Latin America.

7.5 Explore the possible expansion of Foreign Language online course offerings to all five languages offered at Fullerton College (we currently offer online courses in Spanish).

7.6 Explore the possible expansion of Spanish online courses to SPAN 101 and 102, Beginning Spanish I and II, in an attempt to offer the entire AA in Spanish online and maximize student access.

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

**The Fullerton College Foreign Language Department is a leader** in size, quality and variety of course offerings among peer institutions. We are a leader in enrollment and in online offerings, thus providing ample student access and opportunities. We offer AA in Foreign Language degrees in five languages: Chinese, French, German, Japanese and Spanish. **Overall retention rates are very favorable, fluctuating about 5% over the last five years.** The highest annual retention indicator occurred in 2011-2012 academic year at 80%, and the lowest during 2013-2014 academic year at 76%, still indicating that we retain 3 out of every four students. **The number of new Foreign Language majors has increased by 25% in the last five years**, from 55

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<sup>18</sup> See Appendix 1.7, Fall 2014 Faculty Hiring Priority – Fall 2013 Data.

in 2009-2010 to 69 in 2013-2014. Efficiency in our department has increased, as evidenced by the increase of 5% in WSCH/FTEF from the budget cuts years: and increase of 6.7% from 2011-2012 to 2012-2013, and another 5% from 2012-2013 to 2013-2014. We are currently awaiting approval from the Chancellor's office regarding the AA-T in Spanish, a program that may increase substantially the number of transfer students to 4-year institutions. **We are the only community college in the Orange County area to offer AA in Foreign Language in German and Japanese, making our department unique and marketable.** We are located in a vibrant and growing metropolitan area near three major universities (CSUF, CSULB and UCI), which also makes us marketable and in demand.

The main weaknesses and challenges are two-fold: first, the department must commit to improving student success to maintain the high standards to which we hold our program and students. Second, the department must commit to assist under-prepared students so that they may be successful in Foreign Language courses requiring high-level cognitive and critical thinking skills, as well as developed reading comprehension skills. **Our Strategic Plans and long-term plans detailed in this self-study aim to address these challenges with a plan for student success.**

This Program Review self-study was compiled and crafted as a result of Foreign Language department meetings, attendance at Program Review Workshops, sharing of drafts with Foreign Language colleagues, sharing information received from the Institutional Research Office with the department, and also several meetings with Dan Willoughby, Dean of Humanities.

The main concerns raised during the Program Review planning process which are discussed in this self-study are:

1. The importance of replacement faculty positions for retired and retiring faculty members.
2. The importance of continued SLO assessment for courses and programs.
3. The importance of a plan for regular updating of classroom technologies.
4. The importance of funding for our Student Success Initiative with Embedded Tutoring.
5. The importance of developing an AA program in Korean, and the subsequent hiring of a full-time Korean instructor.
6. The importance of exploring online course development in Japanese
7. The importance of exploring further online course development in Spanish.
8. The importance of exploring the feasibility of expanding online course delivery to all languages offered at Fullerton College.
9. The importance to increase student success rates by addressing classroom strategies and assisting under-prepared students.
10. The importance of expanding our Annual French Film Festival into an International Film Festival.



## **Appendix – Foreign Language Self-Study 2014-2015**

### **1. Foreign Language KPI Indicators 2013-2014 from FC Institutional Research Office**

- 1.1. *General Foreign Language*
- 1.2. *Chinese*
- 1.3. *French*
- 1.4. *German*
- 1.5. *Japanese*
- 1.6. *Spanish*
- 1.7. *Fall 2014 Faculty Hiring Priority – Fall 2013 Data*

### **2. French Film Festival Box Office Summary Reports**

- 2.1. *Summary 2010*
- 2.2. *Summary 2011*
- 2.3. *Summary 2012*
- 2.4. *Summary 2013*
- 2.5. *Summary 2014*



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## Foreign Languages

**Appendix 1.1, Foreign Language KPI Indicators 2013-2014 - General Foreign Language**

Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014			
	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	An	
<b>Course Information</b>																
Courses Offered	9	22	21	26	8	19	19	22	5	17	20	22	5	18	18	21
Sections Offered	16	67	67	150	12	64	66	142	6	56	68	130	6	61	69	136
<b>Student Information</b>																
Majors	103	114	114	152	99	100	136	136	88	104	125	125	95	115	146	114
New Majors	29	26	26	35	22	12	34	34	18	17	35	35	29	26	55	24
Enrollments	433	1,970	1,911	4,314	325	1,934	1,943	4,195	175	1,719	1,882	3,776	176	1,794	1,790	3,760
FTEs	84	386	373	843	35	327	333	714	30	291	317	638	30	300	299	629
WSCH	2,518	11,587	11,180	25,285	1,639	9,799	9,976	21,413	2,084	8,737	9,505	20,277	1,980	9,832	9,824	21,636
<b>Program Resources</b>																
FTE Faculty	5.3	21.1	21.3	47.7	3.9	20.1	20.5	44.5	2.3	20.7	24.7	47.7	2.3	21.1	24.1	47.5
<b>Program Efficiency</b>																
Ave Section Size	27.1	29.4	28.5	28.8	27.1	30.2	29.4	29.5	29.2	30.7	27.7	29.0	29.3	29.4	25.9	27.6
Fill Rate (Census)	92%	101%	98%	99%	93%	104%	101%	101%	97%	105%	96%	100%	98%	101%	89%	95%
WSCH per FTEF	4.78	5.48	5.26	5.31	4.17	4.87	4.87	4.81	8.77	4.23	3.85	4.25	8.53	4.66	4.08	4.56
<b>Program Outcomes</b>																
Degrees Awarded																
Certificates Awarded																
Transfers																
<b>Course Retention Rates</b>																
Overall	87%	79%	77%	79%	85%	79%	77%	79%	86%	82%	78%	80%	89%	79%	78%	79%
Females	88%	81%	78%	80%	88%	82%	79%	81%	84%	83%	80%	81%	89%	81%	80%	81%
Males	85%	76%	75%	77%	81%	76%	76%	76%	90%	80%	77%	79%	89%	77%	75%	77%
African American	86%	72%	62%	70%	80%	71%	64%	68%	67%	67%	65%	66%	89%	68%	71%	71%
Asian American	94%	84%	82%	85%	89%	83%	86%	83%	93%	83%	87%	86%	95%	84%	82%	84%
Filipino	60%	81%	81%	81%	80%	78%	80%	79%	100%	90%	79%	86%	100%	78%	58%	69%
Hispanic/Latino	85%	78%	74%	77%	83%	79%	76%	78%	95%	81%	76%	79%	84%	81%	78%	80%
Native American	100%	78%	50%	68%	100%	69%	77%	74%	0%	84%	59%	70%	100%	57%	70%	64%
Other Non-White	100%	81%	61%	73%	100%	75%	82%	80%	83%	100%	91%	0%	100%	100%	80%	80%
Pacific Islander	50%	64%	90%	71%	50%	75%	57%	67%	77%	77%	79%	69%	100%	59%	100%	73%
White	86%	78%	79%	79%	83%	79%	75%	77%	77%	83%	78%	80%	97%	77%	76%	77%
Unknown	85%	78%	82%	80%	93%	86%	83%	83%	88%	78%	79%	79%	88%	64%	88%	76%
<b>Course Success Rates</b>																
Overall	77%	68%	66%	68%	77%	69%	66%	69%	83%	69%	69%	70%	80%	65%	65%	66%
Females	78%	71%	69%	71%	82%	73%	69%	72%	83%	73%	72%	73%	82%	69%	68%	69%
Males	74%	65%	62%	64%	71%	64%	63%	64%	84%	65%	63%	66%	76%	59%	63%	62%
African American	71%	55%	53%	56%	60%	55%	48%	52%	60%	50%	47%	50%	89%	38%	61%	52%
Asian American	89%	78%	77%	79%	83%	79%	81%	81%	93%	76%	81%	79%	92%	73%	72%	74%
Filipino	47%	75%	74%	72%	80%	67%	70%	69%	71%	72%	68%	71%	100%	57%	52%	56%
Hispanic/Latino	71%	63%	60%	63%	73%	67%	62%	63%	90%	67%	66%	67%	63%	63%	64%	64%
Native American	100%	61%	30%	58%	50%	65%	69%	65%	0%	79%	33%	57%	100%	36%	40%	40%
Other Non-White	100%	73%	52%	65%	100%	58%	83%	72%	83%	80%	82%	82%	0%	100%	100%	60%
Pacific Islander	50%	50%	80%	61%	50%	50%	43%	48%	71%	33%	54%	100%	50%	100%	73%	50%
White	74%	68%	67%	68%	79%	69%	65%	68%	77%	73%	70%	72%	77%	64%	66%	66%
Unknown	81%	69%	75%	72%	95%	71%	77%	76%	88%	64%	77%	72%	88%	61%	83%	73%



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## Chinese

Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Course Information															
Courses Offered	1	2	3	1	2	3	1	2	3	1	2	3	1	2	4
Sections Offered	1	4	5	10	1	4	5	10	1	4	6	11	1	5	12
Student Information															
Majors															
New Majors															
Enrollments	22	110	122	254	22	119	139	280	23	122	151	296	24	130	126
FTEs	5	22	24	51	4	21	23	48	4	21	25	56	4	22	21
WSCH	298	652	705	1,656	248	602	681	1,530	259	617	734	1,610	270	728	687
Program Resources															
FTE Faculty	0.3	1.3	1.6	3.3	0.3	1.3	1.6	3.3	0.3	1.3	1.6	3.3	0.3	1.3	1.6
Program Efficiency															
Ave Section Size	22.0	27.5	24.4	25.4	22.0	29.8	27.8	28.0	23.0	30.5	30.2	29.6	24.0	32.5	21.0
Fill Rate (Census)	73%	92%	84%	86%	73%	99%	96%	93%	77%	102%	89%	93%	80%	108%	63%
WSCH per FTEF	904	490	441	508	750	452	425	469	784	464	459	494	818	547	356
Program Outcomes															
Degrees Awarded															
Certificates Awarded															
Transfers															
Course Retention Rates															
Overall	91%	71%	82%	78%	73%	78%	74%	76%	91%	81%	83%	83%	71%	68%	68%
Females	92%	86%	88%	83%	88%	87%	86%	87%	100%	82%	89%	87%	80%	82%	72%
Males	88%	62%	75%	70%	58%	69%	64%	66%	83%	78%	79%	79%	64%	56%	62%
African American	50%	0%	0%	20%	0%	0%	50%	40%	100%	100%	100%	100%	100%	100%	100%
Asian American	89%	81%	88%	86%	78%	84%	81%	81%	100%	88%	91%	90%	100%	86%	82%
Filipino	100%	100%	100%	100%	67%	67%	67%	67%	100%	67%	67%	67%	100%	75%	75%
Hispanic/Latino	100%	42%	55%	47%	50%	50%	41%	46%	50%	55%	58%	56%	42%	39%	44%
Native American	100%								100%	100%	100%	100%		0%	0%
Other Non-White										100%	100%	100%			
Pacific Islander															
White	100%	69%	83%	78%	100%	82%	67%	74%	75%	100%	73%	81%	100%	53%	72%
Unknown	100%	71%	90%	83%		100%	83%	92%	100%	83%	86%	86%		100%	100%
Course Success Rates															
Overall	91%	68%	81%	76%	64%	78%	74%	74%	91%	73%	79%	78%	58%	64%	62%
Females	92%	78%	88%	84%	75%	87%	83%	84%	100%	75%	88%	83%	70%	64%	70%
Males	88%	58%	73%	67%	50%	69%	65%	65%	83%	69%	74%	73%	50%	52%	60%
African American	50%	0%	0%	20%	0%	0%	50%	40%	100%	100%	100%	100%	100%	100%	100%
Asian American	89%	79%	88%	85%	67%	84%	82%	82%	100%	85%	88%	88%	100%	85%	79%
Filipino	75%	100%	100%	83%	67%	67%	67%	67%	100%	67%	67%	67%	100%	75%	75%
Hispanic/Latino	100%	42%	55%	47%	50%	50%	41%	46%	50%	39%	42%	39%	44%	42%	50%
Native American	100%								100%	100%	100%	100%		0%	0%
Other Non-White										100%	100%	100%			
Pacific Islander															
White	100%	62%	78%	72%	100%	82%	60%	70%	75%	91%	73%	78%	100%	47%	67%
Unknown	100%	71%	90%	83%		100%	83%	92%	100%	83%	86%	86%		100%	100%

Prepared by the Office of Institutional Research and Planning

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### Appendix 1.2, Foreign Language KPI Indicators 2013-2014 - Chinese





# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## French

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014							
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An				
Course Information																								
Courses Offered	1	3	3	3	1	3	3	3	1	3	3	3	1	3	3	3	1	3	3	3	1	4	4	4
Sections Offered	1	8	8	17	1	8	8	17	1	8	9	18	1	9	9	15	3	10	10	25				
Student Information																								
Majors																								
New Majors																								
Enrollments	27	248	241	516	33	273	246	552	33	275	243	551	34	257	240	531	55	257	257	569				
FTEs	6	49	48	103	6	46	41	93	6	46	41	93	6	43	40	89	9	43	43	96				
WSCH	486	1,441	1,401	3,329	424	1,344	1,210	2,978	371	1,352	1,198	2,921	383	1,414	1,318	3,115	619	1,423	1,418	3,460				
Program Resources																								
FTE Faculty	0.3	2.6	2.6	5.5	0.3	2.6	2.6	5.5	0.3	2.6	2.9	5.9	0.3	2.9	2.9	6.2	1.0	3.3	3.3	7.5				
Program Efficiency																								
Ave Section Size	27.0	31.0	30.1	30.4	33.0	34.1	30.8	32.5	33.0	34.4	27.0	30.6	34.0	28.6	26.7	27.9	18.3	23.4	23.4	22.8				
Fill Rate (Census)	90%	95%	95%	94%	110%	105%	95%	100%	110%	108%	84%	95%	113%	89%	83%	87%	61%	87%	87%	84%				
WSCH per FTEF	1,474	554	539	602	1,286	517	465	539	1,125	520	409	498	1,159	483	450	503	619	436	434	459				
Program Outcomes																								
Degrees Awarded																								
Certificates Awarded																								
Transfers																								
Course Retention Rates																								
Overall	89%	74%	76%	76%	88%	73%	75%	75%	82%	77%	73%	75%	88%	74%	73%	74%	82%	68%	70%	70%				
Females	95%	77%	75%	77%	94%	75%	76%	77%	78%	82%	74%	78%	87%	74%	74%	75%	93%	71%	71%	73%				
Males	75%	70%	76%	73%	81%	70%	72%	72%	100%	67%	73%	72%	90%	73%	70%	73%	67%	63%	70%	67%				
African American	100%	100%	0%	83%	100%	88%	57%	75%	0%	70%	100%	79%	100%	38%	56%	50%	50%	64%	60%	61%				
Asian American	100%	90%	79%	85%	83%	75%	86%	81%	100%	82%	80%	82%	100%	71%	78%	79%	91%	70%	92%	83%				
Filipino	0%	78%	90%	80%	90%	90%	73%	81%	100%	80%	73%	81%	100%	100%	57%	70%	100%	50%	63%	63%				
Hispanic/Latino	80%	66%	70%	69%	83%	69%	72%	71%	77%	74%	71%	73%	82%	75%	70%	74%	79%	67%	64%	66%				
Native American	100%	100%	100%	100%	83%	50%	75%	75%	100%	100%	100%	100%	100%	75%	67%	71%	0%	67%	100%	67%				
Other Non-White	83%	75%	80%	80%	80%	100%	80%	80%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Pacific Islander	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
White	89%	78%	80%	80%	100%	72%	76%	75%	86%	80%	70%	76%	100%	74%	78%	76%	86%	75%	89%	78%				
Unknown	100%	67%	83%	76%	83%	76%	86%	80%	83%	78%	67%	73%	67%	83%	100%	83%	100%	60%	83%	75%				
Course Success Rates																								
Overall	81%	68%	66%	68%	82%	67%	68%	68%	79%	72%	65%	70%	88%	68%	65%	68%	78%	63%	67%	66%				
Females	84%	72%	70%	71%	94%	70%	68%	70%	74%	78%	68%	73%	87%	71%	67%	70%	89%	66%	70%	70%				
Males	75%	63%	59%	62%	69%	63%	66%	65%	100%	62%	62%	64%	90%	63%	61%	63%	63%	57%	62%	60%				
African American	100%	75%	0%	67%	100%	88%	43%	69%	0%	70%	88%	74%	100%	38%	56%	50%	0%	55%	50%	48%				
Asian American	80%	90%	64%	76%	83%	71%	83%	78%	100%	77%	76%	78%	100%	71%	75%	78%	91%	61%	92%	80%				
Filipino	0%	78%	80%	75%	90%	90%	73%	81%	0%	88%	73%	77%	100%	83%	43%	64%	100%	50%	63%	63%				
Hispanic/Latino	71%	60%	60%	61%	67%	59%	61%	61%	77%	67%	62%	65%	82%	68%	59%	65%	75%	62%	59%	61%				
Native American	100%	100%	100%	100%	83%	50%	75%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Other Non-White	83%	50%	70%	70%	60%	100%	71%	71%	50%	50%	50%	50%	100%	100%	100%	100%	100%	100%	100%	100%				
Pacific Islander	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
White	89%	70%	72%	72%	100%	68%	70%	71%	86%	77%	63%	63%	100%	69%	73%	72%	86%	71%	78%	76%				
Unknown	100%	61%	78%	71%	83%	76%	86%	80%	88%	78%	67%	73%	67%	83%	100%	83%	100%	60%	83%	75%				

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### Appendix 1.3, Foreign Language KPI Indicators 2013-2014 - French



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## German

Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014				
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	
Course Information																	
Courses Offered	3	2	3	3	2	3	2	3	2	3	3	2	3	1	4	2	4
Sections Offered	5	4	9	5	6	11	4	6	10	1	5	5	11	2	6	4	13
Student Information																	
Majors																	
New Majors																	
Enrollments	137	129	266	137	145	282	137	145	282	25	135	151	311	34	151	115	300
FTEs	27	27	54	23	29	52	21	29	49	4	23	26	53	6	25	20	51
WSCH	783	778	1,561	669	839	1,509	607	831	1,438	281	745	846	1,872	383	832	644	1,858
Program Resources																	
FTE Faculty	1.6	1.3	2.9	1.6	1.3	2.9	1.3	1.9	3.3	0.3	1.6	1.7	3.6	0.7	1.9	1.3	3.9
Program Efficiency																	
Ave Section Size	27.4	32.3	29.6	27.4	24.2	25.6	30.0	28.3	29.0	25.0	27.0	30.2	28.3	17.0	21.6	28.8	23.1
Fill Rate (Census)	81%	108%	92%	81%	76%	78%	100%	85%	91%	83%	79%	101%	89%	57%	86%	96%	85%
WSCH per FTEF	490	585	533	418	631	515	456	431	441	852	466	506	520	575	430	483	472
Program Outcomes																	
Degrees Awarded																	
Certificates Awarded																	
Transfers																	
Course Retention Rates																	
Overall	82%	78%	81%	85%	72%	78%	88%	75%	80%	100%	77%	81%	81%	85%	73%	79%	77%
Females	75%	80%	77%	88%	71%	79%	86%	76%	80%	100%	80%	81%	82%	94%	76%	70%	76%
Males	88%	78%	83%	83%	73%	78%	88%	74%	80%	100%	73%	82%	80%	76%	71%	84%	78%
African American	67%	100%	83%	50%	67%	60%	50%	25%	33%	100%	100%	25%	70%	100%	100%	33%	56%
Asian American	81%	80%	81%	100%	86%	91%	100%	85%	91%	100%	78%	79%	79%	100%	81%	67%	79%
Filipino	50%	100%	60%	100%	67%	75%	88%	100%	90%		50%	0%	20%	60%	100%	75%	75%
Hispanic/Latino	84%	77%	81%	83%	66%	74%	91%	70%	77%	100%	79%	87%	83%	75%	71%	84%	76%
Native American	67%	0%	40%	50%	100%	67%	100%	33%	50%		100%	100%	100%	67%			67%
Other Non-White	100%	100%	100%	100%		100%		100%	100%								
Pacific Islander	100%	100%	100%	100%		50%											
White	84%	78%	81%	86%	71%	78%	87%	82%	84%	100%	74%	82%	79%	92%	73%	81%	78%
Unknown	83%	86%	85%	100%	100%	100%	100%	50%	50%		100%	100%	100%	100%	100%	100%	100%
Course Success Rates																	
Overall	75%	65%	70%	76%	63%	70%	78%	64%	70%	92%	63%	68%	68%	71%	61%	63%	63%
Females	71%	73%	72%	81%	62%	71%	86%	64%	72%	91%	70%	71%	72%	88%	62%	56%	63%
Males	78%	60%	69%	73%	65%	68%	73%	64%	68%	92%	55%	67%	64%	53%	60%	69%	63%
African American	33%	67%	50%	50%	33%	40%	50%	0%	17%	100%	67%	25%	60%	0%	100%	33%	44%
Asian American	81%	73%	77%	88%	86%	86%	89%	85%	86%	100%	78%	57%	67%	100%	75%	33%	64%
Filipino	50%	0%	40%	100%	33%	50%	75%	50%	70%		50%	0%	20%	40%	100%	63%	63%
Hispanic/Latino	81%	60%	70%	76%	59%	67%	79%	58%	65%	88%	62%	74%	71%	63%	52%	58%	56%
Native American	67%	0%	40%	25%	50%	33%	100%	0%	25%		100%	100%	100%	67%			67%
Other Non-White	100%	100%	100%	100%		100%		100%	100%								
Pacific Islander	50%	100%	75%	50%		50%			100%								
White	74%	68%	71%	79%	64%	71%	77%	72%	74%	100%	62%	68%	66%	75%	66%	73%	70%
Unknown	83%	57%	69%	75%	100%	80%		50%	50%		50%	100%	83%	100%	50%	100%	83%

Prepared by the Office of Institutional Research and Planning

Updated September 2, 2014

### Appendix 1.4, Foreign Language KPI Indicators 2013-2014 - German





# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014 Japanese

Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014				
	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	An	
Course Information																	
Courses Offered	1	3	3	4	1	3	3	4	1	3	3	4	1	3	3	4	
Sections Offered	2	8	9	19	1	8	9	18	1	8	10	19	1	9	10	20	
Student Information																	
Mators																	
New Mators																	
Enrollments	60	266	260	586	24	267	270	561	25	256	288	569	32	293	276	601	34
FTEs	12	53	52	117	4	45	46	95	4	43	49	97	5	49	47	101	6
WSCH	947	1,541	1,514	4,002	270	1,314	1,343	2,927	281	1,260	1,433	2,974	360	1,615	1,528	3,502	383
Program Resources																	
FTE Faculty	0.7	2.6	2.9	6.2	0.3	2.6	2.9	5.9	0.3	2.6	3.3	6.2	0.3	2.9	3.3	6.5	0.7
Program Efficiency																	
Ave Section Size	30.0	33.3	28.9	30.8	24.0	33.4	30.0	31.2	25.0	32.0	28.8	29.9	32.0	32.6	27.6	30.1	17.0
Fill Rate (Census)	100%	113%	98%	108%	80%	114%	102%	106%	83%	109%	98%	102%	107%	111%	94%	102%	57%
WSCH per FTEF	1,414	593	517	646	818	505	458	499	852	485	438	488	1,091	551	467	536	575
Program Outcomes																	
Degrees Awarded																	
Certificates Awarded																	
Transfers																	
Course Retention Rates																	
Overall	72%	83%	71%	76%	75%	75%	80%	77%	80%	84%	76%	80%	94%	78%	72%	76%	68%
Females	74%	87%	78%	81%	80%	81%	81%	81%	64%	86%	79%	81%	91%	80%	75%	78%	55%
Males	68%	80%	66%	73%	71%	71%	79%	75%	92%	82%	74%	79%	95%	76%	71%	75%	74%
African American	86%	86%	69%	71%	83%	50%	58%	75%	75%	83%	44%	63%	100%	84%	80%	73%	100%
Asian American	89%	86%	81%	84%	83%	84%	89%	86%	67%	84%	90%	87%	91%	84%	85%	84%	57%
Filipino	60%	86%	69%	75%	0%	59%	80%	64%	100%	100%	91%	95%	100%	71%	75%	74%	100%
Hispanic/Latino	58%	70%	46%	57%	75%	70%	74%	72%	100%	84%	63%	74%	90%	77%	55%	68%	64%
Native American	100%	50%	50%	67%	100%	100%	100%	100%	0%	0%	50%	25%	100%	100%	100%	100%	0%
Other Non-White	100%	100%	100%	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Pacific Islander	0%	100%	50%	78%	71%	39%	73%	73%	75%	84%	75%	79%	100%	81%	72%	78%	100%
White	55%	85%	75%	78%	71%	73%	73%	73%	75%	84%	75%	79%	100%	81%	72%	78%	100%
Unknown	60%	85%	71%	77%	77%	80%	73%	77%	75%	86%	80%	82%	100%	13%	100%	63%	38%
Course Success Rates																	
Overall	57%	73%	63%	67%	71%	65%	70%	68%	68%	66%	63%	64%	72%	56%	58%	58%	62%
Females	60%	82%	72%	75%	86%	71%	77%	74%	64%	67%	67%	67%	64%	63%	60%	62%	55%
Males	52%	68%	56%	61%	65%	60%	66%	63%	67%	65%	59%	62%	75%	57%	57%	56%	65%
African American	57%	50%	50%	58%	75%	50%	50%	50%	50%	50%	33%	42%	100%	36%	70%	55%	100%
Asian American	89%	78%	74%	77%	75%	77%	83%	80%	67%	83%	80%	87%	91%	68%	75%	73%	50%
Filipino	20%	86%	69%	69%	0%	47%	89%	57%	100%	67%	64%	68%	100%	36%	75%	56%	100%
Hispanic/Latino	17%	57%	40%	45%	75%	57%	58%	58%	75%	58%	46%	53%	50%	48%	36%	42%	57%
Native American	100%	50%	50%	67%	100%	100%	100%	100%	0%	0%	0%	0%	100%	100%	0%	33%	0%
Other Non-White	100%	100%	100%	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Pacific Islander	0%	100%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%	0%
White	36%	75%	59%	64%	71%	63%	63%	63%	75%	68%	58%	63%	50%	64%	61%	62%	100%
Unknown	60%	80%	71%	74%	74%	67%	73%	69%	67%	43%	73%	64%	100%	13%	88%	58%	38%

Prepared by the Office of Institutional Research and Planning

Updated September 2, 2014

## Appendix 1.5, Foreign Language KPI Indicators 2013-2014 - Japanese



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## Spanish

Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Course Information															
Courses Offered	4	5	6	4	5	5	2	5	5	1	5	5	4	5	5
Sections Offered	10	33	34	8	33	32	3	30	35	68	2	32	37	12	41
Student Information															
Majors															
New Majors															
Enrollments	275	975	975	216	1,015	976	94	915	1,030	2,035	61	979	997	2,037	2,414
FTEs	51	187	186	36	172	164	372	16	154	173	344	10	162	166	339
WSCH	3,744	5,459	5,422	2,408	5,012	4,782	12,202	1,058	4,502	5,050	10,609	686	5,330	5,446	11,462
Program Resources															
FTE Faculty	3.3	10.7	10.8	24.7	2.6	10.7	10.3	23.6	1.0	9.7	11.3	22.1	0.7	10.4	12.1
Program Efficiency															
Ave Section Size	27.5	29.5	28.7	28.9	27.0	30.8	30.5	30.2	31.3	30.5	29.4	30.0	30.5	30.6	26.9
Fill Rate (Census)	95%	103%	100%	100%	94%	107%	106%	105%	104%	106%	102%	104%	102%	106%	93%
WSCH per FTEF	1,145	512	503	591	926	470	463	517	1,058	463	446	481	1,024	512	451
Program Outcomes															
Degrees Awarded															
Certificates Awarded															
Transfers															
Course Retention Rates															
Overall	89%	80%	78%	80%	86%	82%	78%	81%	88%	81%	80%	81%	90%	83%	81%
Females	89%	82%	79%	82%	87%	84%	78%	82%	88%	82%	81%	82%	88%	84%	84%
Males	88%	77%	77%	78%	85%	79%	77%	79%	89%	80%	78%	80%	93%	82%	78%
African American	91%	72%	69%	73%	83%	69%	68%	70%	70%	63%	66%	61%	67%	71%	76%
Asian American	98%	84%	79%	86%	95%	84%	82%	85%	93%	76%	82%	81%	90%	88%	81%
Filipino	71%	81%	90%	84%	88%	82%	84%	83%	100%	88%	75%	84%	100%	80%	58%
Hispanic/Latino	86%	81%	78%	80%	82%	84%	79%	81%	100%	83%	80%	82%	93%	85%	84%
Native American	100%	89%	71%	82%	100%	60%	60%	64%		82%	60%	71%	100%	43%	67%
Other Non-White	100%	82%	62%	72%	100%	75%	80%	82%		80%	100%	83%	0%		67%
Pacific Islander	50%	63%	80%	65%	0%	83%	100%	75%		80%	50%	67%	100%	60%	100%
White	89%	76%	78%	79%	86%	80%	74%	78%	73%	81%	81%	81%	93%	80%	75%
Unknown	87%	89%	80%	81%	100%	86%	83%	86%	86%	78%	81%	80%	100%	68%	75%
Course Success Rates															
Overall	78%	67%	66%	68%	78%	70%	65%	69%	87%	68%	71%	70%	82%	67%	67%
Females	79%	70%	67%	70%	80%	73%	67%	71%	88%	71%	74%	73%	85%	69%	70%
Males	78%	62%	64%	65%	75%	66%	62%	65%	86%	62%	67%	66%	78%	63%	65%
African American	73%	56%	59%	60%	58%	49%	50%	51%	70%	42%	44%	46%	67%	34%	62%
Asian American	91%	77%	74%	79%	90%	80%	76%	81%	93%	68%	72%	71%	89%	70%	66%
Filipino	71%	71%	73%	72%	88%	67%	70%	71%	75%	68%	70%	69%	100%	60%	50%
Hispanic/Latino	73%	67%	64%	66%	73%	72%	64%	69%	100%	69%	71%	71%	89%	70%	69%
Native American	100%	56%	61%	65%	0%	60%	60%	55%		73%	40%	57%	100%	14%	33%
Other Non-White	100%	73%	54%	64%	100%	50%	80%	73%		80%	100%	83%	0%	50%	33%
Pacific Islander	50%	50%	60%	53%	0%	50%	100%	50%		80%	25%	56%	100%	60%	75%
White	76%	65%	66%	67%	78%	68%	64%	67%	73%	71%	74%	72%	71%	65%	64%
Unknown	80%	68%	71%	71%	100%	70%	72%	73%	86%	62%	81%	72%	100%	68%	75%

Prepared by the Office of Institutional Research and Planning

Updated September 2, 2014

### Appendix 1.6, Foreign Language KPI Indicators 2013-2014 - Spanish

Fall 2014 Faculty Hiring Priority  
Fall 2013 Data

Program	FTEs		FTEF					
	Total	Resident	Total	FT	OL	PT	Uncategorized	% PT
Foreign Language	341.47	331.06	24.20	7.87	0.93	15.40	0.00	63.64%
Chinese	24.06	22.02	1.67	1.00	0.00	0.67	0.00	40.00%
French	43.37	42.01	3.27	1.33	0.00	1.93	0.00	59.18%
German	25.34	24.66	1.93	0.33	0.00	1.60	0.00	82.76%
Japanese	55.05	52.32	3.93	1.00	0.33	2.60	0.00	66.10%
Spanish	193.65	190.06	13.40	4.20	0.60	8.60	0.00	64.18%

Program	Headcount		Sections				Enrollment
	FT	PT	Total	FT	PT	% PT	Section Avg.
Foreign Language	8.00	32.00	74.00	27.00	47.00	63.51%	27.50
Chinese	1.00	2.00	5.00	3.00	2.00	40.00%	28.20
French	2.00	5.00	10.00	4.00	6.00	60.00%	25.70
German	1.00	4.00	6.00	1.00	5.00	83.33%	25.17
Japanese	1.00	5.00	12.00	4.00	8.00	66.67%	27.25
Spanish	4.00	16.00	41.00	15.00	26.00	63.41%	28.27

Prepared by the Fullerton College Office of Institutional Research and Planning  
Updated September 2, 2014

<b>Appendix 1.7, Fall 2014 Faculty Hiring Priority – Fall 2013 Data</b>
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## Fullerton College Fine Arts Box Office

321 East Chapman Ave  
Fullerton, CA 92832  
Voice: (714) 992-7150 Fax: (714) 992-9928 Email: boxoffice@fullcoll.edu

### Production Summary:

Tournees French Film Festival - Foreign Language Dept Revolving - 34650-96245

Date:	Time:	Total Seats:	Seats Printed:	Seats Left:	Deposited Totals:	Avg. Tic Price:	% of Tics Printed:
Thur. - 2/25/2010	7:00pm	400	179	221	\$870.00	\$4.86	44.75%
Wed. - 3/3/2010	7:00pm	400	136	264	\$665.00	\$4.89	34.00%
Sat. - 3/13/2010	7:00pm	400	136	264	\$640.00	\$4.71	34.00%
Tues. - 3/16/2010	7:00pm	400	130	270	\$600.00	\$4.62	32.50%
Wed. - 3/24/2010	7:00pm	400	17	383	\$85.00	\$5.00	4.25%
		2000	598	1402	\$2,860.00	\$4.78	29.90%

### Appendix 2.1, French Film Festival Box Office Summary Report - 2010



## Fullerton College Fine Arts Box Office

321 East Chapman Ave  
Fullerton, CA 92832  
Voice: (714) 992-7150 Fax: (714) 992-9928 Email: boxoffice@fullcoll.edu

### Production Summary:

French Film Festival - Foreign Language Dept Revolving - 34650-96246

Date:	Time:	Total Seats:	Seats Printed:	Seats Left:	Deposited Totals:	Avg. Tic Price:	% of Tics Printed:
Thur. - 3/3/2011	7:00pm	400	207	193	\$994.00	\$4.80	51.75%
Sat. - 3/12/2011	7:00pm	400	175	225	\$842.50	\$4.81	43.75%
Fri. - 3/18/2011	7:00pm	400	149	251	\$693.00	\$4.65	37.25%
Wed. - 3/23/2011	7:00pm	400	180	220	\$890.00	\$4.94	45.00%
Tues. - 3/29/2011	7:00pm	400	194	206	\$919.50	\$4.74	48.50%
		2000	905	1095	\$4,339.00	\$4.79	45.25%

### Appendix 2.2, French Film Festival Box Office Summary Report - 2011



**Production Summary:**

French Film Festival - Foreign Language Dept Revolving - 34650-96246

Date:	Time:	Total Seats:	Seats Printed:	Seats Left:	Deposited Totals:	Avg. Tic Price:	% of Tics Printed:
Fri. - 2/24/2012	7:30pm	400	209	191	\$889.00	\$4.25	52.25%
Sat. - 2/25/2012	7:30pm	400	133	267	\$629.00	\$4.73	33.25%
Wed. - 2/29/2012	7:30pm	400	183	217	\$843.50	\$4.61	45.75%
Thur. - 3/1/2012	7:30pm	400	165	235	\$750.00	\$4.55	41.25%
Tues. - 3/6/2012	7:30pm	400	272	128	\$1,269.00	\$4.67	68.00%
		2000	962	1038	\$4,380.50	\$4.55	48.10%

**Appendix 2.3, French Film Festival Box Office Summary Report - 2012**



**Production Summary:**

French Film Festival - Foreign Language Dept Revolving - 34650-96246

Date:	Time:	Total Seats:	Seats Printed:	Seats Left:	Deposited Totals:	Avg. Tic Price:	% of Tics Printed:
Sat. - 3/9/2013	7:30pm	400	238	162	\$1,177.00	\$4.95	59.50%
Thur. - 3/14/2013	7:30pm	400	220	180	\$1,073.50	\$4.88	55.00%
Fri. - 3/15/2013	7:30pm	400	179	221	\$886.50	\$4.95	44.75%
Sat. - 3/16/2013	7:30pm	400	210	190	\$1,030.50	\$4.91	52.50%
		1600	847	753	\$4,167.50	\$4.92	52.94%

**Appendix 2.4, French Film Festival Box Office Summary Report - 2013**



**Production Detail:**

French Film Festival - Foreign Language Dept Revolving - 34650-96246

Date:	Thur. - 3/6/2014	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Time:	7:30pm	Comp	\$0.00	2	0.76%
Seats Available:	540	General	\$6.50	216	81.82%
Seats Printed:	264	General	\$6.00	45	17.05%
Seats Remaining:	276	Kids	\$4.50	1	0.38%
Percentage Printed:	48.89%				
Deposited Totals:	\$1,284.00				
Avg. Tic Price:	\$4.86				
Printed 1 Hour Prior:	113 @ 42.80%				

Date:	Sat. - 3/8/2014	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Time:	7:30pm	Comp	\$0.00	3	2.05%
Seats Available:	540	General	\$6.50	133	91.10%
Seats Printed:	146	General	\$6.00	10	6.85%
Seats Remaining:	394				
Percentage Printed:	27.04%				
Deposited Totals:	\$707.00				
Avg. Tic Price:	\$4.84				
Printed 1 Hour Prior:	63 @ 43.15%				

Date:	Thur. - 3/13/2014	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Time:	7:30pm	Comp	\$0.00	2	0.96%
Seats Available:	540	General	\$6.50	186	89.42%
Seats Printed:	208	General	\$6.00	19	9.13%
Seats Remaining:	332	Kids	\$4.50	1	0.48%
Percentage Printed:	38.52%				
Deposited Totals:	\$1,015.50				
Avg. Tic Price:	\$4.88				
Printed 1 Hour Prior:	91 @ 43.75%				

Date:	Fri. - 3/14/2014	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Time:	7:30pm	Comp	\$0.00	2	1.14%
Seats Available:	540	General	\$6.50	163	92.61%
Seats Printed:	176	General	\$6.00	11	6.25%
Seats Remaining:	364				
Percentage Printed:	32.59%				
Deposited Totals:	\$864.50				
Avg. Tic Price:	\$4.91				
Printed 1 Hour Prior:	87 @ 49.43%				

Date:	Sat. - 3/15/2014	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Time:	7:30pm	General	\$6.50	163	90.06%
Seats Available:	540	General	\$6.00	17	9.39%
Seats Printed:	181				
Seats Remaining:	359				
Percentage Printed:	33.52%				
Deposited Totals:	\$890.00				
Avg. Tic Price:	\$4.92				
Printed 1 Hour Prior:	85 @ 46.96%				

<b>Totals:</b>					
Seats Available:	2700	<u>Desc:</u>	<u>Cost:</u>	<u># Tics:</u>	<u>% Tics:</u>
Seats Printed:	975	Comp	\$0.00	9	0.92%
Seats Remaining:	1725	General	\$6.50	861	88.31%
Percentage Printed:	36.11%	General	\$6.00	102	10.46%
Deposited Totals:	\$4,761.00	Kids	\$4.50	2	0.21%
Avg. Tic Price:	\$4.88				
Printed 1 Hour Prior:	439 @ 45.03%				

**Appendix 2.5, French Film Festival Box Office Summary Report - 2014**

**Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page**

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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