



# FULLERTON COLLEGE

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## Instructional Programs

### 2017-2018 Self-Study

#### Three-Year Program Review Template

#### Foreign Languages

#### 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, Foreign Language Department Coordinator
- Ruth Egigian
- Klaus Hornell
- Kelly Kim
- Wei-Ping Kong
- Brian Jones-Ramey
- Edward Linggi
- Noriko Oppenheim
- Catherine Reinhardt-Zacair

### 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.

Lina Callahan  
Printed name of Principal Author

Lina Callahan  
Signature

Coordinator  
Title 12/14/17  
Date

Lina Callahan  
Printed name of Department Coordinator

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Coordinator  
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Date

Dan Willoughby  
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Dan Willoughby  
Signature

Dean  
Title 12/14/17  
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 Department of Foreign Languages actively implements the College Mission through the core nature of our classroom pedagogies. Our department strives to advance student learning and language achievement by promoting student success, and by providing communicative and inclusive classrooms with learner-based pedagogies. We continuously develop flexible pathways for all students by addressing all different kinds of learners and learning styles. We integrate the richness in our student communities with a challenging and stimulating learning environment, enhanced with culture appreciation, in which all four of the language skills are developed: reading, writing, listening and speaking. In our Foreign Language classrooms, students engage in many activities designed to develop language acquisition in sequential courses, participating and leading activities such as written and oral quizzes, essay writing, open-ended conversations to develop oral fluency, reading and writing assignments, oral comprehension activities, written projects and oral presentations, a variety of assignments to appeal to different learning styles and learners. Our goal is to support intellectual curiosity in our students, and to foster a supportive and encouraging learning environment for successful learning to take place, one which in turn helps students become responsible leaders and engaged community members not only in our classroom and college, but in their future endeavors as well.

### **Vision:**

The Fullerton College Department of Foreign Languages actively applies the College Vision by creating and fostering learning communities in our language classrooms, by promoting inquiry, intellectual curiosity, personal growth, and a life-long appreciation of for the power of learning and acquiring a foreign language in five current languages: Chinese, French, German, Japanese, and Spanish, and by currently developing curriculum in two additional language fields: Korean, and American Sign Language. Of our current language offerings, all five of them offer the four-semester sequence leading to the AA degree in Foreign Language. The two new language offerings we are currently developing, Korean and American Sign Language, will also offer the AA degree sequence for continuity and transferability. Our department echoes the Fullerton College Vision statement by actively transforming lives, and inspiring positive change in the world: we broaden horizons through the study of foreign languages and cultures. We have coordinated faculty-led trips to China and Japan; we have showcased Chinese Film screenings on campus in collaboration with the Chinese Consulate in Los Angeles; our Annual French Film Festival, now in its seventh year, provides access to French culture for our student community and the Orange County community at large; we will lead a semester abroad in Kyoto, Japan in fall 2019, and also in Summer 2020; Spanish and German classes organize outings to local restaurants, theaters and museums to experience language and culture first-hand. An integral part of our foreign language classes are culture projects and presentations which provide a means to develop real-language as well as a concrete, hands-on and life-long interest in culture and world languages.

## Core Values:

The Department of Foreign Languages actively promotes and applies the Fullerton College Core Values in the following manner:

- **We promote a sense of community that enhances the wellbeing of our campus and surrounding areas** by providing a safe and welcoming learning environment for all students, and by fostering a safe work environment for all colleagues.
- **We embrace and value the diversity of our entire community** by offering classes in five different languages – Chinese, French, German, Japanese, and Spanish; by offering a Spanish class designed specifically for Heritage Spanish Speakers; by offering online classes in Spanish; by organizing the Annual French Film Festival; by offering a 2-year sequence in German course – one of the few programs left in Southern California; and by developing 2-year sequence courses in Korean and American Sign Language, in response to student and market demand.
- **We commit to equity for all we serve** by fostering a supportive and inclusive environment for all our students and the surrounding community.
- **We honor and build upon our tradition of excellence** by fostering a love of reading and communicating in the foreign languages we offer in traditional ways: essays, presentations, skits, and dialogues.
- **We expect everyone to continue growing and learning** by fostering faculty participation in professional organizations such as ACTFL (American Council on the teaching of Foreign Languages) and CCCFLC (California Community College Foreign Language Council), by supporting faculty members' sabbatical proposals, workshop and professional conference attendance and participation, by supporting further language studies, and by supporting our faculty interest and development of educational technology skills, which then translates in the application of educational technologies in the classroom and in the online environment.
- **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 for SLO assessment and reporting, and for planning and implementation of our Embedded Tutoring Program, and also by participating in division-level committees to ensure we are represented in division-level decisions. We encourage and support our department members' participation in campus-wide committees and activities to be active participants in shared governance.
- **We act in accordance with personal integrity and high ethical standards** by modeling such behavior in our interactions with the communities we serve: students, colleagues, supervisors, staff, and the community at large.
- **We work together with our educational and community partners** by collaborating with faculty counselors, administrators, staff, and students in the pursuit of flexible pathways leading to student success, excellence in teaching, and promoting positive change in our campus and the community at large.
- **We support an environment of mutual respect and trust that embraces the individuality of all** by presenting and fostering new cultural perspectives and ways to communicate around our communities, our country and the world, helping our students become successful learners, engaged community members, respectful leaders, and responsible citizens dedicated to positive change in our communities and the world.
- **We accept our responsibility for the betterment of the world around us** by fostering a love of reading and studying foreign languages and culture in and out of our classrooms, and by introducing and developing new perspectives, critical thinking, and cultural inclusiveness thus enabling our students to become responsible leaders and engaged community members.

**College Goals:**

The Department of Foreign Languages is actively promoting and implementing the college goals of **increasing student success, reducing the achievement gap, and strengthening connections with the community.**

**Increasing student success:**

We provide and coordinate tutoring and language-enriching activities in collaboration with the Tutoring Center in the Skills Center in an effort to address the specific educational needs of under-prepared students.

We aim to foster and increase student retention and success by focusing on the skills needed for our students to transition from the beginning, two-semester sequence into the intermediate, two-semester level. We implement integrated student learning outcome assessments for all four of the language skills – listening, speaking, reading, and writing – to facilitate students’ transition to the next level with a skills-based approach.

We aim to increase the number of AA in Foreign Languages degree by collaborating with the Counseling department so they can inform students of these available degrees, and by directly informing our students of these opportunities in classroom settings, French and German Club meetings, and in office hour meetings.

We aim to increase the number of student transfers by developing and implementing the AA-Transfer degree in Spanish, and by articulating with local transfer institutions like CSULB and CSUF to send well-prepared and well-informed students.

We actively increase the persistence rate of students by articulating student language skills from one course to the other within our 4-semester sequence, and by implementing uniform Student Learning Outcome assessments in all levels to ensure the acquisition of needed language competency skills to progress through the language sequence.

**Reducing the achievement gap:**

We address the needs of ALL learners by providing highly communicative foreign-language classrooms, where the focus resides in fostering the practice and development of all four of the language skills – listening, reading, reading, and writing. We provide tutoring and learning enrichment activities through the Tutoring Center, through our Embedded Tutoring initiative implemented two years ago in LANG 102 classes in all five languages, and through cultural activities like the Annual French Film Festival, the German Club Conversation Circles, and through the Beginning Spanish Conversation sessions offered in collaboration with the Library.

**Strengthening connections with the community:**

We develop and continue to strengthen connection with the community by articulating efficiently foreign language courses with transfer institutions; with local high schools and high schools throughout the state, by providing access to language courses in the field of interest both on campus and online; and with the Fullerton College and the Orange County community at large, by coordinating and hosting cultural events like the Annual French Film Festival, and a Chinese Film showcase last year, hosted in collaboration with the Chinese Consulate in Los Angeles.

We also continue to develop partnerships with local businesses mainly through the planning and hosting of the Annual French Film Festival. The Foreign Language Department and the French Film Festival Committee actively recruit sponsors and local French restaurants to provide French catering for the evenings of each film screening, to further enhance the cultural aspect of the film festival.

## 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.)

KPI	Findings
Enrollment	2012-2013: 3,775 2013-2014: 4,244 <b>FINDING: +12% increase from 2012-2013</b> 2014-2015: 4,148 2015-2016: 3,769 2016-2017: 3,292 <b>FINDING: -13% over 5 years</b>
Total FTES	2012-2013: 692 2013-2014: 708 2014-2015: 698 2015-2016: 633 2016-2017: 548 <b>FINDING: -21% over 5 years</b>
Sections	2012-2013: 132 2013-2014: 163 2014-2015: 168 2015-2016: 159 2016-2017: 145 <b>FINDING: +9% over 5 years</b>
FTEF	2012-2013: 43.1 2013-2014: 53.3 2014-2015: 54.8 <b>FINDING: +25% from 2012-2013</b> 2015-2016: 52.0 2016-2017: 45.9 <b>FINDING: +6% over 5 years</b>
Fill Rate	2012-2013: 97% 2013-2014: 89% 2014-2015: 85% 2015-2016: 82% 2016-2017: 80% <b>FINDING: -17% over 5 years</b>
WSCH/FTEF	2012-2013: 440 2013-2014: 400 2014-2015: 382 2015-2016: 364 2016-2017: 356 <b>FINDING: -19% over 5 years</b>
Retention	2012-2013: 79% 2013-2014: 76% 2014-2015: 79% 2015-2016: 82% 2016-2017: 81% <b>FINDING: +2% over 5 years</b>
Success	2012-2013: 66% 2013-2014: 63% 2014-2015: 67% 2015-2016: 69% 2016-2017: 70% <b>FINDING: +4% over 5 years</b>

The Foreign Language enrollment figures over the last five years show an overall decrease of 13%. We believe this to be consistent with an overall enrollment decline across the college and evidenced throughout California. From prior experience, we know that a stronger economy tends to translate into decreased enrollment in college courses. Worthy of note is the 12% increase in enrollment from the 2013-2013 to the 2013-2014 academic year. We attribute this increase to, first and foremost, to state university budget cuts resulting in displaced students seeking classes at our college. In addition, other factors include faculty implementing student recruiting efforts in all five languages; the established, good reputation of our Foreign Language department in the Orange County area, and faculty members accepting students exceeding the class seat size in an effort to ensure student access to Foreign Language classes.

In looking at the total student contact hours (WSCH) figures over the last five years, we see a decrease of 19%. This figure reflects a similar decrease in total FTES of about 21%. These downward trends are consistent with decreased overall student enrollment.

Continuing with a look at the number of Foreign Language sections offered, we see an overall 9% increase from 132 to 145 sections. This is a result of the expansion of our Japanese course offerings to all 4 courses (101, 102, 203, and 204) which lead to the AA degree, as well as a dedicated effort to increase enrollment in French courses (101, 102, 203 and 204) also leading to the AA degree.

The FTEF figures that describe the cost of providing instruction, show an increase of 6% over the last 5 years.

**The most encouraging results we see over the last five years are the figures for student retention and success**, in particular as compared to our last self-study. The current Foreign Language figures obtained for this current self-study show **an increase in both student retention and student success over the last five years, at 2% and 4%, respectively, from 2012-2013 to 2016-2017**. In contrast, the figures from our last Program Review showed a decrease of retention and success at 3% and 5%, respectively. We are proud of the improvement, albeit small, since at our last Program Review cycle we identified, proposed, and subsequently implemented strategic actions plans designed to achieve this goal.

In conclusion, we are encouraged by our analysis of the changes over the last five academic years. While we recognize there is still much room for improvement, **the increase in student success and retention percentages signals a positive outcome from our strategic action plans from our last self-study cycle**. The concluding figures from the 2016-2017 academic year are also very encouraging: 81% student retention, and 70% student success. **This means that the Foreign Language department is effectively retaining 8 out of 10 students, and helping 7 out of 10 students complete our classes with a grade of C or better**. Our Student Success Initiative with Embedded Tutoring, one of our strategic action plans from our last Program Review Self-Study, which we fully implemented at the LANGUAGE 102 level across all languages (CHIN, FREN, GERM, JAPN, and SPAN), appears to be successful in the short run, and we therefore look forward to institutionalizing it for long-term student success. Please see a detailed analysis of the implementation of this strategic plan in the corresponding section of this self-study.

## **2.2 Peer Institution Comparison**

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)). Complete the table below.

The Department of Foreign Languages, in agreement with Dan Willoughby, Dean of Humanities, agree that the following are relevant peer institutions for our self-study. These institutions are valid comparisons, as they offer courses in the same languages we offer at Fullerton College: Chinese, French, German, Japanese, and Spanish. Furthermore, these same institutions were the ones chosen for our last self-study from 2014-2015. Therefore, the following institutions are the colleges we deem to be our closest peer institutions:

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

The following data we will analyze was obtained from the California Community College Chancellor’s Office Data Webmart site<sup>1</sup>. The data selected pertains to the fall terms 2014, 2015, and 2016, as well as top codes for Chinese (1107), French (1102), German (1103), Japanese (1108), and Spanish (1105). The first table contains data selected with the Foreign Language GENERAL top code (1101) to compare the overall Fullerton Language Foreign Language retention and success numbers with the same totals at peer institutions, with only the same languages as are taught at Fullerton College.

<b>College/Program: FOREIGN LANGUAGE – GENERAL (CHIN, FREN, GERM, JAPN, SPAN)</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 1,600 F 15: 1,489 F16: 1,275	F 14: 977 F 15: 946 F16: 948	F 14: 1,332 F 15: 1,340 F16: 1,347	F 14: 1,590 F 15: 1,358 F16: 1,403	F 14: 1,160 F 15: 1,126 F16: 1,086
<b>Retention rate %:</b>	F 14: 79% F 15: 80% F16: 79%	F 14: 93% F 15: 92% F16: 91%	F 14: 82% F 15: 80% F16: 82%	F 14: 84% F 15: 83% F16: 81%	F 14: 88% F 15: 89% F16: 90%
<b>Success:</b>	F 14: 1,331 F 15: 1,237 F16: 1,094	F 14: 810 F 15: 751 F16: 787	F 14: 1,118 F 15: 1,110 F16: 1,130	F 14: 1,285 F 15: 1,076 F16: 1,157	F 14: 937 F 15: 918 F16: 902
<b>Success rate %:</b>	F 14: 66% F 15: 67% F16: 68%	F 14: 77% F 15: 73% F16: 76%	F 14: 69% F 15: 66% F16: 69%	F 14: 67% F 15: 65% F16: 67%	F 14: 71% F 15: 73% F16: 75%
<b>Degrees Awarded: AA</b>	F 14: 10 F 15: 12 F16: 13	F 14: 5 F 15: 10 F16: 4	F 14: 7 F 15: 2 F16: 3	F 14: 22 F 15: 34 F16: 25	F 14: 4 F 15: 8 F16: 4
<b>Degrees Awarded: AA-T</b>	F 14: 0 F 15: 0 F16: 2	F 14: 0 F 15: 1 F16: 6	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 0 F16: 2	F 14: 0 F 15: 0 F16: 0
<b>Total enrollment:</b>	F 14: 2,027 F 15: 1,857 F16: 1,608	F 14: 1,055 F 15: 1,033 F16: 1,041	F 14: 1,622 F 15: 1,672 F16: 1,639	F 14: 1,904 F 15: 1,645 F16: 1,729	F 14: 1,313 F 15: 1,262 F16: 1,201
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

<sup>1</sup> “Credit Course Retention/ Success Rate Summary Report.” Management Information Systems Data Mart. California Community Colleges Chancellor’s Office, n.d. Web. 14 Oct. 2017.

The data above is from Fullerton College, as compared to four other peer institutions that also offer the same languages as we do: CHINESE, FRENCH, GERMAN, JAPANESE, and SPANISH. According to this data, Fullerton College appears to be most similar to San Diego Mesa College, particularly in terms of total enrollment in Foreign Language classes. While our total enrollment in 2014 and 2015 was higher than San Diego Mesa College's, in 2016 our enrollment was slightly lower than our closest peer institution. Although our total enrollment decreased by almost 21% since 2014, we are still only second to San Diego Mesa College in terms of AA degrees awarded, and second to Fresno City College in terms of AA-T degrees awarded. While we offer the AA-T in Spanish, Santa Barbara City and Mira Costa do not currently offer the AA-T in Spanish.<sup>2</sup> Currently, as compared to our identified peer institutions for this study, only Fullerton College, Fresno City and San Diego Mesa offer the AA-T in Spanish degree, while Mira Costa and Santa Barbara do not.

The retention and success overall percentages for our department as compared to these peer institutions is quite similar. While we seem to be second-from-last in this set of five institutions, our percentages are most similar to Mira Costa College, and San Diego Mesa College. (Note: The 2016 success and retention figures as listed in the Chancellors DataMart for Fullerton College has a -2% difference than the figures obtained from our Office of Institutional Research through Tableau.)

<b>CHINESE:</b>					
<b>College/Program: FOREIGN LANGUAGE – CHINESE</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 82 F 15: 90 F16: 67	F 14: 39 F 15: 40 F16: 26	F 14: 29 F 15: 41 F16: 50	F 14: 22 F 15: 14 F16: 15	F 14: 60 F 15: 59 F16: 30
<b>Retention rate %:</b>	F 14: 79% F 15: 83% F16: 73%	F 14: 83% F 15: 93% F16: 96%	F 14: 94% F 15: 82% F16: 89%	F 14: 92% F 15: 88% F16: 94%	F 14: 90% F 15: 91% F16: 77%
<b>Success:</b>	F 14: 72 F 15: 84 F16: 61	F 14: 21 F 15: 28 F16: 20	F 14: 24 F 15: 36 F16: 46	F 14: 21 F 15: 14 F16: 14	F 14: 56 F 15: 53 F16: 29
<b>Success rate %:</b>	F 14: 69% F 15: 78% F16: 67%	F 14: 45% F 15: 65% F16: 74%	F 14: 77% F 15: 72% F16: 82%	F 14: 88% F 15: 88% F16: 88%	F 14: 84% F 15: 82% F16: 74%
<b>Degrees Awarded: AA</b>	13- 14: 0 14- 15: 0 15 -16: 0	13 -14: 0 14 -15: 0 15 - 16: 0	13 -14: 0 14 -15: 0 15 -16: 0	13- 14: 2 14 -15: 4 15 -16: 3	13 -14: 0 14 -15: 0 15 -16: 0
<b>Total enrollment:</b>	F 14: 104 F 15: 108 F16: 91	F 14: 47 F 15: 43 F16: 27	F 14: 31 F 15: 50 F16: 56	F 14: 24 F 15: 16 F16: 16	F 14: 67 F 15: 65 F16: 39
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

<sup>2</sup> "Program Awards Summary Report." Management Information Systems Data Mart. California Community Colleges Chancellor's Office, n.d. Web. 14 Oct. 2017.



In analyzing the KPI indicators for CHINESE, we notice that the success rate for students taking CHINESE courses (67% in academic year 2016) is almost identical to the general Foreign Language success rate for the same academic year (68%), and the CHINESE retention rate for 2016 of 73% is slightly lower than the general Foreign Language figure of 79%. An important note to highlight is that the CHINESE retention rate has remained the same as we reported for our last self-study, while the **success rate has improved by 2%** from 66% to 68%. We attribute this increase to both the quality curriculum and instruction at Fullerton College, and also to the **Student Success Initiative with Embedded Tutoring**, which we implemented immediately following our last Program Review Study (see more details in section 2.4, Program Effectiveness section of this document). Another contributing factor to these positive indices is that we offer the complete four-semester sequences leading to the AA in Foreign Language (CHIN 101, 102, 203 & 204) on a fixed schedule, with CHIN 101 and 102 offered continuously every fall and spring term, and CHIN 203 & 204 are offered every spring term, so that students may plan to add CHINESE to their schedule with anticipation, and be proactive to achieve their goals in a timely manner before transferring. **Lastly, the Fullerton College Chinese program shows the highest enrollment over the last three academic years, as compared to these peer institutions.**

**FRENCH:**

<b>College/Program: FOREIGN LANGUAGE – FRENCH</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 205 F 15: 198 F16: 188	F 14: 44 F 15: 63 F16: 76	F 14: 140 F 15: 140 F16: 139	F 14: 198 F 15: 163 F16: 206	F 14: 166 F 15: 136 F16: 141
<b>Retention rate %:</b>	F 14: 71% F 15: 76% F16: 80%	F 14: 79% F 15: 89% F16: 89%	F 14: 80% F 15: 71% F16: 80%	F 14: 85% F 15: 83% F16: 84%	F 14: 88% F 15: 88% F16: 92%
<b>Success:</b>	F 14: 181 F 15: 172 F16: 178	F 14: 31 F 15: 39 F16: 58	F 14: 124 F 15: 116 F16: 112	F 14: 163 F 15: 122 F16: 171	F 14: 131 F 15: 113 F16: 103
<b>Success rate %:</b>	F 14: 63% F 15: 66% F16: 75%	F 14: 55% F 15: 55% F16: 68%	F 14: 71% F 15: 59% F16: 65%	F 14: 70% F 15: 62% F16: 70%	F 14: 69% F 15: 73% F16: 67%
<b>Degrees Awarded:</b>	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 0 F16: 0	F 14: 1 F 15: 1 F16: 0	F 14: 6 F 15: 5 F16: 7	F 14: 3 F 15: 1 F16: 2
<b>Total enrollment:</b>	F 14: 289 F 15: 261 F16: 236	F 14: 56 F 15: 71 F16: 85	F 14: 174 F 15: 196 F16: 173	F 14: 232 F 15: 197 F16: 244	F 14: 189 F 15: 154 F16: 154
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

In looking at the KPI indicators for FRENCH, we notice that the **retention rate for students in FRENCH classes has steadily increased over the last three academic years: 71% in 2014, 76% in 2015, and 80% in 2016.** The 2016 French index is now higher than the general Foreign Language retention rate (79%). The success rate for FRENCH shows equally outstanding improvement: 63% in 2014, 66% in 2015, and 75% in 2016. **The academic year 2016 FRENCH success rate is 7% higher than the general Foreign Language success rate of 68%.** We

attribute this improvement to excellence in French instruction, led by our tenure-track lead French instructor, and her collaboration with French adjuncts, in addition to the heightened interest in French courses due to the successful, annual French Film Festival hosted by the French program at Fullerton College every spring term. Another important factor is the **Student Success Initiative with Embedded Tutoring** initiated in spring 2015 and fully and successfully implemented in FREN 102 during fall 2016-spring 2017. **The FRENCH success rate is considerably higher than that of our identified peer institutions by a range of 5 to 8%. We also show the highest French enrollment as compared to our peer institutions.**

**GERMAN:**

<b>College/Program: FOREIGN LANGUAGE – GERMAN</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 82 F 15: 90 F16: 67	F 14: 39 F 15: 40 F16: 26	F 14: 29 F 15: 41 F16: 50	F 14: 22 F 15: 14 F16: 15	F 14: 60 F 15: 59 F16: 30
<b>Retention rate %:</b>	F 14: 79% F 15: 83% F16: 74%	F 14: 83% F 15: 93% F16: 96%	F 14: 94% F 15: 82% F16: 89%	F 14: 92% F 15: 88% F16: 94%	F 14: 90% F 15: 91% F16: 77%
<b>Success:</b>	F 14: 72 F 15: 84 F16: 61	F 14: 21 F 15: 28 F16: 20	F 14: 24 F 15: 36 F16: 46	F 14: 21 F 15: 14 F16: 14	F 14: 56 F 15: 53 F16: 29
<b>Success rate %:</b>	F 14: 69% F 15: 78% F16: 67%	F 14: 45% F 15: 65% F16: 74%	F 14: 77% F 15: 72% F16: 82%	F 14: 88% F 15: 88% F16: 88%	F 14: 84% F 15: 82% F16: 74%
<b>Degrees Awarded:</b>	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 1 F16: 0	F 14: 0 F 15: 0 F16: 0
<b>Total enrollment:</b>	F 14: 104 F 15: 108 F16: 91	F 14: 47 F 15: 43 F16: 27	F 14: 31 F 15: 50 F16: 56	F 14: 24 F 15: 16 F16: 16	F 14: 67 F 15: 65 F16: 39
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

In analyzing the KPI indicators for GERMAN, we notice that the retention rate for students taking GERMAN courses (79% in academic year 2014 and 80% in 2016) is almost the same as the general Foreign Language success rate (79% in 2014 and 2016). In academic year 2015, however, the GERMAN retention rate (83%) exceeded the general Foreign Language rate of 80% by 3%. The GERMAN success rates for 2014 and 2015 (69% and 78%, respectively) are considerably higher than the general Foreign Language figures for the same years (66% and 67%). **Of particular interest are the retention and success figures for GERMAN in 2015-2016 academic year, which exceeded the general Foreign Language indices for that year by 3% and 8%, respectively.** We attribute this increase to both the quality curriculum and instruction in GERMAN at Fullerton College, and also to the **Student Success Initiative with Embedded Tutoring**, which we implemented immediately following our last Program Review Study. The embedded tutoring program was very successful in 2015-2016, with a very capable tutor helping our tenure-track German lead instructor deliver a model

designed for student success. In 2016-2017, there was a tutor change and the tutoring portion of the Embedded tutoring in German was not as well attended as with the prior tutor, resulting in lower attendance at tutoring sessions, and subsequently a slightly lower success rate for that academic year (see more details in section 2.4, Program Effectiveness section of this document). Another contributing factor to these positive indices is that we offer the complete four-semester sequences leading to the AA in Foreign Language (GERM 101, 102, 203 & 204) on a fixed schedule, with GERM 101 and 102 offered continuously every fall and spring term, and GERM 203 & 204 are offered every fall term, so that students may plan to add GERMAN to their schedule with anticipation, and be proactive to achieve their goals in a timely manner. **Lastly, the Fullerton College GERMAN program shows the highest enrollment over the last three academic years, as compared to these peer institutions.**

**JAPANESE:**

<b>College/Program: FOREIGN LANGUAGE – JAPANESE</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 236 F 15: 245 F16: 231	F 14: 48 F 15: 83 F16: 60	F 14: 135 F 15: 134 F16: 121	F 14: 202 F 15: 211 F16: 228	F 14: 178 F 15: 200 F16: 148
<b>Retention rate %:</b>	F 14: 73% F 15: 76% F16: 78%	F 14: 84% F 15: 83% F16: 91%	F 14: 79% F 15: 81% F16: 72%	F 14: 81% F 15: 83% F16: 76%	F 14: 91% F 15: 93% F16: 93%
<b>Success:</b>	F 14: 199 F 15: 199 F16: 198	F 14: 31 F 15: 58 F16: 34	F 14: 110 F 15: 96 F16: 91	F 14: 154 F 15: 150 F16: 158	F 14: 143 F 15: 147 F16: 133
<b>Success rate %:</b>	F 14: 61% F 15: 61% F16: 66%	F 14: 54% F 15: 58% F16: 52%	F 14: 64% F 15: 58% F16: 54%	F 14: 62% F 15: 59% F16: 53%	F 14: 73% F 15: 68% F16: 84%
<b>Degrees Awarded:</b>	F 14: 0 F 15: 0 F16: 0	F 14: 0 F 15: 0 F16: 0	F 14: 1 F 15: 2 F16: 0	F 14: 11 F 15: 9 F16: 7	F 14: 0 F 15: 0 F16: 0
<b>Total enrollment:</b>	F 14: 324 F 15: 324 F16: 298	F 14: 57 F 15: 100 F16: 66	F 14: 171 F 15: 165 F16: 167	F 14: 249 F 15: 255 F16: 300	F 14: 195 F 15: 216 F16: 159
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

The Japanese KPIs for the current self-study merit a special closer look. The JAPANESE retention percentages for academic years 2014, 2015 and 2016 (73%, 76%, and 78%, respectively) are slightly lower than the general Foreign Language indices (79%, 80%, and 79%). However, when compared to the JAPANESE retention figures for the prior-cycle academic years 2011, 2012, and 2013 (84%, 78%, and 72%), we notice that our Japanese program successfully stopped the downward trend: the 2014, 2015 and 2016 are rising steadily. In looking at the success percentages for academic years 2014, 2015, and 2016 (61%, 61%, and 66%), we recognize that while they are also slightly lower than the general Foreign Language counterparts (66%, 67%, and 68%), they are also rising steadily toward improvement. Also, in comparison with the prior Program Review cycle of

academic years 2011, 2012, and 2013 (78%, 63%, and 61%) the same trend is noted for **success rates: a steady improvement and success rates on the rise from 61% in 2014 to 66% in academic year 2016**. We attribute this increase to both the quality curriculum and instruction in JAPANESE at Fullerton College, and also to the **Student Success Initiative with Embedded Tutoring**, which we implemented immediately following our last Program Review Study (see more details in section 2.4, Program Effectiveness section of this document). Another contributing factor to these positive indices is that we offer the complete four-semester sequences leading to the AA in Foreign Language (JAPN 101, 102, 203 & 204) on a fixed schedule, with JAPN 101, 102, 203 and 204 are offered continuously every fall and spring term, so that students may plan to add JAPANESE to their schedule with anticipation, and be proactive to achieve their goals in a timely manner. Finally, **the Fullerton College JAPANESE program shows the highest enrollment over the last three academic years, as compared to these peer institutions.**

**SPANISH:**

<b>College/Program: FOREIGN LANGUAGE – SPANISH</b>	<b>Fullerton College</b>	<b>Fresno City College</b>	<b>Mira Costa College</b>	<b>San Diego Mesa College</b>	<b>Santa Barbara City College</b>
<b>Retention:</b>	F 14: 923 F 15: 852 F16: 708	F 14: 824 F 15: 743 F16: 755	F 14: 976 F 15: 976 F16: 980	F 14: 1,093 F 15: 891 F16: 887	F 14: 701 F 15: 675 F16: 715
<b>Retention rate %:</b>	F 14: 82% F 15: 83% F16: 82%	F 14: 95% F 15: 93% F16: 91%	F 14: 82% F 15: 81% F16: 83%	F 14: 83% F 15: 82% F16: 81%	F 14: 87% F 15: 88% F16: 90%
<b>Success:</b>	F 14: 765 F 15: 713 F16: 599	F 14: 712 F 15: 613 F16: 656	F 14: 810 F 15: 816 F16: 825	F 14: 877 F 15: 720 F16: 757	F 14: 566 F 15: 561 F16: 601
<b>Success rate %:</b>	F 14: 68% F 15: 69% F16: 69%	F 14: 82% F 15: 77% F16: 79%	F 14: 68% F 15: 68% F16: 70%	F 14: 67% F 15: 66% F16: 69%	F 14: 70% F 15: 73% F16: 76%
<b>AA Degrees Awarded:</b>	F 14: 0 F 15: 0 F16: 0	F 14: 11 F 15: 9 F16: 7	F 14: 5 F 15: 1 F16: 1	F 14: 12 F 15: 10 F16: 8	F 14: 0 F 15: 0 F16: 0
<b>AA-T Degrees Awarded</b>	F 14: 0 F 15: 0 F 16: 2 F 17: 7	F 14: 0 F 15: 1 F 16: 6 F 17: 3	F 14: 0 F 15: 0 F 16: 0 F 17: 0	F 14: 0 F 15: 0 F 16: 2 F 17: 4	F 14: 0 F 15: 0 F 16: 0 F 17: 0
<b>Total enrollment:</b>	F 14: 1,123 F 15: 1,030 F16: 868	F 14: 868 F 15: 796 F16: 826	F 14: 1,189 F 15: 1,202 F16: 1,184	F 14: 1,311 F 15: 1,083 F16: 1,090	F 14: 803 F 15: 767 F16: 791
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

In looking at the KPI indicators for SPANISH, we notice that the **retention rate for students in SPANISH classes has steadily increased over the last three academic years: 82% in 2014, 83% in 2015, and 82% in 2016**. The 2016 Spanish indices are now higher than the general Foreign Language retention rate for the same academic

years (79%, 80%, and 79%) by a range of 2 to 3%. The success rate for SPANISH shows equally outstanding improvement: 68% in 2014, 69% in 2015, and 69% in 2016, and also slightly higher than the general Foreign Language counterparts for the same academic years: 66%, 67%, and 68%. **Of particular interest is the improvement evidenced since academic year 2013: both retention and success rates since then (SPANISH retention in 2013 was 79%, and success was 63%) have now improved by 3% and 6%, respectively (SPANISH retention in academic year 2016 was 82%, and success was 69%).** We attribute this improvement to excellence in SPANISH instruction, in collaboration with Spanish adjuncts. Another important factor is the **Student Success Initiative with Embedded Tutoring**, fully and successfully implemented in SPAN 102 during spring 2015 -fall 2016-spring 2017. The SPANISH retention and success rates are comparable to those of our identified peer institutions, and yet we show the second-highest SPANISH enrollment, second only to San Diego Mesa College.

In conclusion, this comparative analysis of our Foreign Language department with these peer institutions who teach the same languages we do, we observe that **Fullerton College had the highest total enrollment in Foreign Languages as compared to these four institutions**, until academic year 2016, when our enrollment fell to 1,608 to third place, after San Diego Mesa College at 1,729, and Mira Costa College at 1,639. Enrollment count directly affects retention and success computations, so that if enrolling courses over class size occurs, success and retention figures will in turn be affected as enrolled students drop courses or stop attending. In looking at academic year 2014, the Fullerton College Chinese program had significantly higher enrollment than the other four peer institutions (91 students at FC compared to 27, 56, 16, and 39 at Fresno City, Mira Costa, San Diego Mesa, and Santa Barbara, respectively). The Fullerton College French program in academic year 2016 was a very close second place at 236 students enrolled as compared to San Diego Mesa's 244. All other peer institutions in this self-study are considerably lower (Fresno at 85, Mira Costa at 173, and Santa Barbara at 154). The German program at Fullerton College is also the highest enrolled (91) as compared to Fresno City (27), Mira Costa (56), San Diego Mesa (16), and Santa Barbara (39). The Japanese program at Fullerton College is much higher enrolled than most of these institutions at 298 students, and at a virtual tie with San Diego Mesa at 300, while Fresno City shows 66, Mira Costa 167, and Santa Barbara 159. The Fullerton College Spanish program is third in enrollment (868) after Mira Costa (1,184), and San Diego Mesa (1,090), and ahead of Fresno City (826) and Santa Barbara (791). **Fullerton College continues to have a competitive edge in the diversity of languages it offers to obtain the AA degree in Foreign Language in this comparison to our identified peer institutions:** Fullerton College is second in terms of total degrees offered in the last three academic years: 10 degrees in 2013-2014, 12 in 2014-2015, and 15 in 2015-2016, second only to San Diego Mesa (22,34,27), and ahead of Fresno City (5, 11, 10), Mira Costa (9, 5, 3), and Santa Barbara (4, 8, 10). **Out of our five peer institutions, only three of them include the AA-T in Spanish: Fullerton, with 2 degrees awarded in 2015- 2016, Fresno City with 6 in 2015-2016, and 1 in 2015-2016, and San Diego Mesa with 2 in 2015-2016.**

The retention rate for foreign language students at Fullerton College has remained steady over the last three academic years, fluctuating between 79% and 80%, and is closest to Mira Costa (fluctuating between 80% and 82%), and San Diego (changing from 84% to 81%). The success rate, along the same lines, has remained steady in the high sixties for these three institutions: Fullerton (66% to 68%), Mira Costa (66% to 69%), and San Diego Mesa (65% to 67%). **The Student Success Initiative with Embedded Tutoring that we implemented after our last self-study program, which we implemented across all languages, has been very successful and has contributed to maintaining these figures at a steady level.** Please refer to details in section 2.4, Program Effectiveness section of this document.

### 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>3</sup>

Group	% Retention	% Success
<b>Males</b>	Annual: 2012-2013: 77% 2013-2014: 74% 2014-2015: 78% 2015-2016: 80% 2016-2017: 79% <b>FINDING: +2% over 5 years</b>	Annual: 2012-2013: 62% 2013-2014: 59% 2014-2015: 64% 2015-2016: 67% 2016-2017: 66% <b>FINDING: +4% over 5 years</b>
<b>Females</b>	Annual: 2012-2013: 81% 2013-2014: 78% 2014-2015: 81% 2015-2016: 83% 2016-2017: 82% <b>FINDING: +1% over 5 years</b>	Annual: 2012-2013: 69% 2013-2014: 67% 2014-2015: 70% 2015-2016: 71% 2016-2017: 73% <b>FINDING: +4% over 5 years</b>
<b>Asian-American</b>	Annual: 2012-2013: 84% 2013-2014: 81% 2014-2015: 86% 2015-2016: 87% 2016-2017: 85% <b>FINDING: +1% over 5 yrs</b>	Annual: 2012-2013: 75% 2013-2014: 72% 2014-2015: 77% 2015-2016: 79% 2016-2017: 79% <b>FINDING: + 4% over 5 yrs</b>
<b>African-American</b>	Annual: 2012-2013: 69% 2013-2014: 56% 2014-2015: 64% 2015-2016: 74% 2016-2017: 79% (+13% since '14) <b>FINDING: +10% over 5 yrs</b>	Annual: 2012-2013: 53% 2013-2014: 39% 2014-2015: 40% 2015-2016: 52% 2016- 2017: 58% (+18% since '14) <b>FINDING: +5% over 5 yrs</b>
<b>Filipino</b>	Annual: 2012-2013: 72% 2013-2014: 79% 2014-2015: 85% 2015-2016: 84% 2016-2017: 76% <b>FINDING: +4% over 5 yrs</b>	Annual: 2012-2013: 54% 2013-2014: 69% 2014-2015: 74% 2015-2016: 76% 2016- 2017: 74% <b>FINDING: +20% over 5 yrs</b>

<sup>3</sup> All data from Institutional Research Office via Tableau website. See Appendix I.  
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<b>Hispanic</b>	Annual: 2012-2013: 80% 2013-2014: 76% 2014-2015: 78% 2015-2016: 81% 2016-2017: 80% <b>FINDING: no change over 5 yrs</b>	Annual: 2012-2013: 65% 2013-2014: 62% 2014-2015: 65% 2015-2016: 68% 2016-2017: 68% <b>FINDING: +3% over 5 yrs</b>
<b>Native American</b>	Annual: 2012-2013: 60% 2013-2014: 67% 2014-2015: 91% (+31% since '13) 2015-2016: 80% 2016-2017: 50% <b>FINDING: -10% over 5 yrs</b>	Annual: 2012-2013: 20% 2013-2014: 67% 2014-2015: 82% 2015-2016: 80% 2016-2017: 50% <b>FINDING: +30% over 5 yrs</b>
<b>Other Non-White</b>	Annual: 2012-2013: 77% 2013-2014: 66% 2014-2015: 75% 2015-2016: 81% 2016-2017: 81% <b>FINDING: + 4% over 5 yrs</b>	Annual: 2012-2013: 63% 2013-2014: 51% 2014-2015: 61% 2015-2016: 67% 2016-2017: 70% <b>FINDING: +7% over 5 yrs</b>
<b>Pacific Islander</b>	Annual: 2012-2013: 57% 2013-2014: 86% 2014-2015: 64% 2015-2016: 56% 2016-2017: 89% <b>FINDING: +32% over 5 yrs</b>	Annual: 2012-2013: 57% 2013-2014: 57% 2014-2015: 46% 2015-2016: 38% 2016- 2017: 89% <b>FINDING: +32% over 3 yrs</b>
<b>White</b>	Annual: 2012-2013: 77% 2013-2014: 77% 2014-2015: 80% 2015-2016: 80% 2016-2017: 77% <b>FINDING: no change over 5 yrs</b>	Annual: 2013-2013: 65% 2013-2014: 64% 2014-2015: 69% 2015-2016: 67% 2016-2017: 66% <b>FINDING: +1% over 5 yrs</b>
<b>Unknown</b>	Annual: 2012-2013: 79% 2013-2014: 73% 2014-2015: 87% 2015-2016: 82% 2016-2017: 87% <b>FINDING: +8% change over 5yrs</b>	Annual: 2012-2013: 67% 2013-2014: 64% 2014-2015: 78% 2015-2016: 73% 2016- 2017: 76% <b>FINDING: +9% over 5 yrs</b>
<b>Range (Max-Min)</b>	91% - 50%	89% - 20%

In looking at Foreign Language retention rates over the last five academic years and across gender and ethnic categories, we observe that all gender and ethnic categories, except for two groups (Pacific Islanders and native Americans) show significant changes in overall retention, between 0% and 10%. **The most encouraging**

**index is African-Americans' increase in retention (10% over five years), as compared to a 19% decrease observed during our past self-study.** The highest increase in retention over the last five academic years pertains to Native Americans, with a 32% increase.

In terms of success rates across gender and ethnic categories, it is very encouraging to see increases across the board over the last five academic years. The greatest increases are evidenced in the figures for Pacific Islanders (32%), Native Americans (30%), and Filipinos (20%). **The most significant to our department however, is the 5% overall increase in African American students' success at 5% over the last five academic years as compared to our prior self-study, when we identified a 22% decrease in student success for this group. We are humbled by this improvement, and attribute the positive results to excellence in teaching, commitment to student success, and the positive results stemming from our Embedded Tutoring Initiative from our last Program review.** Further evidence is the improvement percentage in both retention and success indices from academic year 2014 (when the Embedded Tutoring Initiative was implemented) and on, which evidence an increase in retention of 13% from 2014 to 2016, and an even greater increase in the rate of success of 18% from 2014 to 2016.

The Fullerton College Foreign Language department is confident that based on these positive retention and success discoveries, our Strategic Plan to Expand Embedded Tutoring to 10 sections instead of 5 (see section 6 of this self-study), in effect doubling the size of our current Embedded Tutoring program, will be supported by the college.



## 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, we have had some fluctuation in the ranks of full-time instructors. We had one retirement in Spanish in Spring 2017, and we hired two full-time, tenure track colleagues in 2015 (one in French, and one in German), and one more in 2016 (Spanish), bringing our full-time faculty headcount to nine full-time instructors. This increase in the ratio of sections taught by full-time instructors as compared to adjunct instructors is significant: according to the Office of Institutional Research, as of spring 2017, adjunct faculty are teaching 48% of foreign language courses<sup>4</sup>. The increase of sections taught by full-time faculty (52%) is consistent with our (albeit small) increase in student retention and success figures discussed in section 2.0, Program Data and Analysis of this self-study, still a very positive and encouraging development.

**Our biggest accomplishment since our last Program Review self-study is the successful implementation of the Embedded Tutoring Initiative we proposed in 2014-2015.** We have implemented this program in five sections of courses at the 102 level (second semester course) in Chinese, French, German, Japanese, and Spanish. Professors Wei-ping Kong, Catherine Reinhardt-Zacair, Klaus Hornell, Noriko Oppenheim, and Ruth Egigian, respectively, took the leadership role to see this initiative through, from its inception to successful implementation. The information obtained from Institutional Research comparing the rate of completion and success in courses with and without embedded tutoring courses<sup>5</sup> over spring 2016, fall 2016, and spring 2017 is very positive:

- a) **For Chinese 102**, the only course section offered is the Embedded Tutoring section. Completion and success rates keep improving from 76% and 75% in spring 2016, to 100% and 100% in fall 2016, to 100% and 95% in spring 2017. Furthermore, this data supports our original assumption that embedded tutoring in a foreign language class fosters the desire to continue with the next level in the sequence, the CHIN 203 course (Intermediate Level I): 20% of students from the CHIN 102 embedded sections in spring and fall 2016 continued with CHIN 203 in spring 2017.
- b) **For French 102**, one of the two sections offered is the Embedded Tutoring section. Completion and success rates are very favorable, with steady success and minor variation over the three semesters of implementation: 97% and 91% in spring 2016, 85% and 78% in fall 2016, and 88% and 84% in spring 2017. The progression to FREN 203 courses is excellent for students from embedded tutoring courses: 35% of the students from the FREN 102 embedded courses from spring 2016 and fall 2016 continued with FREN 203 in spring 2017, as compared to students from non-embedded tutoring sections, where only 20% continued in the sequence.
- c) **For German 102**, the only section offered is the Embedded Tutoring section. Completion and success rates are steady in the first two semesters, with marked improvement in the third semester: 67% and 41% in spring 2016, 60% and 50% in fall 2016, and 80% and 72% in spring 2017. The progression to the next level, GERM 203 is very small, at 3% of students continuing in the sequence, but this index may not be very representative of the German program, since GERM 203 and 204 are only offered once a year, in the fall semester, and thus the full impact on the progression into GERM 203 is not measurable with the current data.

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<sup>4</sup> See Appendix I: Fall 2016-Spring 2017 Faculty Priority Hiring Data

<sup>5</sup> See Appendix II: Foreign Language Embedded Tutoring, Updated 6.27.17  
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- d) **For Japanese 102**, one of the two sections offered is the Embedded Tutoring section. Completion and success rates show some fluctuation over the three terms analyzed, showing marked improvement in the third semester: 90% and 83% in spring 2016, 71% and 71% in fall 2016, and 85% and 82% in spring 2017. In terms of progressing to the next level, JAPN 203, the figures are very favorable and also evidence the value of embedded tutoring: 44% of the students from embedded tutoring sections in spring 2016 and fall 2016 went on to the JAPN 203 course, as compared to 21% of students from non-embedded tutoring sections continuing to JAPN 203.
- e) **For Spanish 102**, the Embedded Tutoring section is one out of five sections of SPAN 102 offered. Completion and success rates begin very high, stabilize and then rise again in the third term analyzed: 97% and 87% in spring 2016, 86% and 72% in fall 2016, and 96% and 92% in spring 2017. The progression to SPAN 203 is the opposite as compared to the other four languages: 5% of students from embedded tutoring sections from spring 2016 and fall 2016 continue to SPAN 203, as opposed to 6% from non-embedded tutoring sections.

The data provided by Institutional Research analyzing the **correlation between the number of tutoring minutes<sup>6</sup> and success supports our vision for the current Embedded Tutoring Program and for our Strategic Action Plan to expand this program, detailed in Section 6 of this self-study.** The data analyzed point to the fact that course success increases with the greater number of tutoring minutes incurred by students:

- a) **For CHIN 102 students**, 121-300 minutes yielded a 91% success rate, and yet increasing tutoring to 301-540 minutes yielded 100% success;
- b) **For FREN 102 students**, 121-300 minutes translated into a 75% success rate, while increasing it to 301-540 (and above) yielded a 97% success rate;
- c) **For GERM 102 students**, we see the most marked benefit in tutoring minutes: 121-300 minutes resulted in a 67% success rate, while increasing tutoring to 301-540 minutes resulted in a 75% success rate, and finally 541+ minutes yielded a 100% success rate;
- d) **For JAPN 102 students**, we see a similar progression as described for FREN 102: 121-300 minutes resulted in a 60% success rate, while 301-540 + minutes yielded a 100% success rate;
- e) **For SPAN 102 students**, the tutoring minutes progression yields results similar as seen in CHIN 102: 121-300 minutes resulted in 90% success, while 301-540+ minutes yielded a 100% success rate.

In conclusion, the data obtained after three terms confirms that **on average, there is a direct correlation between the more tutoring sessions attended and student success in all five languages, and “course success increases with the more minutes of tutoring attended,”<sup>7</sup> thus supporting our Strategic Action Plan to expand our Embedded Tutoring Program to serve ten foreign language sections instead of five.**

**With respect to Educational Technology**, Lina Callahan, one of our full-time instructors who is also a member of the Distance Education Advisory Committee, was one of the four Fullerton College instructors invited to pilot the use of CANVAS in fall 2016 for her online courses. CANVAS was being considered as a replacement for the current LMS, Blackboard. The first pilot was conducted in fall 2016 with a free, non-institutional version of this LMS, following the Chancellor’s Office OIE Rubric for Excellence in Distance Education. After reporting to the Distance Education Advisory Committee, to the VP of Instruction, José Ramón Núñez, and Lisa Montagne, Educational Technology Manager, the pilot was continued due to favorable reviews from instructors

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<sup>6</sup> See Appendix II: ‘Embedded Tutoring Comparison- #of Tutoring Minutes.’ p 5

<sup>7</sup> See Appendix II: Foreign Language Embedded Tutoring, Course Success Rates  
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participating in the pilot, and from student surveys gathered, and expanded in spring 2017. Lina Callahan continued piloting CANVAS with the abbreviated institutional version, with approximately 30 other Fullerton College instructors on campus (piloting CANVAS in fully online, hybrid and web-enhanced courses), leading up to the vote to decide on whether the campus should switch from Blackboard to CANVAS. Kelly Kim joined the CANVAS pilot project in spring 2017. The spring 2017 CANVAS pilot was once again successful, receiving very favorable reviews from instructors and students alike, and CANVAS was adopted as the new LMS for Fullerton College as of Fall 2017. Lina Callahan continues to serve as part of the Online Teaching Certificate team to train other faculty in the use of this new LMS, and she continues to serve with this group to share her expertise and experience with the Foreign Language Department and the campus at large. **This expertise and leadership in educational technology supports our Strategic Action Plan to expand our online offerings in Spanish to offer all Spanish courses leading to the AA in Foreign Language through distance education, as well as online courses in Japanese.** Kelly Kim, continues teaching online using CANVAS. Her leadership and experience is also a great resource, along with Lina Callahan's expertise, to aid the Foreign Language into expanding our online course offerings. Both instructors have vast experience teaching with Blackboard, and both instructors have transitioned seamlessly from Blackboard into CANVAS, to continue providing excellence in foreign language teaching using distance education.

**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.

Listed below is a list of issues and items that may impact the effectiveness of our Foreign Language program:

2.5.1 AP 5140 Disabled Student Programs and Services<sup>8</sup> is an NOCCCD administrative procedure that delineates the special support services provided to students with disabilities to enable them to participate in regular programs and classes. In an attempt to comply with this procedure and effect success, several faculty members in Foreign Language have taken advantage of Accessibility Training provided through the Online Teaching Certificate to make Word, Excel, PowerPoint, and other document applications used to deliver course information accessible to all students, and accessible to readers and other support technology. Lina Callahan has created videos presented to students through CANVAS using SCREEN-CAST-O-MATIC, and using YouTube to close caption all video presentations, lectures and informational recordings in compliance with accessibility standards.

2.5.2 AP 6365, Accessibility of Information Technology<sup>9</sup> is an NOCCCD administrative procedure that delineates how products and services obtained from a vendor (in the case of the Foreign Language department, publishers of textbooks and online language components) must comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973. The foreign Language department continuously check with and requests feedback from the current publishers we have chosen. All our textbook searches take into consideration whether the educational materials under consideration and currently in use are indeed Section 508 compliant.

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<sup>8</sup> "AP 5140 Disabled Students Programs and Services." Chapter 5 Student Services. North Orange County Community College District, 14 June 2005. Revised 27 Nov. 2012. Web. 14 Nov. 2017. <http://www.nocccd.edu/policies>.

<sup>9</sup> "AP 6365 Accessibility of Information Technology." Chapter 6 Business and Fiscal Affairs, North Orange County Community College District, 12 Sept. 2005. Web. 14 Nov. 2017. <http://www.nocccd.edu/policies>.

2.5.3 AA-T degree in Spanish, approved by the State Chancellor’s office in 2015, is expected to increase the number of students enrolled in our Spanish courses. According to the data obtained from Fullerton College Institutional Research through TABLEAU<sup>10</sup>, two AA-T in Spanish degrees were awarded in academic year 2016, and seven in academic year 2017, a considerable increase for a new program. The number of AA-T majors, which considers all students taking a class during the year under this degree, but not necessarily a part of their course of study shows steady increase from academic year 2015 (5), to academic year 2016 (59), academic year 2017 (84). Our department believes the AA-T in Spanish provides a pathway to efficient transfer and success for our students.

2.5.4 California Community Colleges Guided Pathways is also expected to have an impact on our program, is a multi-year state program designed to provide all California Community Colleges with the opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes.<sup>11</sup>

2.5.5 The integration of educational technology continues to have great impact on our program: students must be able to access technology-based textbook components as well as instructor created content, delivered to students via our new Learning Management System, CANVAS. Therefore, the campus must keep the technology in our foreign language classrooms and faculty offices current, so that we may best serve our students, and faculty must stay current in leading-edge educational technologies.

2.5.6 Evolving demographic trends in Orange County have a direct impact on our Foreign Language program. Interest in languages such as Korean, which we are currently developing to add to our curriculum, translates into demand for such courses and increased marketability for Fullerton College, as we may be one of the few colleges offering such courses in the area. The data obtained from the California Community Colleges State Chancellor’s office website regarding other colleges offering KOREAN language courses (TOP code 111730) is very encouraging<sup>12</sup>, as it supports our position to become a leader in providing access to this language, thus also supporting our Strategic Action Plan to develop curriculum and offer classes that respond to student demand. Only five other colleges in in Southern California currently offer KOREAN courses as of fall 2016 and spring 2017, and only one college in the Orange County area:

College	Course number	Course name
Foothill CCD	KORE 001, 002, 003	Elementary Korean I, II & III
Glendale CCD	KOREA101, 102	Beginning Korean I & II
LACCD (LA City College)	KOREAN 001, 002,003, 004, 008, 010,	Elementary Korean I & II, Intermediate Korean I & II, Conversational Korean, Korean Civilization
SOCCCD (Saddleback College)	KOREAN 1, 2	Elementary Korean 1 & 1
SMCCD	KOR 1, 2, 901, 902	Elementary Korean I & II, Korean Language Lab I & II

<sup>10</sup> See Appendix I: AA-T Spanish Degrees Awarded, 2015-2017

<sup>11</sup> See California State Chancellor’s Office webpage: [cccgp.cccco.edu](http://cccgp.cccco.edu)

<sup>12</sup> “College wide Search: Korean Language Courses.” California Community Colleges Chancellor’s Office. California Community Colleges Chancellor’s Office, n.d. Web. 15 Nov. 2017. <[http://datamart.cccco.edu/courses/course\\_details.aspx](http://datamart.cccco.edu/courses/course_details.aspx)>

Thus, we identify a great opportunity for Fullerton College Foreign Language Department to develop the curriculum in following our current AA degree format, so that we are able to provide access to the Korean 2-year sequence leading to the AA in Foreign Language.

2.5.7 Increased enrollment of Veterans of the Armed Forces and student with disabilities also have a direct impact on our program, insofar as these groups may need dedicated academic tutoring, special accommodations, and additional assistance to achieve academic success in the Foreign Language classroom.

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

2.6.1 Current market trends, such as the decrease in unemployment figures in Southern California experiences since 2012 is likely to continue impacting our enrollment numbers: fewer students tend to enroll in community colleges when the job market is favorable.

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

2.6.3 Increased student interest in American Sign Language courses to be offered at Fullerton College, resulting in our Strategic Action Plan proposal to develop this curriculum and begin offering American Sign language courses in the next three years.

## **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 are as follows from the above-mentioned self-study sections:

**3.1.1** Retention figures in Foreign Language classes are very encouraging, showing an increase of 2% over the last five years. The 2016-2017 retention index is 81%, meaning that we retain 8 out of 10 students in Foreign Language classes at Fullerton College.

**3.1.2** Overall success rates in Foreign Language show great improvement of 4% increase over the last five years. The index for 2016-2017 is 70%, meaning 7 out of 10 students earn a passing grade of C or better in Foreign Language courses at Fullerton College.

**3.1.3** The Fullerton College Foreign Language department has a competitive edge in the diversity of languages offered. Our two-year language sequences lead to the AA degree in Foreign Language in all five languages that we offer: Chinese, French, German, Japanese, and Spanish.

**3.1.4** Fullerton College enrollment in languages other than Spanish (Chinese, French, German, and Japanese) is significantly higher than enrollment in the same languages at the peer institutions selected for this self-study.

**3.1.5** Compared to our peer institutions as listed in this study, Fullerton College has the second highest number of AA in Foreign language degrees awarded, after Sand Diego Mesa College.

**3.1.6** As compared to these four peer institutions, Fullerton College is one of the three institutions that offer the AA-T in Spanish.

**3.1.7** The Embedded Tutoring Program has produced very positive results in overall retention and success in Foreign Language courses, resulting in increased overall retention and success, as well as successful progression from 102 courses (second semester beginner class) to 203 courses (third semester, intermediate class), as detailed in the Program Effectiveness section of this study.

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

**3.1.8** Proximity to California State University Fullerton (3 miles away from our campus), California State University Long Beach (23 miles away), and University of California Irvine (23 miles away). Many of our students transfer to these universities to continue with their four-year degree.

**3.1.9** High School and Community Outreach: Fullerton College hosts the French Film Festival every spring semester, making our campus a focal point in the community, for culture, the arts, and everything francophone. We reach out to and invite local high schools, colleges, and universities to promote this unique event. At the last two French Film Festivals, we designated one night to be High School night, resulting in a sold-out event. Additionally, in November 2015, the Chinese American Film Festival (CAFF) provided Fullerton College with a special movie screening. The movie selected for the event was "For Love or Money." Seventy students and faculty members were in attendance, including students from French, German, and Spanish classes who were granted extra credit point for attending this cultural event.

**3.1.10** Online Instruction: The Foreign Language department has been a leader in online education at Fullerton College for over 15 years. We currently offer 3 courses 100% online as well as many web-enhanced courses. One of our faculty members was in the first CANVAS pilot to decide if the campus should migrate from Blackboard to a different LMS. This foreign language instructor is also a member of the DEAC (Distance Education Advisory Committee), and a member of the Online Teaching Certificate training team. Please see section 6.0 of this study for details on our Strategic Action Plan to expand online education to Beginning Spanish I and II, as well as Japanese courses.

**3.1.11** Continued Collaboration with the Skills Center and Tutoring Center: The Foreign Language Department has a close connection and collaboration in place with the Skills Center to provide tutoring assistance and guided activities to improve student success and retention. We have successfully implemented the Embedded Tutoring program in our 102 classes as mentioned before, and we intend to continue growing this partnership as detailed in our Strategic Action Plan to Expand Embedded Tutoring.

**3.1.12** GERMAN program: Fullerton College is one of the few community colleges in the Orange County area to offer the possibility to complete the GERMAN four-semester course sequence leading to the AA in Foreign Language. Our students transfer to CSUF, CSULB, UCI and UCLA where they can continue their language study in German to complete a BA, an MA, and even a PhD at UCI or UCLA. We are also conduct outreach activities (such the French Film Festival High School Night, and a featured German Showcase film) to summon students from local High Schools where German courses are taught, like Buena Park, Esperanza, La Habra, Sunny Hills, Villa Park, and Yorba Linda.

**3.1.13 JAPANESE program:** Fullerton College is one of the few community colleges in the Orange County area to offer the possibility to complete the JAPANESE four-semester course sequence leading to the AA in Foreign Language. Our students transfer to CSUF, CSULB, UCI and UCLA where they can continue their language study in German to complete a BA, an MA, and even a PhD at UCI or UCLA. We receive students from local High Schools where Japanese courses are taught, like Brea-Olinda, El Dorado, Esperanza, Katella, Troy, Valencia, Western, and Yorba Linda.

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

The Foreign Language department recognizes the following weaknesses in our program:

**3.2.1** Overall retention rates are currently showing a positive trend, with an increase of 2% over the last 5 years. While a small success, it is a success nonetheless, and a move in the right direction. We recognize there are still great opportunities to improve in this area.

**3.2.2** Overall success rates also show a positive trend, with an increase of 4% over the last 5 years. When we compare the current success rate for 2016-2017 of 70% success to the lowest index from 2013-2014 of 63%, we see that we have improved greatly in this area, yet we nonetheless recognize that there is continued room for improvement.

### 3.3 What opportunities exist for your program?

**The overall increase in student retention (2% over five years) and student success (4% over five years) is great motivation for the Foreign Language department. We identify a great opportunity to continue with our efforts to provide Embedded Tutoring, and to expand it to further develop classroom strategies to promote student success.** Under the leadership of our full-time faculty who have devoted their time and effort to this embedded tutoring program, we are encouraged to continue requesting funding to expand this program.

In the next 3-5 years, the Foreign Language department expects to launch and begin offering courses in **Korean language leading to the AA in Foreign Language**. Several local high schools currently offer Korean courses (Sunny Hills High School, John F. Kennedy High School, and Cerritos High School). CSULB currently offers 4 semesters of Korean language, leading to the Minor in Korean Language. CSUF currently offers introductory and intermediate Korean (3 semesters), as well as a Directed Studies and Independent Study course in Korean. UCI offers a BA in East Asian Languages, with 4 years of Korean Language. Therefore, the Fullerton College Foreign Language department is ready to take on this challenge and offer Korean courses leading to the AA in Foreign Language, in an attempt to attract students who subsequently will seek to transfer and continue studying Korean.

In the next 3-5 years, the Foreign Language department expects to launch and begin offering courses in **American Sign Language leading to the AA in Foreign Language degree**. There has been steady inquiry and demand for these courses in the last three years, and the Fullerton College Foreign Language department looks forward to being innovators in this area. **CSULB, one of our closest transfer institutions, offers two**

**related BA degrees in this discipline**<sup>13</sup>: ASL Linguistics and Deaf Cultures, and an Option in ASL-English Interpreting. CSULB identifies post-graduation employment possibilities in a variety of professions such as law enforcement, teaching, social work, business, as well as graduate studies opportunities in linguistics, interpreting, social work, teaching, and languages & cultures. CSUF does not offer a degree in American Sign Language, yet offers two elective courses (HCOM 302, Introduction to Sign Language, and HCOM 312, Intermediate Sign Language) under Human Communication Studies in the BA in Communicative Disorders course of study<sup>14</sup>. Therefore, The Fullerton College Foreign Language department sees a great opportunity to provide transfer students to CSULB, and alternative American Sign Language course options to CSUF students.

### 3.4 What challenges exist for your program?

**Funding support** for our Strategic Action Plans delineated in section 6.0 of this self-study is a challenge, yet we hope that the narrative and supporting evidence makes a persuasive case to support our initiatives. Our strategic plan to expand our embedded tutoring program from 5 to 10 course sections may potentially help us to continue to improve our retention and success rate in all foreign language classes. In addition, the strategic plans requesting more full-time faculty members directly addresses the need to increase the number of courses taught by full-time faculty, which correlates to improved retention and success as evidenced in this self-study in section 2.4, Program Effectiveness.

**Academically under-prepared students** also pose a challenge to our department. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines<sup>15</sup> state that learning a foreign language requires high-level cognitive and critical thinking skills, as well as highly-developed reading comprehension and writing skills. Our department continues to work closely with the Skills Center to provide opportunities to bridge the academic-preparation gap of a large segment of our student population. Our Embedded Tutoring Plan which we implemented in 102 level classes across all languages we teach is testament to our commitment to bridge this gap and prepare our students for academic success. Our strategic plan to expand this program, detailed in section 6 of this self-study, is evidence of our long-term commitment to this endeavor.

Lastly, the **integration of technology in foreign language textbooks**, ancillaries and classrooms poses a great challenge to our program. Most textbooks are now e-books, where a printed copy is sometimes provided to students in loose-leaf format, which means most students are only using the electronic version of the textbook. Our department is committed to communicative classrooms, and we require that students in face-to-face courses have a copy of the textbook in class to ensure students are focused on course material, to ensure interpersonal communication, and to foster the development of oral competencies. The advent of technology in foreign language textbooks and classrooms translates into maintenance of current hardware and maintenance of instructor knowledge of educational technologies.

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<sup>13</sup> "American Sign Language Linguistics and Deaf Cultures Program." *ASL Linguistics and Deaf Cultures Program RSS*. 16 Nov. 2017. Web. <http://www.cla.csulb.edu/programs/asld>.

<sup>14</sup> "Communicative Disorders, B.A." *Program: Communicative Disorders B.A., California State University, Fullerton*. 16 Nov. 2017. Web. <[http://catalog.fullerton.edu/preview\\_program.php?catoid=1&poid=295](http://catalog.fullerton.edu/preview_program.php?catoid=1&poid=295)>.

<sup>15</sup> "ACTFL Proficiency Guidelines 2012." *Proficiency Guidelines 2012. American Council on the Teaching of Foreign Languages, 2012*. Web. 16 Nov. 2017. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>.



## 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.	Students completing LANG 204 will 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 Spring 2017	Spring 2017	Spring 2017, Fall 2017 and ongoing	Two cycles completed: first in spring 2015, and second completed spring 2017
2.	Students completing LANG 204, students will refine target language oral and written response to written materials in the target language.	CHIN, FREN, GERM, JAPN and SPAN completed Spring 2015 and 2017	Spring 2017	Spring 2017, Fall 2017 and ongoing	Two cycles completed: first in spring 2015, and second completed spring 2017
3.	Students completing LANG 204 will 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 Spring 2015 and 2017	Spring 2017	Spring 2017, Fall 2017 and ongoing	Two cycles completed: first in spring 2015, and second completed spring 2017

The Foreign Language Department has completed SLO assessment cycles in five different programs (CHINESE, FRENCH, GERMAN, JAPANESE, and SPANISH) continuously since 2013. Our aim continues to be 100% assessment, in all course sections. We have started reporting results individually for each student assessed, using ELUMEN.

4.2 Assessment: Complete the expandable table below.

The data provided below is available through the Fullerton College Elumen website.<sup>16</sup>

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Students completing LANG 204 will refine target language oral and written production in response to discourse related to self, family, social situations, school, work, and societal issues. <b>(ISLOs which can be assessed: 1.B, 1.C, 1.D)</b>	Speech or presentation assessed against a department standard, and/or essay/writing assignments assessed against a department standard. Achieving a score of 70% constitutes a passing grade.	<b>SPRING 2017:</b>  <b>CHINESE: 100% met or exceeded outcome</b>  <b>FRENCH: 100% met or exceeded outcome</b>  <b>GERMAN: 100% met or exceeded outcome</b>  <b>JAPANESE:100% met or exceeded outcome</b>  <b>SPANISH: 92% met or exceeded outcome</b>	In terms of language acquisition, oral competency, summary writing, and aural communication are attained before mastery of vocabulary and sequence of verb tenses. The Foreign Language department continuously administers assessments for all four language skills (reading, writing, listening, and speaking) at the end of each language sequence (LANG level 204) as a commitment to developing language competency, and student success upon transfer.
2. Students completing LANG 204 will refine target language oral and written response to written materials in the target language. <b>(ISLOs which can be assessed: 1.A, 1.B, 1.D)</b>	Speech or presentation assessed against a department standard, and/or essay/writing assignments assessed against a department standard. Achieving a score of 70% constitutes a passing grade.	<b>SPRING 2017:</b>  <b>CHINESE: 100% met or exceeded outcome</b>  <b>FRENCH: 87% met or exceeded outcome</b>  <b>GERMAN: 100% met or exceeded outcome</b>  <b>JAPANESE:100% met or exceeded outcome</b>  <b>SPANISH: 96% met or exceeded outcome</b>	In terms of language acquisition, oral competency, summary writing, and aural communication are attained before mastery of vocabulary and sequence of verb tenses. The Foreign Language department continuously administers assessments for all four language skills (reading, writing, listening, and speaking) at the end of each language sequence (LANG level 204) as a commitment to developing language competency, and student success upon transfer.

<sup>16</sup> "Section Direct and Collective Scoring: CHIN 204, FREN 204, GERM 204, JAPN 204 and SPAN 204." *Fullerton College Elumen*. 15 Nov. 2017. Web. <http://fullerton.elumen.com>. (See Appendix: 2107 SLOA results)

<p>3. Students completing LANG 204 will interpret similarities and differences between cultural practices and perspectives of the target language, and those of other cultures. <b>(ISLOs which can be assessed: 1.A, 1.C)</b></p>	<p>Speech or presentation assessed against a department standard, and/or essay/writing assignments assessed against a department standard. Achieving a score of 70% constitutes a passing grade.</p>	<p><b>SPRING 2017:</b></p> <p><b>CHINESE: 100% met or exceeded outcome</b></p> <p><b>FRENCH: 100% met or exceeded outcome</b></p> <p><b>GERMAN: 100% met or exceeded outcome</b></p> <p><b>JAPANESE:100% met or exceeded outcome</b></p> <p><b>SPANISH: 92% met or exceeded outcome</b></p>	<p>In terms of language acquisition, oral competency, summary writing, and aural communication are attained before mastery of vocabulary and sequence of verb tenses. The Foreign Language department continuously administers assessments for all four language skills (reading, writing, listening, and speaking) at the end of each language sequence (LANG level 204) as a commitment to developing language competency, and student success upon transfer.</p>
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Foreign Language courses are ordered and organized sequentially. Skill development is thus distributed across the two-year, four-semester sequence (LANG 101, 102, 203, and 204) and building the foundation for language acquisition from the beginning to the intermediate level. In the case of the SPANISH sequence, there is an additional level for Heritage and Native Speakers of Spanish (SPAN 201), to provide access to an adequate path to transfer. Therefore, Heritage and native Speakers of Spanish follow a shorter sequence: SPAN 201 followed by SPAN 204. Our findings from the last two PSLO cycles continue to evidence favorable results, indicating that our students are successfully developing oral and written proficiency consistent with ACTFL Proficiency guidelines.<sup>17</sup> Our now continuous PSLOA cycle helps our department articulate students' language competencies in each language as they work through the language sequences. Our Strategic Action Plan to add more full-time faculty to our ranks is essential to maintain this level of excellence in assessment and language acquisition, and to continue to assess student language competencies across the languages we teach.

<sup>17</sup> "ACTFL Proficiency Guidelines 2012." Proficiency Guidelines 2012. American Council on The Teaching of Foreign Languages, 2012. Web.12 Nov 2017. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>.

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

All of our foreign language courses have implemented SLO assessments, and the Foreign Language Department’s goal is 100% completion every term. We continuously conduct assessments according to a schedule agreed upon by department vote. The following is the current SLO assessment cycle which starts again at the time of this writing:

<b>COURSE ASSESSED</b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
All sections of CHIN 101, FREN 101, GERM 101, JAPN 101 and SPAN 101	Fall 2017	
All sections of CHIN 102, FREN 102, GERM 102, JAPN 102 and SPAN 102		Spring 2018
FREN 200		Spring 2018
GERM 200		Spring 2018
SPAN 201	Fall 2018	
CHIN 203 & CHIN 204		Spring 2019
GERM 203 & GERM 204	Fall 2018	
FREN 204, JAPN 204 and SPAN 204		Spring 2019
PSLOs (CHIN, FREN, GERM, JAPN, SPAN)		Spring 2019

A new development since our last self-study is that our department voted to have each instructor submit SLO assessment results for their own course sections, instead of reporting aggregate results for all sections, using ELUMEN. This method is preferred to facilitate the collection of KPI data.

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

By aiming for 100% SLO assessments in all course sections, the Foreign Language department intends to better prepare our students for success, retention and language competency as they work their way through our language sequence. Assessments are implemented and administered in all course levels: both full-time instructors and adjuncts administer the department approved SLOA, and then each instructor reports the results for each student in their class section individually through ELUMEN. The SLO assessments are administered towards the end of the term for each level assessed, in an effort to ensure that students are prepared for the next language level, and have developed the linguistic competencies necessary to communicate in and continue learning a foreign language. The Program level SLO assessment in Foreign Languages is the same as the 204-level assessment, as this course is the end of our two-year sequence leading to the AA in Foreign Language. Or grading rubrics for all SLO assessments follow the 2012 ACTFL Proficiency Guidelines.<sup>18</sup> Several foreign language instructors

<sup>18</sup> “ACTFL Proficiency Guidelines 2012.” Proficiency Guidelines 2012. American Council on The Teaching of Foreign Languages, 2012. Web. 12 Nov 2017. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines2012>.

utilize these rubrics routinely in their courses, throughout the semester to continuously assess written and oral proficiency and progress.

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

SLO assessments help the Foreign Language department ensure quality in instruction, clarity in curriculum and excellence in preparing our students to successfully develop all four of the language skills (reading, writing, listening, and speaking) in the foreign language they have chosen to study. Standardized SLO assessments in Foreign Language help our department assess these competencies efficiently to ensure students success upon transfer.

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

The Foreign Language department strives to create and administer meaningful SLO assessments, both at the course and the program level, that will effectively assess student competencies. We currently conduct SLO assessments towards the end of each term assessed, with the goal to evaluate a more complete set of skills acquired at each level of our language sequence, which should yield a successful transition for our students to the next level of the language they are studying.

In terms of reporting SLO assessment results, the Foreign Language department reports results individually for each student assessed, using ELUMEN. Each instructor, full-time and adjunct, is responsible for logging into ELUMEN, submitting assessment results, and contributing written reflections on the results for their individual class sections. The challenge remains to encourage adjunct faculty to contribute some of their comments and findings from these assessments, information that proves very helpful and pertinent to our assessment discussions as a department. It is though these assessments and the discussions of the findings that the Foreign Language department identifies issues that need to be addressed in classroom instruction to promote student success and retention.

### 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 in the 2014-2015 self-study:

#### **SHORT-TERM GOALS (three-year cycle):**

**GOAL 1:** Student Success Initiative with Embedded Tutoring.

**Measurable Outcome:** Increase student retention and success

**Plan:** Pilot a supplemental instruction plan with embedded foreign language tutors in at least one class in each of the five foreign 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, exclusively. We will establish a partnership and collaborate with 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.

**GOAL 2:** Develop Korean language courses leading to the AA in Foreign Language degree.

**Measurable Outcome:** 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.

**Plan:** 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 in Foreign Language. The current Foreign Language faculty will oversee the curriculum development process, and a professional language expert may be hired as needed.

**GOAL 3:** Develop an online task force to investigate and collaborate on the expansion of online Japanese courses, and expand Spanish online offerings to SPAN 101 and/or SPAN 102.

**Measurable Outcome:** Increase student retention and success; increase teaching effectiveness; provide classroom access to leading technologies in Foreign Language instruction; and provide alternative student access to courses normally offered face-to-face only.

**Plan:** 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.

**GOAL 4:** Request for full-time Japanese instructor.

**Measurable Outcome:** Improve ratio of Foreign Language courses taught by full-time faculty; increase student retention and success, and increase number of new foreign language majors.

**Plan:** Hire a full-time Japanese instructor to improve our ratio of courses taught by adjunct faculty (over 65% in fall 2014). 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.

**GOAL 5:** Request for a full-time Spanish instructor.

**Measurable Outcome:** Improve ratio of Foreign Language courses taught by full-time faculty; increase student retention and success, and increase number of Foreign Language majors.

**Plan:** Hire a full-time Spanish instructor to improve our ratio of courses taught by adjunct faculty (over 65% in fall 2014). 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.

**GOAL 6:** Develop a departmental task force to investigate and collaborate on the upgrading of technology in our Foreign Language classrooms.

**Measurable Outcome:** Increase student retention and success; increase teaching effectiveness, and provide classroom access to leading technologies in Foreign Language instruction.

**Plan:** Foreign Language faculty members currently using classroom technologies will investigate and note when upgrades are needed to support technology-based foreign language instructions (such as online workbooks, language lab, voice and video streaming). We anticipate that upgrades are necessary every 3-5 years.

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

**GOAL 1:** To hire, train, mentor, and integrate two new faculty members, one in Japanese, and one in Spanish. The Foreign Language department was working at 63% full-time and 67% adjunct as of fall 2014 in Spanish and Japanese, respectively. Adding two full-time professors who will have the time commitment on campus, we believe the benefits to our Foreign Language program will be an 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.

**GOAL 2:** Develop curriculum in Korean Language leading to the AA in Foreign Language degree: KOREAN 101 and 102 (Beginning, first year), KOREAN 203 & 204 (Intermediate, second year), and KOREAN 201 (Heritage Speaker Korean), and to begin offering said courses.

**GOAL 3:** To hire a full-time Korean instructor to support and develop the new Korean program mentioned above.

**GOAL 4:** Expand the current spring semester Annual French Film Festival into the International Film Festival, to screen films from China, France and all francophone countries, Germany, Japan, Spain, and Latin America.

**GOAL 5:** Explore the possible expansion of Foreign Language online course offerings to all five languages offered currently at Fullerton College (we currently offer online courses in Spanish).

**GOAL 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 Foreign Language in Spanish online, and thus maximize student access.

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

Since our last Program Review self-study in 2014-2015, the Fullerton College Foreign Language Department has completed two more PSLO cycles: we continue to administer SLO assessments in all our language courses, and in all five languages we offer (Chinese, French, German, Japanese, and Spanish) in Spring 2017. We are currently starting another PSLO cycle in the current term (fall 2017). We plan to assess all LANG 101 and 102 courses in fall 2017 and SPRING 2018, and subsequently all LANG 203 and 204, as well as SPAN 201, Spanish for Native Speakers in spring 2018 and fall 2019. During spring 2019 we will also complete all PSLO assessments in all languages. We continue to aim for 100% assessment in all sections. A positive development in this area is that we now use ELUMEN to report SLOA results individually for each student enrolled in each section assessed. The reporting is done directly by each instructor. Reporting the SLOA data in this fashion is preferred as Fullerton College is able to then segregate the data for retention and success, to better serve our students.

Concerning the short-term goals from the prior self-study as listed above, **we have successfully increased student retention and success in all Foreign Language courses by 2% and 4% from 2013-2014 to 2016-2017, as discussed in section 2.1 of this self-study.** We successfully implemented the Embedded Tutoring program we proposed in our prior self-study in all five languages at the LANG 102

level: CHIN 102, FREN 102, GERM 102, JAPN 102, and SPAN 102. We spent the fall 2015 term planning for the training and implementation, in collaboration with the Tutoring Center, and began implementing embedded tutoring in the above-mentioned courses in spring 2015. Although the increase in student retention and success is small, we are very encouraged that we have successfully turned the tide and these indices are now on the increase. **As a result, we continue to learn from this student success initiative embedded in our classrooms, and are therefore using this positive experience as the basis for our Expansion of the Embedded Tutoring Program Strategic Action Plan, detailed in section 6 below**, to utilize embedded tutors in ten (10) course sections, a two-fold expansion from the original five sections requested in our prior self-study.

With respect to the development of a Korean language program, we have researched and developed the curriculum for the first-year language sequence (KOREAN 101 and 102), and have pre-launched these courses in Curricunet, with the auspices of the dean of Humanities, Dan Willoughby, and the VP of Instructor, José Ramón Núñez, and the assistance of our Humanities Division Curriculum representative, John Ison. The Foreign Language department is currently researching and developing the second-year sequence curricula for Korean, and we expect to prelaunch KOREAN 203 and 204 in spring 2018. The hiring of a full-time instructor in Korean will be postponed until curricula is approved and staffing needs are evaluated by the Humanities dean and the college.

With respect to the French Film Festival-- under the leadership of our tenure-track French Language colleague, Catherine Reinhardt-Zacair, along with co-coordinator, tenure-track German colleague Klaus Hornell-- the festival is thriving, starting with its newly designed Mission Statement:

The French Film Festival at Fullerton College is committed to enriching the language curriculum in a culturally engaging and linguistically authentic manner while addressing the Humanities Division SLOs, and the specific language SLOs. Through their participation in the festival, students develop their listening, writing (response paragraphs), critical thinking, and cultural composition skills. Student volunteers work cooperatively and collaboratively with one another while using the campus resources to participate actively in their own education. The real-life applications the festival provides to our language students boosts our language programs by igniting curiosity and a passion for learning and culture.

At the same time, the French Film Festival also aligns itself with the Mission Statement Values of Partnership: "We believe in the value of working together with our k-12 schools, four-year institutions, local businesses, and community organizations." We actively meet high school, college, and university instructors through the North Orange County area, develop partnerships and sponsorships with restaurants and other local businesses in Fullerton and the Orange County area, as well as with cultural institutions and language schools, such as the Alliance Francaise, the French Consulate of Los Angeles, and Portal Languages, a language school in downtown Fullerton.

The coordinator of the French Film Festival sends multiple email communications to all staff to remind everyone of the festival dates, and to encourage instructors to offer extra credit to students in attendance.

The committee also provides a calendar of the performances for any given year, as well as classroom assignments to be used as follow-up to the movies. The committee has also designed a website for the festival (<http://humanities.fullcoll.edu/foreign-languages/french-film-festival/>).



The Moliere French Scholarship was established in 2016 through the Fullerton College French Film Festival. The scholarship is awarded to a dedicated student of the French Language, and is awarded at the Humanities Tea ceremony held yearly in May.

The committee has a list of over 20 planning tasks assigned to the coordinator, coo-coordinator, administrative assistant, and committee members<sup>19</sup>. The list of tasks also delineates the time commitment involved in planning festival activities (200-230 hours for coordinator;137-147 hours for co-coordinator, and 130-160 for administrative assistant).

In terms of ticket sales over the last 5 years<sup>20</sup> (see APPENDIX for Box Office reports), following is a summary of the improvement in attendance figures:

<b>FRENCH FILM FESTIVAL - SPRING</b>	<b># tickets sold</b>	<b>% increase from prior year</b>
2013	847	-12%
2014	975	15%
2015	671	-30%
2016	991	48%
2017	1605	62%

**The French Film Festival attendance over the last five years has increased by 90%**, from 847 tickets sold to 1,605 tickets sold in 2017. The French Film Festival has exceeded its goals to grow and is now twice as large in terms of attendance as compared to five years ago. The festival showcases films in German, and sponsors who provide French, Francophone, and German-inspired cuisine<sup>21</sup>, as well as painting demonstrations by Pinot’s Palette, a Bavarian dance performance by the Anaheim Phoenix Club and German colleague Klaus Hornell, and a booth where people in attendance can take a picture under an Eiffel Tower prop, and make a souvenir pin to take home.

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

#### Short term goals (3-year cycle):

**Actual Outcome, GOAL 1:** We provided Embedded Tutoring in 102 level classes in Chinese, French, German, Japanese, and Spanish over a three-semester period, as of this writing in spring 2016, fall 2016, and spring 2017.

**Discussion:** As detailed in section 2.4 of this self-study, Program Effectiveness, the overall increase in retention (+2%) and success (+4%) Actual in Foreign Language classes seems to indicate that the Embedded Tutoring Initiative we proposed and implemented since our last Program Review is indeed working efficiently. The analysis of the Institutional Research data discussed in section 2.4 shows that students in sections with embedded tutoring mores successfully continue on to the next level of the language. This analysis also shows that there is a direct correlation between 121 to 340 minutes or more and increased student success. Student surveys were conducted, and the Foreign Language department and the Tutoring Center staff plan to analyze student responses in January 2018, during flex week. The Foreign Language department holds monthly meetings after our general department meetings for Embedded Tutoring instructors with Tutoring Center staff. There are also flex-week

<sup>19</sup> See Appendix III: French Film Festival, List of Tasks 2016-2017

<sup>20</sup> See Appendix III: Box Office Reports: French Film Festival

<sup>21</sup> See Appendix III: French Film Festival: list of Sponsors 2017

activities planned and administered by Foreign Language Embedded Tutoring instructors and Tutoring Center staff to analyze the Institutional Research data concerning this program, to analyze student survey responses, and to provide training and support to tutors participating in this classroom initiative.

**Actual Outcome, GOAL 2:** We have pre-launched KOREAN 101 and KOREAN 102, Beginning Korean I and II. Depending on Curriculum Committee schedule and procedures, we anticipate that these courses may be offered as soon as Fall 2019. KOREAN 203 and 204, Intermediate KOREAN I and II are currently in development.

**Actual Outcome, GOAL 3:** Fullerton College provides instructor training in new technologies as well as the Online Teaching Certificate for instructors interested in teaching online. One faculty member, Lina Callahan, is a member to the training team, and several of our full-time faculty members have completed the OTC program or are working towards completing it, among them Kelly Kim, Noriko Oppenheim, and Brian Jones-Ramey.

**Actual Outcome, GOAL 4:** We did not request a full-time faculty position in Japanese due to decreased enrollment.

**Actual Outcome, GOAL 5:** We hired one full-time Spanish instructor, Brian Jones-Ramey, in fall 2016.

**Actual Outcome, GOAL 6:** Fullerton College continuously upgrades the technology in our Foreign Language classrooms.

#### **Long-term goals (6-year cycle):**

**Actual Outcome, GOAL 1:** We successfully hired and integrated a full-time faculty member for French, Catherine Reinhardt-Zacair, and one for German, Klaus Hornell. Both have shown great leadership in promoting their programs, and in developing and expanding the French Film Festival (Catherine as Director and Klaus as co-Director). Both instructors have also taken a strong leadership role in creating, administering and managing SLO assessments, and they assist with the evaluation of adjunct faculty in both languages. Both colleagues participate actively in department, division, and campus committees.

**Actual Outcome, GOAL 2:** We have pre-launched KOREAN 101 and KOREAN 102, Beginning Korean I and II. Depending on Curriculum Committee schedule and procedures, we anticipate that these courses may be offered as soon as Fall 2019. KOREAN 203 and 204, Intermediate KOREAN I and II are currently in development.

**Actual Outcome, GOAL 3:** We have not hired a Korean instructor, as the curricula is not yet approved by the Curriculum Committee yet for offering courses at Fullerton College.

**Actual Outcome, GOAL 4:** We have expanded the French Film Festival to showcase a German film during the festival.

**Actual Outcome, GOAL 5:** We have not expanded our online offering to other languages, and yet with the adoption of CANVAS as our new LMS, a few instructors in Foreign Language, such as Noriko

Oppenheim, are making their courses web-enhanced, and attending training such as CANVAS training and Accessibility Training for 508c compliance.

**Actual outcome, GOAL 6:** We are currently discussing the possibility of adding online sections of SPAN 101 and SPAN 102, Beginning SPAN I and II. Lina Callahan and Kelly Kim are currently developing materials for the online delivery of these courses, should they be approved by the dean, Dan Willoughby, and the VP of Instruction, José Ramón Núñez.

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

**In terms of increasing student language competencies,** the SLO assessment analysis in this self-study, section 4, shows concrete evidence that the Foreign Language department successfully prepares students for success in foreign language proficiency. We aim for 100% assessment, we incorporate ACTFL-based rubrics for assessments, and we evaluate the data we gather from the SLO assessment cycles to continuously evaluate student progress.

**In terms of student retention and success,** we implemented the Embedded Tutoring program in the 102 (second semester) level courses in all the languages we teach. This initiative translated into increased student retention and success rates over the last 3 years, as data and analysis show in section 2.4 of this self-study, Program Efficiency.

**In terms of promoting foreign languages in the context of cultural activities,** the Foreign Language Department exceeded goals and expectations this year, as shown in section 5 of this self-study with the resounding success of the Spring 2017 French Film Festival. Attendance has increased by 90% over the last five years, and we have started to fulfill one of our goals to eventually convert this festival into an international film festival by including and showcasing a German film.

- 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?

The funding provided for our prior Strategic Action Plan for Embedded Tutoring is a resounding success, as evidenced by the data and analysis provided in this self-study in section 2.4, Program Effectiveness. The Foreign Language department has therefore decided to request additional funding through a strategic action to expand this Embedded Tutoring program from 5 course sections to 10, to continue to improve student retention and success (see section 6 of this self-study).

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

Funding was allocated for all the requests we made.

## **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)	Expansion of the Embedded Tutoring Program	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2	
Describe the SAP: (Include persons responsible and timeframe.)	Expand Supplemental Instruction Plan with embedded foreign language tutors from five sections to ten. One faculty member in each of the five languages we offer (CHINESE, FRENCH, GERMAN, JAPANESE, and SPANISH) will work with the embedded tutor in that class section only. We will continue our partnership and collaboration with the Tutoring Center to hire qualified tutors, and provide tutor training.	
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	\$120,000 (\$2,000/tutor X 10 sections X 6 semesters) + \$12,000 tutor-hourly benefits	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$132,000	General Fund

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Develop Intermediate 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 intermediate transfer level, to include Korean for Heritage Speakers (KOREAN 201): KOREAN 203 & 204. This program will offer students another option leading to the AA in Foreign Language. Foreign Language tenured faculty will oversee the curriculum development process, and a professional 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 American Sign 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 American Sign Language curricula for the beginning and intermediate transfer level: ASL 101, 102, 203 & 204. This program will offer students another option leading to the AA in Foreign Language. Foreign Language tenured faculty will oversee the curriculum development process, and a professional 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 an American Sign 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 # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Request for two full-time Foreign Language instructors
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1
Describe the SAP: (Include persons responsible and timeframe.)	Hire two full-time Foreign Language instructors to improve our ratio of courses taught by full-time faculty (currently less than 75%). Tenured foreign language faculty will serve on the hiring committee. Tenured foreign language 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 does 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 \$65,000	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$65,000	General Fund

## STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	Expand online instruction to Spanish language courses to SPAN 101 and SPAN 102
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 5
Describe the SAP: (Include persons responsible and timeframe.)	Provide faculty with training and planning opportunities to expand online course offerings to SPAN 101 and SPAN 102.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Increase student retention and success</li> <li>• Increase number of new foreign language majors</li> <li>• Provide 100 % online access to the entire foreign language sequence in Spanish leading to the AA in Foreign Language</li> <li>• Provide alternative student access to courses currently only offered face-to-face</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	The online course planning and development process does not require additional financial resources. Instructors currently teaching online will develop and implement these new courses.

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		
Other		
<b>Total Requested Amount</b>		



## 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 fully integrate three new faculty members: one in French, one in Japanese and one in Spanish. The Foreign Language department ratio of sections taught by adjunct faculty in French, Japanese, and Spanish is currently at 67%, 60% , and 48% for fall 2017, respectively.<sup>22</sup> The needed addition of full-time faculty to improve the ratio of sections taught by full-time instructors will be a very positive development for our program, as we anticipate that these instructors will commit themselves to be involved in our campus community, as well as help increase enrollment, effectiveness, and students success. Even though we greatly esteem and admire our adjunct faculty, we believe that full-time colleagues will find more opportunities to develop, implement, and promote new and existing curricula by establishing an on-campus presence in the classroom and the campus community.

**7.2** Develop intermediate-level curriculum in Korean language leading to the AA in Foreign Language degree: KOREAN 203 & 204, Intermediate Korean I and II, as well as explore the feasibility of creating a Korean for Heritage Speakers (KOREAN 201), and to begin offering these courses.

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

**7.4** Develop American Sign Language courses leading to the AA in Foreign Language degree: ASL 101 and 102 (Beginning American Sign Language I and II), and ASL 203 and 204 (Intermediate American Sign Language I & II), and to begin offering these courses.

**7.5** To hire a full-time American Sign Language instructor to support and develop the new American Sign Language curricula mentioned in 7.4 above.

**7.6** Explore the expansion of Foreign Language online course offerings to all five languages offered at Fullerton College.

## 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 an established leader** in terms of innovation, enrollment, and variety of course offerings as compared to the peer institutions identified in this self-study. We are **leaders in online offerings**, providing ample opportunities for student access to Spanish courses. We offer a two-year course sequence in five different languages (Chinese, French, German, Japanese, and Spanish) leading to the **AA in Foreign Languages**. As compared to our peer institutions, once again, we are one of three institutions to offer **the AA-T in Spanish**.

Overall Foreign Language **retention and success** performance indicators are very positive, showing an **increase of 2% and 4% over the last five years**. The KPI figures for retention (81%) and success (70%) for the academic year 2016-2017 indicate that **we retain 8 out of 10 students in our Foreign Language classes**, and

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<sup>22</sup> See Appendix I: Faculty Hiring Priority Data, Fall 2016 - Spring 2017  
Form Revision by Program Review Committee – Approved September 14, 2017

that **7 out of 10 students pass their Foreign Language classes with a grade of C or better**. One of the Strategic Action Plans we propose in this self-study aims to continue developing this positive trend in retention and success by expanding our successful Embedded Tutoring from 5 course sections to 10.

We are still the only community college in Orange County to offer the two-year course sequence leading to the **AA in Foreign Language degree with German and Japanese courses**, making our department unique and very marketable. We are located in a vibrant and growing metropolitan area near three major universities (CSUF, CSULB, and UCI) which makes us marketable due to our unique course offerings. One of our Strategic Action Plans, as delineated in section 6, states the need for an additional full-time Japanese instructor to continue developing this unique market position.

**We are currently developing a two-year course sequence in Korean, leading to the AA in Foreign Language degree**, and a leading to possible academic path for students seeking a B.A. degree in East Asian Studies at UCI, and to the minor in Korean Language at CSULB. We have proposed as one of Strategic Action Plans to **develop a two-year course sequence in American Sign Language leading to the AA in Foreign Language**, which will prepare students to transfer to CSULB to obtain related B.A. degrees in American Sign Language Linguistics and Deaf Culture, and/or American Sign Language-English Interpreting.

We are currently **committed to cultural community development** through the annual French Film Festival. We continue to exceed expectations, **having increased attendance by 90% during the last French Film Festival in spring 2017. We are slowly exploring the possibility of expanding the festival to include films in other languages we offer, starting with a German film showcase in spring 2017!** The resounding success of this festival is possible thanks to the faculty, staff and community leadership and joint effort.

The main challenges and weaknesses our department currently faces are continued improvement to current retention and success figures, and continued commitment to assisting under-prepared students succeed in their foreign language courses at Fullerton College. We propose in this document a Strategic Action plan to hire more tenure-track faculty in French, Japanese, and Spanish in an effort to reduce the number of classes taught by adjunct faculty, because the analysis provided in this self-study points to improved student retention and success with more sections taught by full-time instructors. We have delineated another Strategic Action Plan to Expand our Embedded Tutoring initiative from 5 to 10 course sections, since the analysis provided in this study shows this program was successful in increasing both retention and success.

This self-study was researched, drafted, edited and finalized as the concluding point of department meeting discussions, attendance at Program Review Workshops, sharing and revising drafts with colleagues, sharing information from and meeting with Institutional Research representatives, and several meeting with Dan Willoughby, Dean of Humanities.

In conclusion, the main issues and concerns during this self-study process are as follows:

1. Hiring full-time faculty to improve the ratio of courses taught by full-time instructors in the Foreign Language department, attempting to bring the ratio closer to 75%.
2. Continuing excellence in SLO assessment and reporting for courses and programs in the Foreign Language department.
3. Expanding the Student Success Initiative with Embedded tutoring for continued student success.
4. Developing a two-year course sequence in Korean language, leading to the AA in Foreign Language.
5. Developing a two-year course sequence in American Sign Language, leading to the AA in Foreign Language.
6. Exploring online course development in Japanese.
7. Exploring further expansion of online courses in Spanish, leading to offering the entire sequences leading to the AA in Foreign Language and AA-T in Spanish 100% online, to improve student access and a faster pathway to transfer.

8. Continuing excellence in addressing classroom strategies, assisting under-prepared students, and training Foreign Language faculty in emerging technologies to improve student success and retention rates in Foreign Language classes.
9. Continuing support of our current French Film Festival, and exploring its expansion in the long-term to an International Film Festival.
10. Continuing training support for Foreign Language faculty to stay current in emerging technologies to improve student success and retention rates.

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Foreign Language Department Website	November 29, 2017	Yes	<a href="http://humanities.fullcoll.edu/foreign-languages/">http://humanities.fullcoll.edu/foreign-languages/</a>
French Film Festival Website	November 29, 2017	Yes	<a href="http://humanities.fullcoll.edu/foreign-languages/french-film-festival/">http://humanities.fullcoll.edu/foreign-languages/french-film-festival/</a>
High-School-Night Foreign Language flyer	November 29, 2017	Yes	See Appendix
Summer 2017 Promotional Flyer for CHIN, FREN & GERM classes	April 2017	Yes	See Appendix
German Club Christkindlmarkt Flyer	November 2017	Yes	See Appendix

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

## Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

### Originator

*Electronically submit completed Program Review to Division Dean/IMS for review.*

### Appropriate Immediate Management Supervisor (IMS)

#### RESPONSE

\_\_\_\_\_  
Dan Willoughby

\_\_\_\_\_  
Dean, Humanities

\_\_\_\_\_  
12/14/2017

Printed name of IMS

Title

Date

*Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

*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:*

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

### Appropriate President's Staff Member

#### Acknowledging Receipt

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

*Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

We support the involvement of all in the decision-making process.

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

We accept our responsibility for the betterment of the world around us.

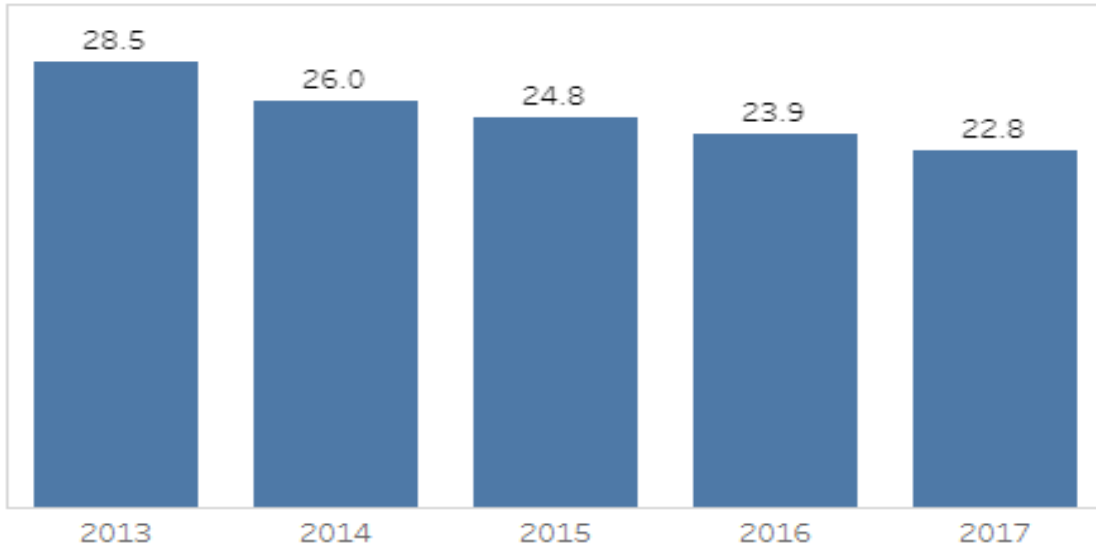
## APPENDIX – FL Program Review Self Study, 2017-2018

- I. FC Tableau KPI Indicators, All Languages, 2013-2017**
  - a. All -Average Census Class Size
  - b. All – Course Retention by Gender (Blue:Female; Orange: Male)
  - c. All- Course Retention By Race Ethnicity
  - d. All – Course Retention
  - e. All- Course Success By Gender (Blue:Female; Orange: Male)
  - f. All- Course Success By Race Ethnicity
  - g. All- Course Success
  - h. All- AA Degree in Foreign Language
  - i. All- All AA and AA-T Degrees
  - j. All- Enrollments
  - k. All – Faculty FTEF and WSCH
  - l. All- Fill Rate
  - m. Faculty Hiring Priority Data, Fall 2016 & Spring 2017
  - n. FL AA-T Majors email from FC Institutional Research Office
- II. Embedded Tutoring data**
  - a. Course Success Rates from FC Institutional Research – Report
  - b. Student Survey Form
- III. French Film Festival**
  - a. Moliere Scholarship
  - b. List of Tasks
  - c. List of Sponsors and Culinary Participants
  - d. Box office Reports
    - i. 2013-2014
    - ii. 2014-2015
    - iii. 2015-2016
    - iv. 2016-2017
- IV. Foreign Language Department Promotional Flyers**
  - a. Summer Classes CHIN, FREN, GERM – Summer 2017
  - b. FL Department High-School-Night Flyer
  - c. German Club Christkindlmarkt

**I. FC Tableau KPI Indicators from Institutional Research**

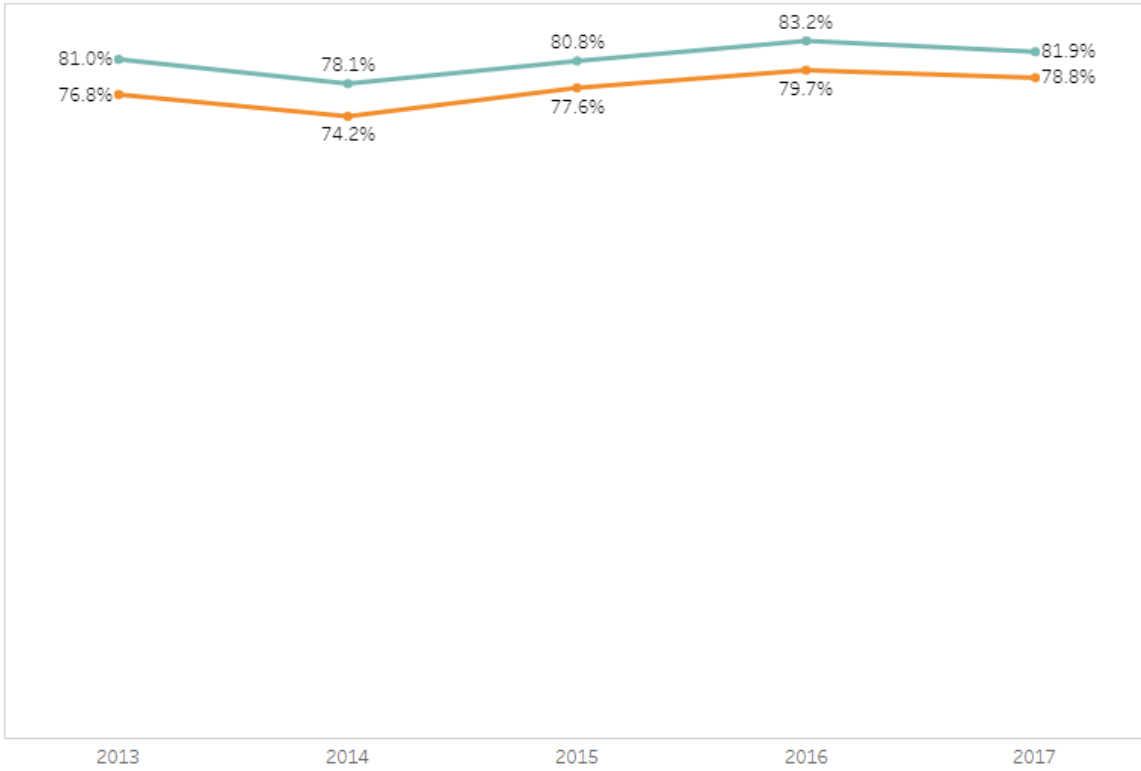
**a. ALL-Average Census Class Size**

**Average Census Class Size**



## b. ALL - Course Retention by Gender

### Enrollment Details

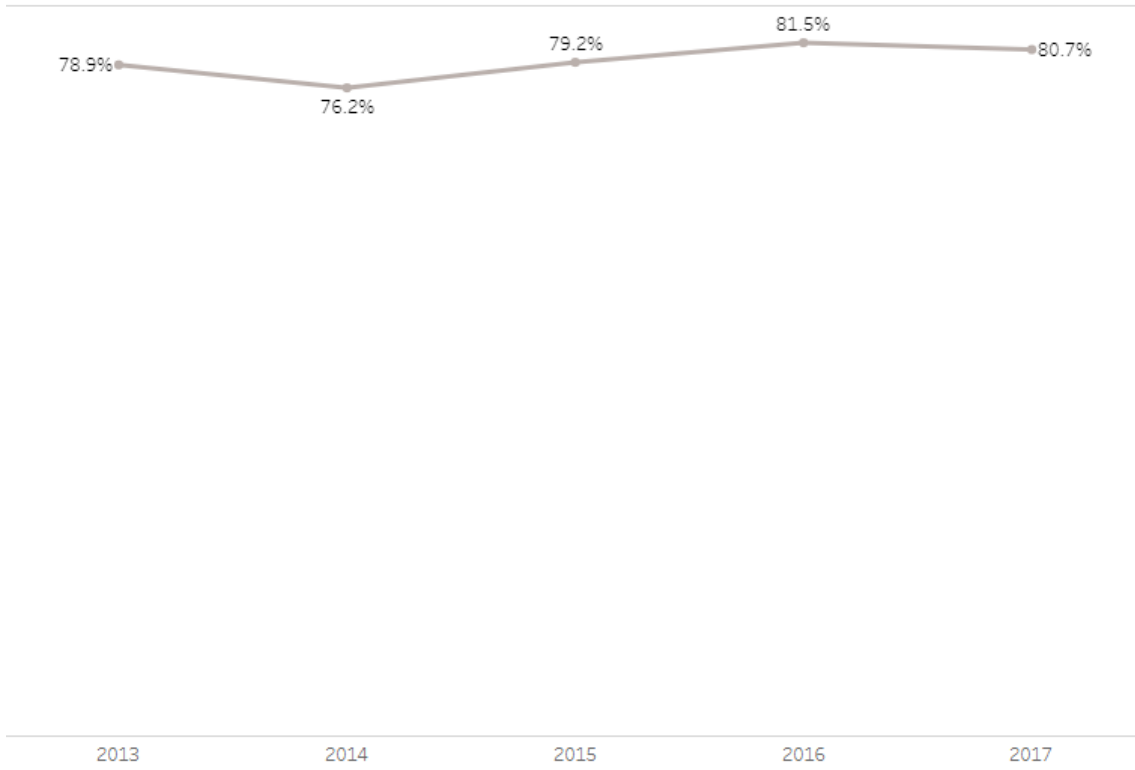




**c. ALL - Course Retention by Race Ethnicity**

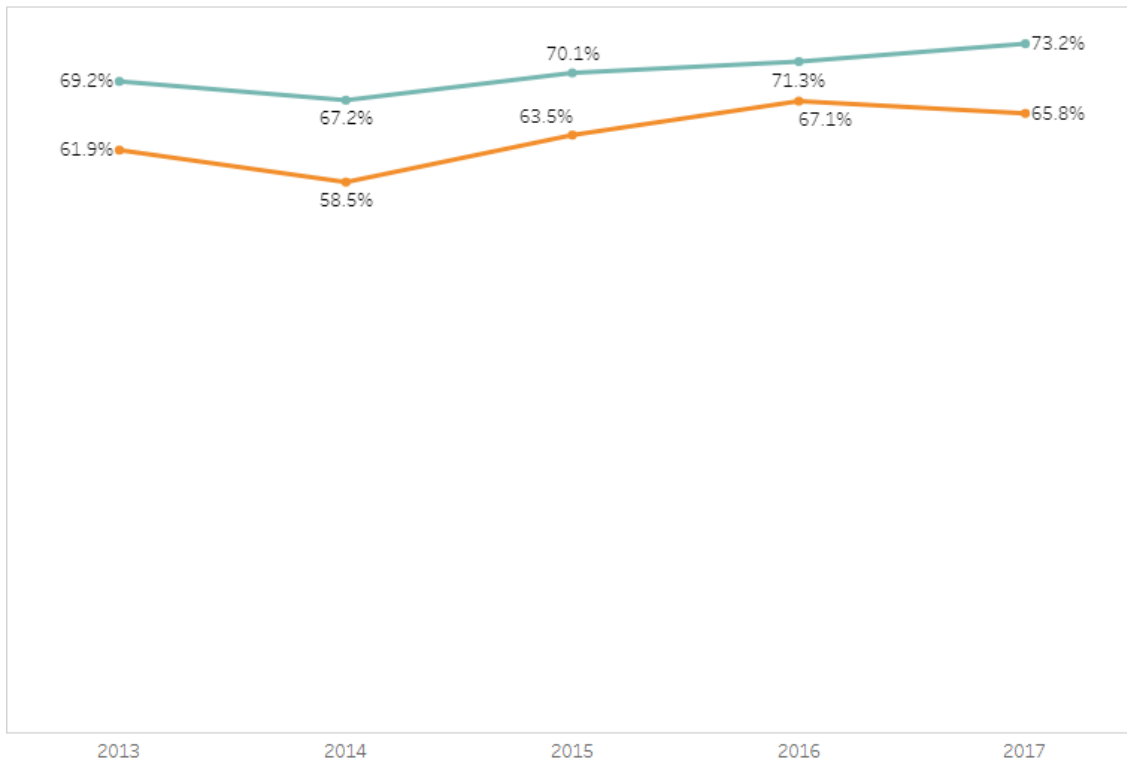
Course Retention	Year	Unknown	White	Two or More	Native Hawaiian / Pacific Islander	Hispanic	Filipino	Black / African American	Asian	Amer. Indian / Alaska Native
	2013	79.30%	76.80%	76.30%	57.10%	79.60%	71.80%	68.60%	83.50%	60.00%
	2014	73.00%	77.00%	66.20%	85.70%	76.20%	79.30%	56.00%	81.10%	66.70%
	2015	87.00%	79.90%	74.70%	63.60%	77.90%	85.20%	63.60%	85.70%	90.90%
	2016	82.10%	79.70%	80.60%	56.30%	81.20%	83.80%	73.50%	87.00%	80.00%
	2017	86.60%	77.40%	81.30%	88.90%	80.30%	75.90%	78.60%	84.80%	50.00%

**d. ALL\_Course Retention**  
Enrollment Details



**e. ALL\_Course Success by Gender**

Enrollment Details



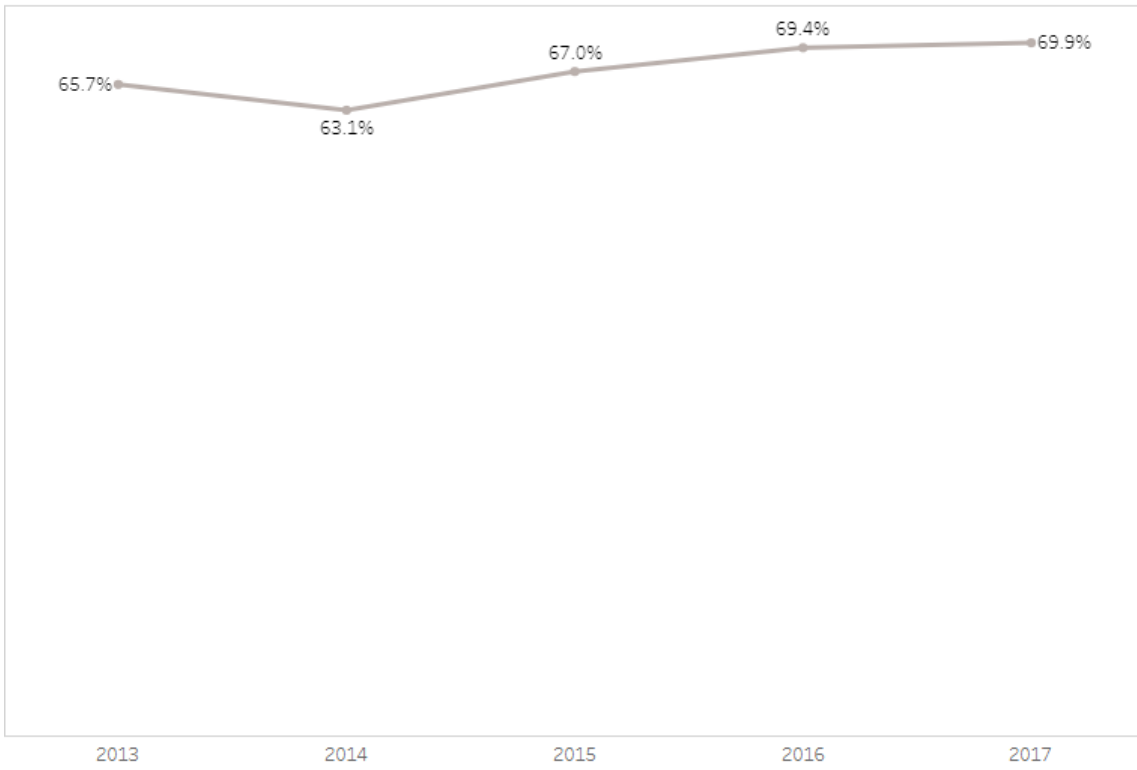
**f. ALL\_Course Success by Race Ethnicity**

Year	Unknown	White	Two or More	Native Hawaiian or Pacific Islander	Hispanic	Filipino	Black or African American	Asian	American Indian or Alaska Native
2013	67.40%	64.80%	63.10%	57.10%	64.90%	53.50%	52.90%	75.20%	20.00%
2014	64.00%	64.10%	50.70%	57.10%	61.80%	69.40%	38.50%	72.10%	66.70%
2015	78.00%	69.00%	61.00%	45.50%	64.90%	74.10%	40.20%	76.90%	81.80%
2016	72.60%	67.20%	67.40%	37.50%	68.30%	76.20%	52.00%	79.20%	80.00%
2017	76.30%	65.90%	69.60%	88.90%	68.10%	73.60%	58.00%	79.40%	50.00%

1

**g. ALL\_Course Success**

**Enrollment Details**



## h. ALL\_Degree\_AA Foreign Language

Degrees and Certificates

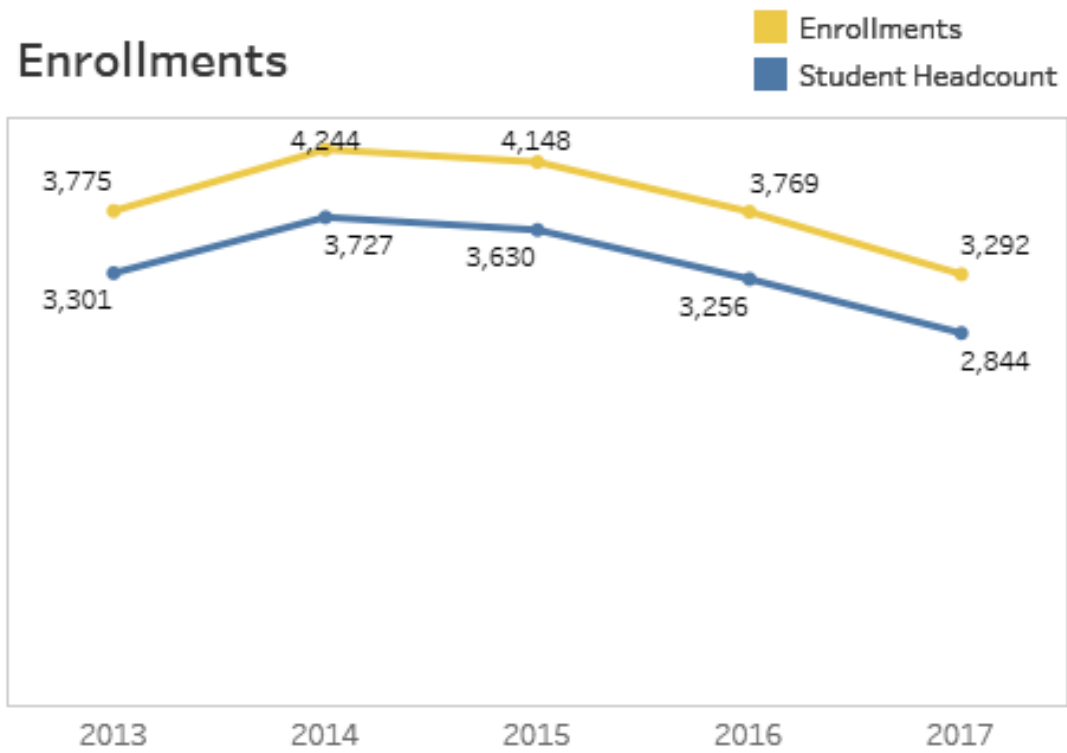


### i. ALL\_Degree\_ALL

#### Degrees and Certificates



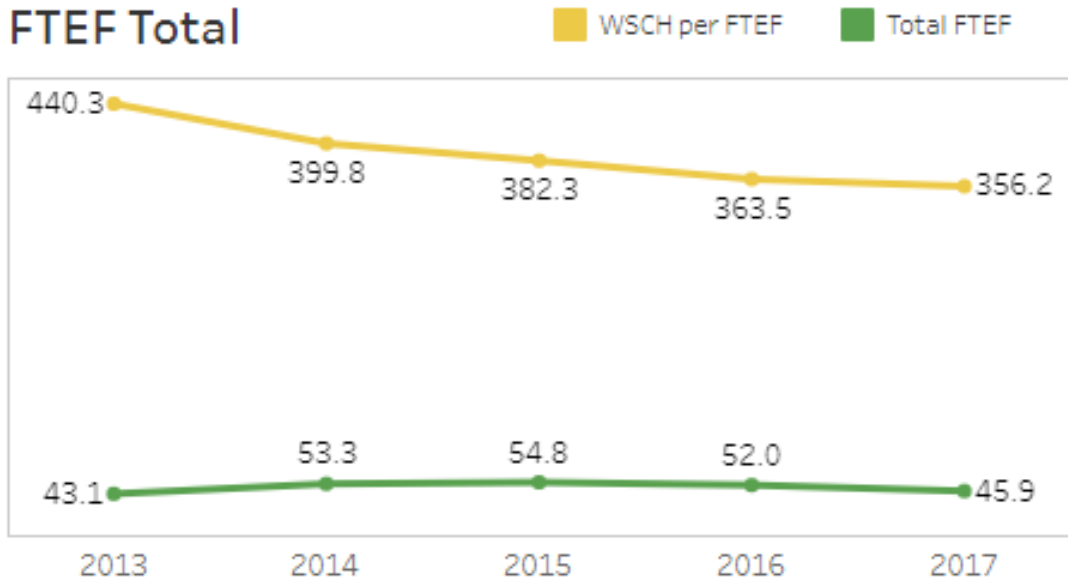
j. ALL\_Enrollments





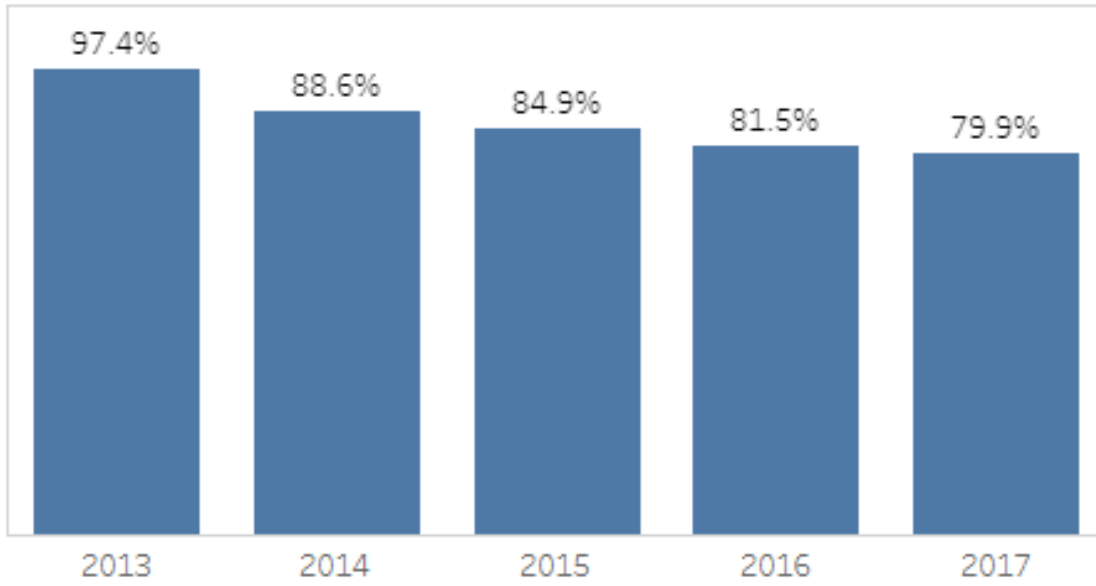
k. ALL\_Faculty FTEF and WSCH

FTEF Total



## I. ALL\_Census Fill Rate

### Census Fill Rate



### m. Faculty Hiring Priority Data Fall 2016-Spring 2017

#### Faculty Headcount

	Fall '16		Spring '17	
	FT	PT	FT	PT
Foreign Language	9	25	9	22
CHIN	1	2	1	2
FREN	1	4	1	4
GERM	1	3	1	1
JAPN	1	4	1	4
SPAN	5	12	5	11

	Fall '16		Spring '17	
	Resident FTES	Avg. Section	Resident FTES	Avg. Section
Foreign Language	257.3	22	232.3	23.5
CHIN	13.7	18.2	12.7	18.8
FREN	36.4	19.8	33.5	23.2
GERM	19	16.4	14.8	19
JAPN	46.6	27.2	42	26.7
SPAN	141.6	22.8	129.3	24

#### Sections

	Fall '16				Spring '17			
	FT	PT	Total	% PT	FT	PT	Total	% PT
Foreign Language	36	37	73	51%	32	30	62	48%
CHIN	3	2	5	40%	3	2	5	40%
FREN	5	7	12	58%	3	6	9	67%
GERM	4	3	7	43%	4	1	5	20%
JAPN	4	7	11	64%	4	6	10	60%
SPAN	20	18	38	47%	18	15	33	45%

#### FTEF by Contract

	Fall '16					Spring '17				
	FT	OL	PT	Total	% PT	FT	OL	PT	Total	% PT
Foreign Language	8.73	1.93	12	22.66	53%	8.27	1.93	9.8	20	49%
CHIN	1	0	0.667	1.667	40%	0.9999	0.6	1.5999	3.1998	38%
FREN	1.067	0.067	2.266	3.4	67%	0.933	2	2.933	5.866	68%
GERM	1		0.933	1.933	48%	1	0.133	0.333	1.466	40%
JAPN	1	0.333	2.2	3.533	62%	1	0.333	1.867	3.2	18%
SPAN	4.666	1.533	5.933	12.132	49%	4.3333	1.467	4.999	10.7993	29%

## n. AA-T Degrees- Email from FC Institutional Research Office

**From:** Joseph Ramirez <[JRamirez@fullcoll.edu](mailto:JRamirez@fullcoll.edu)>  
**Date:** Wednesday, November 15, 2017 at 4:11 PM  
**To:** Lina Callahan <[llcallahan@fullcoll.edu](mailto:llcallahan@fullcoll.edu)>  
**Subject:** RE: Program Review Data

Hi Lina:

Sounds good.

The data are as follows. A note about the degrees – these were all degrees posted as of August 29<sup>th</sup>, so if there were any updates that were then backdated to the spring '17 term, those would not be counted. Also note that the academic years are summer, fall, spring – so degrees awarded in summer '17 are not captured here.

Lastly, I'll mention that the number of majors is for FC students who take a course here during the year (though the course is not necessarily in their field of study). Let me know if you have any questions or if I can provide any additional information.

Thank you!  
Joe

<b>Majors</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Foreign Language Majors	163	237	196	166	156
Spanish AA-T Majors			5	59	84
<b>Degrees (Completions)</b>					
AA Foreign Language	15	10	12	13	5
Spanish AA-T				2	7
TOTAL	15	10	12	15	12

**II. Foreign Language Embedded Tutoring Report from FC Institutional Research (updated 6/27/17)**

**a. Report**

**Overall Course Comparison – Embedded Tutoring Courses v. Non-Embedded Tutoring Courses: Course Completion, Success, and Average Quality Points**

	Embedded Tutoring				Non-Embedded Tutoring			
	<i>Crs. Enr.</i>	<i>Compl.</i>	<i>Succes s</i>	<i>Avg. QPs</i>	<i>Crs. Enr.</i>	<i>Compl.</i>	<i>Succes s</i>	<i>Avg. QPs</i>
<b>Spring 2016</b>								
CHIN 102 F	25	76%	75%	2.71	--	--	--	--
FREN 102 F	33	97%	91%	3.33	14	79%	79%	2.79
GERM 102 F	27	67%	41%	1.48	--	--	--	--
JAPN 102 F	35	91%	83%	2.74	33	73%	67%	2.24
SPAN 102 F	30	97%	87%	3.07	151	93%	82%	2.77
<b>Fall 2016</b>								
CHIN 102 F	15	100%	100%	4.00	--	--	--	--
FREN 102 F	27	85%	78%	2.78	6	67%	67%	2.50
GERM 102 F	10	60%	50%	1.50	--	--	--	--
JAPN 102 F	31	71%	71%	2.61	23	61%	43%	1.48
SPAN 102 F	29	86%	72%	2.50	100	82%	73%	2.45
<b>Spring 2017</b>								
CHIN 102 F	19	100%	95%	3.84	--	--	--	--
FREN 102 F	32	88%	84%	3.00	11	45%	36%	1.27
GERM 102 F	25	80%	72%	2.16	--	--	--	--
JAPN 102 F	33	85%	82%	2.91	26	77%	65%	2.19

SPAN 102 F	25	96%	92%	3.12	112	80%	71%	2.32
<b>Springs and Fall Combined</b>								
CHIN 102 F	59	90%	88%	3.41	--	--	--	--
FREN 102 F	92	90%	85%	3.05	31	65%	61%	2.19
GERM 102 F	62	71%	55%	1.76	--	--	--	--
JAPN 102 F	99	83%	79%	2.76	82	71%	60%	2.01
SPAN 102 F	84	83%	83%	2.89	363	86%	76%	2.55

: Significant at  $p < .05$  (Embedded tutoring vs. non-embedded tutoring)

**Note:** Average quality points is calculated for students who completed the course with a letter grade of A-F or W. I, and NP/P grades are excluded from the calculation. A=4, B=3, C=2, D=1, F=0, W=0

### Embedded Tutoring Comparison - One or more visits v. No tutoring visits

Course Completion, Success, and Average Quality Points

	1+ 20 Min Tutoring				No 20 Min Tutoring			
	Crs. Enr.	Compl.	Successes	Avg. QPs	Crs. Enr.	Compl.	Successes	Avg. QPs
<b>Spring 2016</b>								
CHIN 102 F	17	82%	81%	2.81	8	63%	63%	2.50
FREN 102 F	29	100%	93%	3.45	4	75%	75%	2.50
GERM 102 F	14	79%	50%	1.79	13	54%	31%	1.15
JAPN 102 F	22	95%	86%	3.05	13	85%	77%	2.17
SPAN 102 F	7	100%	100%	3.86	23	96%	83%	2.82
<b>Fall 2016</b>								
CHIN 102 F	14	100%	100%	4.00	1	100%	100%	4.00
FREN 102 F	27	85%	78%	2.78	--	--	--	--
GERM 102 F	4	75%	75%	2.00	6	50%	33%	1.17
JAPN 102 F	24	83%	83%	3.04	7	29%	29%	1.14
SPAN 102 F	20	95%	90%	3.16	9	67%	33%	1.11
<b>Spring 2017</b>								

CHIN 102 F	16	100%	94%	3.81	3	100%	100%	4.00
FREN 102 F	30	93%	90%	3.20	2	0%	0%	0.00
GERM 102 F	22	82%	77%	2.32	3	67%	33%	1.00
JAPN 102 F	28	93%	89%	3.21	5	40%	40%	1.20
SPAN 102 F	10	100%	90%	3.20	15	93%	93%	3.07
<b>Spring and Fall Combined</b>								
CHIN 102 F	47	94%	91%	3.52	12	75%	75%	3.00
FREN 102 F	86	93%	87%	3.15	6	50%	50%	1.67
GERM 102 F	40	80%	68%	2.10	22	55%	32%	1.14
JAPN 102 F	74	91%	86%	3.11	25	60%	56%	1.67
SPAN 102 F	37	97%	92%	3.31	47	89%	77%	2.57

: Significant at  $p < .05$  (One or more 20+ minute tutoring sessions vs. no 20+ minute tutoring sessions)

### Overall Course Comparison – Embedded Tutoring Courses v. Non-Embedded Tutoring Courses Progression to 203-Level Courses

	Embedded Tutoring			Non-Embedded Tutoring		
	Level 102 <sup>1</sup>	Level 203 <sup>2</sup>	%	Level 102	Level 203	%
CHIN 102 F	40	8	20%	--	--	--
FREN 102 F	60	21	35%	20	4	20%
GERM 102 F	37	1	3%	--	--	--
JAPN 102 F	66	29	44%	56	12	21%
SPAN 102 F	59	3	5%	251	15	6%

<sup>1</sup> Level 102: enrollment a 102 level foreign language course in spring 2016 and fall 2016

<sup>2</sup> Level 203: enrollment at census in a 203 level foreign language course (same language as 102) between summer 2016 and spring 2017

### Embedded Tutoring Comparison – One or more visits v. No tutoring visits Progression to 203-Level Courses

	1+ 20 Min Tutoring			No 20 Min Tutoring		
	Level 102 <sup>1</sup>	Level 203 <sup>2</sup>	%	Level 102	Level 203	%
CHIN 102 F	31	7	23%	9	1	11%
FREN 102 F	56	21	38%	4	0	0%
GERM 102 F	18	1	6%	19	0	0%

JAPN 102 F	46	23	50%	20	6	30%
SPAN 102 F	27	0	0%	32	3	9%

<sup>1</sup> Level 102: enrollment a 102 level foreign language course in spring 2016 and fall 2016

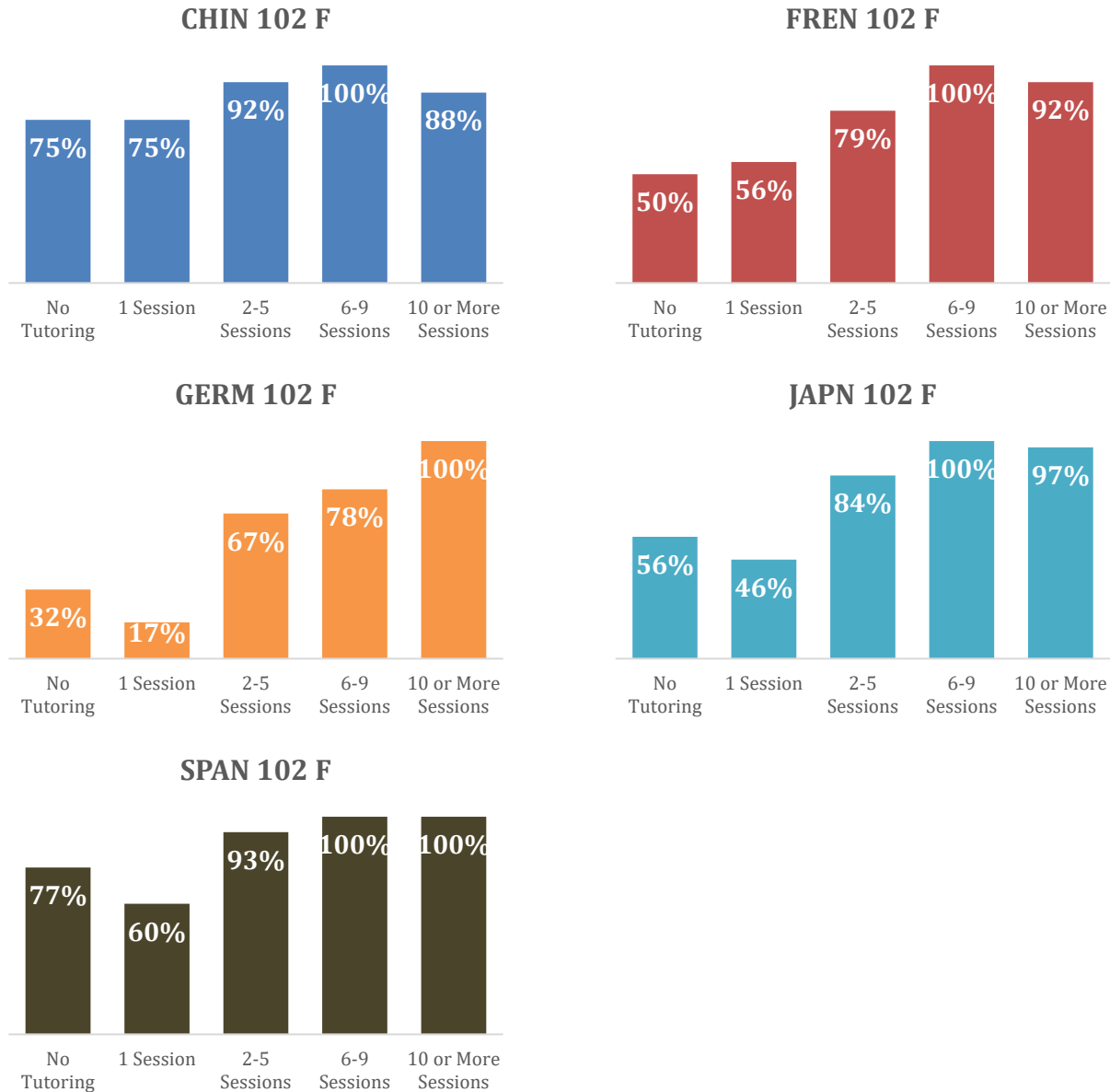
<sup>2</sup> Level 203: enrollment at census in a 203 level foreign language course (same language as 102) between summer 2016 and spring 2017

### Embedded Tutoring Comparison – # of 20+ Minute Tutoring Sessions

Course Success Rates

**On average, course success increases with the more tutoring sessions attended.**

However, students that attended only one tutoring session have similar or lower course success to students not attending tutoring.



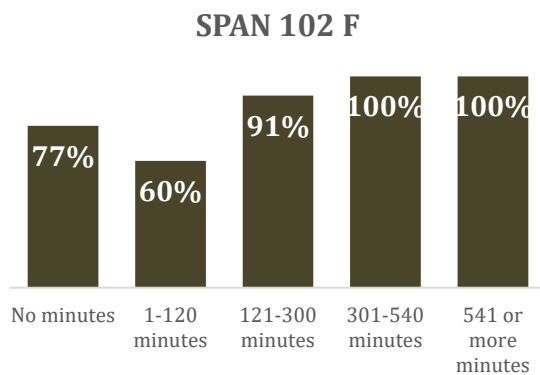
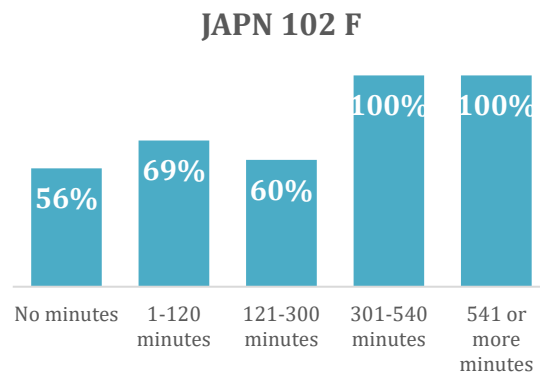
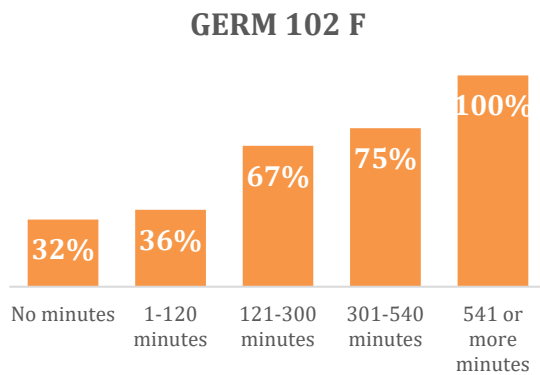
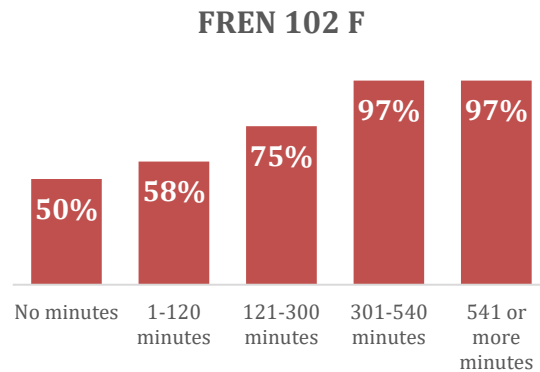
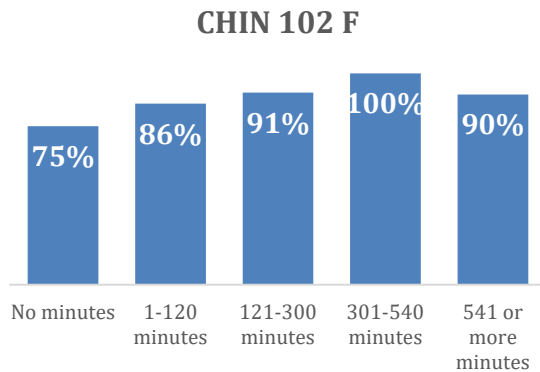
**Note:** Charts include spring 2016, fall 2016, and spring 2017 data.



## Embedded Tutoring Comparison – # of Tutoring Minutes

### Course Success Rates

On average, course success increases with the more minutes of tutoring attended.

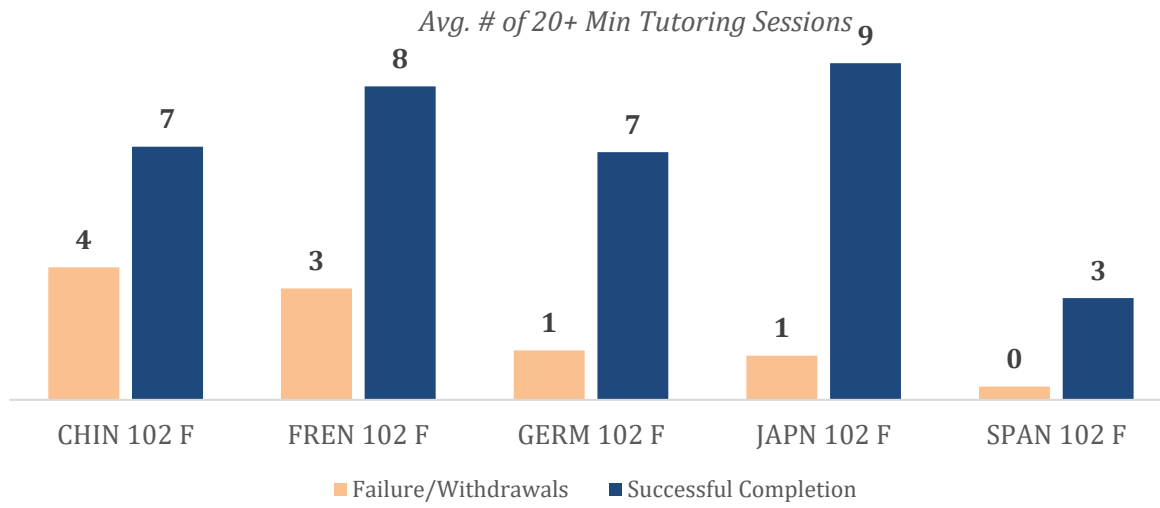


**Note:** Charts include spring 2016, fall 2016, and spring 2017 data.

### Embedded Tutoring Comparison – # of 20+ Minute Tutoring Sessions

*Average # of Tutoring Sessions By Success in Foreign Language Course*

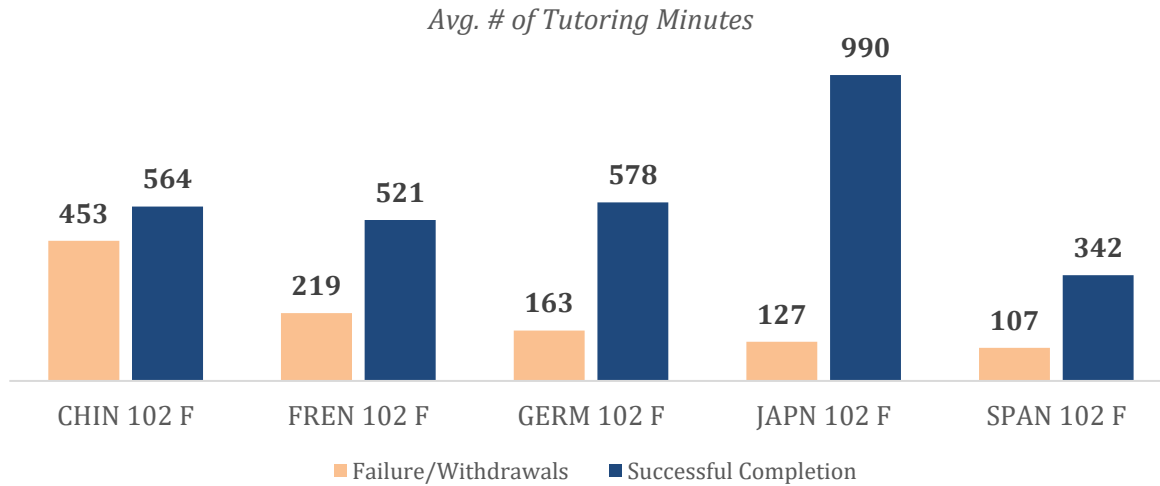
**On average, students who successfully completed their foreign language course attended more tutoring sessions than students who failed or withdrew from the course.**



### Embedded Tutoring Comparison – # of Tutoring Minutes

*Average # of Tutoring Minutes By Success in Foreign Language Course*

**Additionally, students who successfully completed their foreign language course attended tutoring for more minutes, on average, than their peers who failed or withdrew from the course.**



## Embedded Tutoring Comparison - # of Tutoring Minutes

Course Completion, Success, and Average Quality Points

**FREN 102, JAPN 102, and GERM 102 students who attended tutoring for more minutes saw significant increases in key course performance indicators.**

	Spring 2016				Fall 2016			
	<i>Crs. Enr.</i>	<i>Compl.</i>	<i>Succes s</i>	<i>Avg. QPs</i>	<i>Crs. Enr.</i>	<i>Compl.</i>	<i>Succes s</i>	<i>Avg. QPs</i>
<b>CHIN 102 F</b>								
No minutes	8	63%	63%	2.50	1	100%	100%	4.00
1-120 minutes	5	80%	80%	3.20	0	--	--	--
121-300 minutes	5	80%	80%	3.00	2	100%	100%	4.00
301-540 minutes	1	100%	100%	3.00	5	100%	100%	4.00
541 or more minutes	6	83%	80%	2.20	7	100%	100%	4.00
<b>FREN 102 F</b>								
No minutes	4	75%	75%	2.50	0	--	--	--
1-120 minutes	3	100%	100%	2.67	5	40%	40%	1.20
121-300 minutes	5	100%	60%	2.20	5	80%	80%	2.20
301-540 minutes	10	100%	100%	3.90	4	100%	75%	2.75
541 or more minutes	11	100%	100%	3.82	13	100%	92%	3.62
<b>GERM 102 F</b>								
No minutes	13	54%	31%	1.15	6	50%	33%	1.17
1-120 minutes	8	75%	38%	1.50	0	--	--	--
121-300 minutes	3	67%	33%	1.67	0	--	--	--
301-540 minutes	1	100%	100%	3.00	2	50%	50%	1.00
541 or more minutes	2	100%	100%	2.50	2	100%	100%	3.00
<b>JAPN 102 F</b>								
No minutes	13	85%	77%	2.17	7	29%	29%	1.14
1-120 minutes	4	75%	75%	2.50	5	40%	40%	1.60
121-300 minutes	4	100%	50%	2.00	4	75%	75%	2.00
301-540 minutes	3	100%	100%	3.33	1	100%	100%	4.00
541 or more	11	100%	100%	3.55	14	100%	100%	3.79

minutes								
<b>SPAN 102 F</b>								
No minutes	23	96%	83%	2.82	9	67%	33%	1.11
1-120 minutes	3	100%	100%	4.00	1	100%	0%	1.00
121-300 minutes	4	100%	100%	3.75	4	75%	75%	2.75
301-540 minutes	0	--	--	--	12	100%	100%	3.27
541 or more minutes	0	--	--	--	3	100%	100%	4.00

: Significant at  $p < .05$  (Between minute distribution)

### Embedded Tutoring Comparison - # of Tutoring Minutes

Course Completion, Success, and Average Quality Points

	Spring 2017				Springs and Fall Combined			
	Crs. Enr.	Compl.	Successes	Avg. QPs	Crs. Enr.	Compl.	Successes	Avg. QPs
<b>CHIN 102 F</b>								
No minutes	3	100%	100%	4.00	12	75%	75%	3.00
1-120 minutes	2	100%	100%	4.00	7	86%	86%	3.43
121-300 minutes	4	100%	100%	4.00	11	91%	91%	3.55
301-540 minutes	2	100%	100%	4.00	8	100%	100%	3.88
541 or more minutes	8	100%	88%	3.63	21	95%	90%	3.40
<b>FREN 102 F</b>								
No minutes	2	0%	0%	0.00	6	50%	50%	1.67
1-120 minutes	4	75%	50%	1.75	12	67%	58%	1.75
121-300 minutes	6	83%	83%	3.00	16	88%	75%	2.50
301-540 minutes	15	100%	100%	3.73	29	100%	97%	3.66
541 or more minutes	5	100%	100%	3.00	29	100%	97%	3.59
<b>GERM 102 F</b>								
No minutes	3	67%	33%	1.00	22	55%	32%	1.14
1-120 minutes	3	67%	33%	1.33	11	73%	36%	1.45
121-300 minutes	9	78%	78%	2.00	12	75%	67%	1.92
301-540	5	80%	80%	2.40	8	75%	75%	2.13

minutes								
541 or more minutes	5	100%	100%	3.40	9	100%	100%	3.11
<b>JAPN 102 F</b>								
No minutes	5	40%	40%	1.20	25	60%	56%	1.67
1-120 minutes	4	100%	100%	4.00	13	69%	69%	2.62
121-300 minutes	7	71%	57%	2.43	15	80%	60%	2.20
301-540 minutes	3	100%	100%	3.67	7	100%	100%	3.57
541 or more minutes	14	100%	100%	3.29	39	100%	100%	3.54
<b>SPAN 102 F</b>								
No minutes	15	93%	93%	3.07	47	89%	77%	2.57
1-120 minutes	1	100%	0%	1.00	5	100%	60%	2.80
121-300 minutes	3	100%	100%	4.00	11	91%	91%	3.45
301-540 minutes	6	100%	100%	3.17	18	100%	100%	3.24
541 or more minutes	0	--	--	--	3	100%	100%	4.00

: Significant at  $p < .05$  (Between minute distribution)

### Embedded Tutoring Comparison - # of 20+ Minute Tutoring Sessions

Course Completion, Success, and Average Quality Points

**FREN 102, JAPN 102, and SPAN 102 students who attended more tutoring sessions saw significant increases in key course performance indicators.**

	Spring 2016				Fall 2016			
	Crs. Enr.	Compl.	Successes	Avg. QPs	Crs. Enr.	Compl.	Successes	Avg. QPs
<b>CHIN 102 F</b>								
No sessions	8	63%	63%	2.50	1	100%	100%	4.00
1 session	3	67%	67%	2.67	0	--	--	--
2-5 sessions	7	86%	86%	3.29	3	100%	100%	4.00
6-9 sessions	2	100%	100%	2.50	6	100%	100%	4.00
10 or more sessions	5	80%	75%	2.25	5	100%	100%	4.00
<b>FREN 102 F</b>								
No sessions	4	75%	75%	2.50	0	--	--	--
1 session	2	100%	100%	2.50	4	50%	50%	1.50
2-5 sessions	7	100%	71%	2.57	7	71%	71%	1.86
6-9 sessions	10	100%	100%	3.90	3	100%	100%	4.00
10 or more	10	100%	100%	3.80	13	100%	85%	3.38

sessions								
<b>GERM 102 F</b>								
No sessions	13	54%	31%	1.15	6	50%	33%	1.17
1 session	5	60%	20%	0.80	0	--	--	--
2-5 sessions	7	86%	57%	2.29	0	--	--	--
6-9 sessions	0	--	--	--	2	50%	50%	1.00
10 or more sessions	2	100%	100%	2.50	2	100%	100%	3.00
<b>JAPN 102 F</b>								
No sessions	13	85%	77%	2.17	7	29%	29%	1.14
1 session	6	83%	50%	2.17	3	0%	0%	0.00
2-5 sessions	3	100%	100%	3.00	6	83%	83%	2.83
6-9 sessions	2	100%	100%	3.00	5	100%	100%	3.60
10 or more sessions	11	100%	100%	3.55	10	100%	100%	3.80
<b>SPAN 102 F</b>								
No sessions	23	96%	83%	2.82	9	67%	33%	1.11
1 session	3	100%	100%	4.00	1	100%	0%	1.00
2-5 sessions	3	100%	100%	4.00	6	83%	83%	3.00
6-9 sessions	1	100%	100%	3.00	11	100%	100%	3.30
10 or more sessions	0	--	--	--	2	100%	100%	4.00

: Significant at  $p < .05$  (Between session distribution)

### Embedded Tutoring Comparison - # of 20+ Minute Tutoring Sessions

Course Completion, Success, and Average Quality Points

	Spring 2017				Springs and Fall Combined			
	Crs. Enr.	Compl.	Successes	Avg. QPs	Crs. Enr.	Compl.	Successes	Avg. QPs
<b>CHIN 102 F</b>								
No sessions	3	100%	100%	4.00	12	75%	75%	3.00
1 session	1	100%	100%	4.00	4	75%	75%	3.00
2-5 sessions	3	100%	100%	4.00	13	92%	92%	3.62
6-9 sessions	5	100%	100%	4.00	13	100%	100%	3.77
10 or more sessions	7	100%	86%	3.57	17	94%	88%	3.38
<b>FREN 102 F</b>								
No sessions	2	0%	0%	0.00	6	50%	50%	1.67
1 session	3	33%	33%	1.33	9	56%	56%	1.67
2-5 sessions	10	100%	90%	3.10	24	92%	79%	2.58
6-9 sessions	14	100%	100%	3.71	27	100%	100%	3.81
10 or more sessions	3	100%	100%	3.00	26	100%	92%	3.50
<b>GERM 102 F</b>								
No sessions	3	67%	33%	1.00	22	55%	32%	1.14

1 session	1	100%	0%	0.00	6	67%	17%	0.67
2-5 sessions	11	73%	73%	2.00	18	78%	67%	2.11
6-9 sessions	7	86%	86%	2.57	9	78%	78%	2.22
10 or more sessions	3	100%	100%	3.67	7	100%	100%	3.14
<b>JAPN 102 F</b>								
No sessions	5	40%	40%	1.20	25	60%	56%	1.67
1 session	2	100%	100%	4.00	11	64%	45%	1.91
2-5 sessions	10	80%	80%	3.10	19	84%	84%	3.00
6-9 sessions	3	100%	100%	4.00	10	100%	100%	3.60
10 or more sessions	13	100%	92%	3.00	34	100%	97%	3.41
<b>SPAN 102 F</b>								
No sessions	15	93%	93%	3.07	47	89%	77%	2.57
1 session	1	100%	0%	1.00	5	100%	60%	2.80
2-5 sessions	5	100%	100%	4.00	14	93%	93%	3.57
6-9 sessions	3	100%	100%	3.00	15	100%	100%	3.21
10 or more sessions	1	100%	100%	2.00	3	100%	100%	3.33

: Significant at  $p < .05$  (Between session distribution)

**b. Student Survey Form**

Class: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_ Student ID: \_\_\_\_\_

**Foreign Language Embedded Tutor Pilot Fall 2016 Survey**

Your input will be grouped in a way that does NOT identify you individually and your instructor will not see your individual responses. Please respond to the following questions as openly and honestly as possible.

Unless otherwise indicated, please mark [✓] only one response for each of the following questions. Thank you for your feedback. Please contact David Sarabia in the ASC Tutoring Center (714.732.5390) with any questions.

**Instructor Support:**

1. I am comfortable approaching my instructor for this class if I have a question:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. My instructor for this class cares about my success in school:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please give an example of how your instructor has **encouraged you in your academics** at this point in the semester:

**Tutor Support**

4. I have gotten to know my tutor for this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please share one or two sentences about **getting to know the tutor for this class**:

6. I am generally comfortable approaching my tutor for this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. At this point in the semester, I have worked with the tutor in my class to get course-related help:

Never	Once during the semester	Several times a semester	Once a month	Once a week	More than Once a Week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



8. Meeting with the in-class tutor for course-related help can support my success in this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please explain your reason(s) for attending, or not attending tutoring for this class during this semester:

### Course Participation:

10. I am generally comfortable speaking up in this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. At this point in the semester, I feel like part of a student group by taking this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. I feel like a part of the Fullerton College campus by taking this class:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please explain:

**III. French Film Festival**

**I. Moliere Scholarship**

*Fullerton College Foundation*



P.O. Box 431 Fullerton, CA 92836

Tel: (714) 992-7790

I/We are interested in establishing a FULLERTON COLLEGE FOUNDATION SCHOLARSHIP and would like to pledge \$ 2,500.

Scholarship Name: The Molière French Scholarship

**Person to contact regarding this scholarship:**

Name: Dean of Humanities – Dan Willoughby  
Address: 321 E. Chapman Ave.  
Fullerton, CA 92832

Phone: 714-992-7128  
E-mail: dwilloughby@fullcoll.edu

**Desired Criteria:**

Student Status

Full-time  3/4-time  Half-time  Other \_\_\_\_\_  
*12+ units                      9+ units                      6+ units                      Specify*  
(Usual is full-time student)

Continuing  Graduating  Transferring   
(Usual is Continuing or Graduating student)

Minimum G.P.A.: 3.00 in French (Usual is 3.00)  
Specific major: \_\_\_\_\_ Financial Need? Yes \_\_\_\_\_ No   
Disbursement: Total disbursement in Fall  
(Usual is 1/2 of the scholarship for Fall and Spring semesters)

Other criteria: 1. Student must have completed French 102 at Fullerton College.  
2. Students must have a 3.0 or better in French course work at Fullerton College.

**Selection of Recipient(s) by:**

- Fullerton College Foundation Scholarship Committee
- Division (Specify): \_\_\_\_\_
- Other (Specify): FC Foreign Language Department

\_\_\_\_\_  
Signature                      Date                      Signature                      Date

Accepted By: Executive Director                      Date  
**Tax ID # 95-6098253**

## II. Lists of Tasks

### French Film Festival Tasks 2016-2017

Catherine Reinhardt-Zacair, Coordinator

- Choose films (60-70 hours shared): Catherine, Carol, Klaus (German only)
  - Watch 30 films
  - Internet search of distributors; contact to request screeners for new releases
  - Communicate with the committee about movie choices
- Sponsors and partners (30-40 hours): Catherine, Klaus (German only), Carol (administrative only)
  - Contact old sponsors via e-mail & telephone to ask about participating in the next festival; in some cases this requires physically going to the sponsors to meet them and get a response; stay in touch with sponsors up until their participation; send instructions; help pick up food when needed
  - Repeatedly call, e-mail and visit potential new sponsors until meeting the owner to discuss potential partnership; some are easier to approach than others **\*\*\*ideally each committee member could try to find one sponsor or actively help find sponsors]**
- High school communication (50 hours shared): Catherine, Klaus, Christina, Carol (administrative only)
  - E-mail high school teachers about the film festival dates and movies: save-the-date e-mail, January e-mail about flyers and visits, several February and March e-mails as reminders to order high school priced tickets and to provide detailed information about festival content (movies and sponsors), parking etc.
  - purchase student priced tickets and mail them to teachers **\*\*\*mail flyers in 2018 to established high school contacts; visit new high schools in person]**
- Local College and university communication (10 hours shared): Full Committee
  - Post posters around colleges and universities
  - E-mail college and university professors repeatedly
- Fullerton College Communication (10 hours shared): Michael Schulz, Catherine, Carol
  - Take posters and flyers to all division offices
  - Take posters to AS for approval and post around campus **[this can be done by students]**
  - E-mail all divisions and faculty several times about the festival
- Committee work: Full Committee (50 hours)
  - Monthly FFF meetings and drafting of monthly agenda (Catherine)
  - Discuss artwork, marketing and orders for prints; proofread
  - Communicate within the committee about press release & proof reading
  - Create questions for films; requires watching films again (Catherine, Klaus, Selena)
  - Write press release article (Selena)
  - Introduce movies during festival. (Klaus, Selena, Collette)
- Paid advertisements (2 hours shared): Catherine, Carol (administrative only)

- Communicate with Community guide owner for publication
- Send art work, request invoice and pay
- Banner near Costco (2 hours shared) Catherine, Brian, Carol (administrative only)
  - Reserve banner placement dates in April as soon as next festival dates are set
  - Drop off and pick up banner before and after the festival **[Brian]**
- Facilities, electrician, Sodexo: 5 hours shared: Catherine, Carol
  - Meet facilities and electrician for set up
  - Meet Matt from SODEXO twice
  - Put up lights on tent and tree
- Student volunteers (20 hours shared); Catherine, Carol, Christina
  - Organize student volunteers in and outside the classroom for set-up and during festival
  - Music coordinator for authentic traditional music performance
- Art Walk (3 hours shared); Full Committee
- Facebook communication: monthly, weekly, daily (20 hours shared) Carol, Catherine**[Kris Johnson, community member will help in 2018]**
- Interview with the Hornet (1 hour shared): Catherine, Carol
- Festival week: (4 1/2 -5 hours = 20 hours shared): Full Committee **(We need to delegate more to committee members)**
  - Each movie night from set up to closing: 4:30-9:30 p.m.
    - Patio set-up – tablecloths, Sodexo, etc.
    - Theater set-up – working with theater staff, foyer set-up.
    - Volunteer coordination throughout the evening
    - Sponsor support – unloading, serving, and loading.
    - Fostering community with sponsors, public, and administration
  - **[\*\*\*WE NEED HELP FINDING A THIRD FULL TIME FACULTY MEMBER\*\*\*]**
- Post Film Festival tasks and communication: (15 -20 hours shared)
  - Take down lights, signs and other FFF related items
  - Contact sponsors in person, by phone and e-mail to thank them
  - E-mail high school teachers, FFF committee and write other post-festival thank you and wrap up communication
  - Contact Lisa for photos, assemble and print for post-FFF publicity
  - Create video for social media

**TOTAL HOURS FOR CATHERINE: 200-230 HOURS**

**TOTAL HOURS FOR KLAUS: 137-147 HOURS**

**TOTAL HOURS FOR CAROL: 130-160 HOURS**

**TOTAL HOURS FOR SELENA: 120 HOURS**

**TOTAL HOURS FOR CRISTINA: 80-90 HOURS**

**TOTAL HOURS FOR MICHAEL: 45-50 HOURS**

**TOTAL HOURS FOR COLLETTE: 20 HOURS**

**TOTAL HOURS FOR VANESSA: 10 HOURS**

# French Film Festival Tasks 2016-2017

Klaus Hornell, Co-Coordinator

- Choose German film (15 hours):
  - Watch 7 films and communicate with the committee about movie choices
- Sponsors and partners (30-40 hours):
  - Contact potential sponsors via e-mail, telephone and in person to ask about participating in the Spotlight on German; then stay in touch with sponsors up until their participation; send final instructions for set up on day of movie
  - **For 2018 Contact potential sponsors including DAV (German American Association Los Angeles, German Consulate Los Angeles and Goethe Institute Los Angeles)**
- High school, college and other organization communication (45 hours):
  - Contact high school teachers via email and pay personal visits to inform them about the film festival dates and movies: save-the-date e-mail, January e-mail about flyers and visits, several February and March e-mails as reminders to order high school priced tickets and to provide detailed information about festival content (movies and sponsors), parking etc. Organize and hold fall **German Educator Workshop with AATG** to promote film event
  - purchase student priced tickets and mail them to teachers
  - **Promote event for 2018 with AATG Fall German Educator Workshop at Fullerton College and AATG German High School Day for spring 2018**
- Organize Bavarian cultural entertainment for spotlight on German (attend 2 dance practices on Tuesday evening at Phoenix Club to work on dances, perform prior to movie, send communication to dancers through email and/or text messages) (8 hours)
- Committee work:
  - Monthly FFF meetings and review of monthly agenda (6 x 1.25 hours = 7 hrs)
  - Discuss artwork with other committee members (1 hour)
  - Create questions for German film; requires watching film again (3.5 hours)
- Fullerton College Facilities and Sodexo:
  - Retrieve tablecloths from SODEXO twice for sponsor table set up (1 hour)
  - Assist in putting up lights on tent and tree (1 hours)
  - Prepare & install signs to guide event attendees from parking garage to theater (1.5 hours)
- Student volunteers (3 hours)
  - Organize student volunteers in and outside the classroom for set-up and during festival
- Art Walk (3 hours shared)
- Facebook communication to promote event: monthly, weekly, daily (3 hours)
- Interview with the Hornet (30 minutes)
- Festival week: (Tuesday evening attended Bavarian cultural performance rehearsal)
  - Each movie night from set up to closing: 5-9:30 p.m. (2 x 4 1/2 hours = 9 hours)
- Post Film Festival tasks and communication:
  - Take down lights, remove signs and other FFF related items (1 hours)
  - Contact sponsors in person, by phone and e-mail to thank them (2 hours)

- E-mail high school teachers, FFF committee and write other post-festival thank you and wrap up communication (2 hours)

# French Film Festival Tasks 2016-2017

Carol Rehfield, Administrative Assistant

- Create a FFF calendar with deadlines and meetings listed. 1 hour
- Attend meetings (second Thursday of every month during semester). 14 – 16 hours
- Maintain bookkeeping for festival's bursar's account. 3-4 hours?
- Campus event planning and choose date according to committee requests and theatre availability. 2 hours
- Reserve Campus theatre and patio area through Master Calendar. 30 mins
- Design festival layout for submit with EMS reservations. 1 hour
- Watch films throughout the year and make notes to share with committee. 40 hours
- Meet and email with committee to discuss film choices throughout the year.
- Contact distributors for film screening rights negotiations, request high resolution artwork with rights once the committee has chosen films. 1 hour
- Find and Purchase DVD's of the chosen films. 30 mins
- Make bursars requisitions for screening fees, track requisition to make sure it's paid. 10 mins
- Acquire all artwork from production companies, save the artwork, forward it to graphic artist and save it on the network for future advertising use. 30 mins-1 hour
- Update sponsorship form. 30 mins
- Contact District graphic artist discuss festival artwork needs, price of artwork and printing, proof artwork, and arrange printing of fliers, postcards, posters, and web art. Receive art, distributed artwork. 1 hour
- Contact Fullerton observer and arrange for ad and article placement by deadline. 10 mins
- Organize committee to have a photograph for Fullerton observer. 30 mins
- Send artwork to main Fullerton College webpage. 10 mins
- Pay for ad placement in Fullerton observer with bursar's requisition. Get the artwork in by the deadline.
- Pay for ad placement from other publications made by other committee members.
- Send proofed artwork to publications by deadlines.
- Collect sponsorship forms and record electrical, comp. ticket needs.
- Purchase (requisition) equipment for the festival – lights, hats, poster frames, banner over harbor, etc. 30 mins
- Create honorariums, independent contractor, and donation letters as needed. 2 hours
- Edit and print High School letters, field trip information. 1 hour
- Arrange for mailers to high schools. 1 hour
- Contact ticket office and discuss price point for tickets. 30 mins
- Add the festival to the fine arts box office calendar with descriptions of films and ratings. 30 mins
- Request photographer from Campus Communications. 5 mins
- Request write-up in President's weekly. 5 mins
- Request President and Dean to open festival. 10 mins

- Communication with Catherine and Klaus as to what is needed, frequently. HOURS hahaha
- Update festival website with film trailers, photos, descriptions, and dates. Upload classwork activities. 1-2 hours
- Update Facebook page with photos, trailers, dates, and links, as well as set up weekly advertising. 30 mins weekly
- Update twitter page with photos, trailers, dates, and links, as well as set up weekly advertising.
- Arrange for Facebook ads to reach a larger audience. 30 mins
- Attend Anaheim and Fullerton Art Walk. 3 hours
- Create nametags for all volunteers. 30 mins
- Attend Community relations meetings to help advertise to other departments.
- Meet with Miguel Miranda (facilities) to discuss event set-up. 30 mins
- Attend all four nights of the festival. 3 hour
- Help set up outside patio area and communicate with restaurants and sponsors. 30 mins
- Update PowerPoint with current year's participants, sponsors and logos. 1 hour
- Coordinate the festival timing of the opening of each night. PowerPoint, music, announcement, DVD with subtitles, sound and lights. Do a run-through before the open of the theater house doors. 45 mins
- Set up theater lobby with decorations, fliers, ticket collection box. 30-45 mins
- Instruct inside volunteers to get hats and buttons, instruct them on their duties. Ticket takers, program handlers, and ushers. 10 mins
- Give volunteers examples of scenarios that could arise and how to handle it and when to come and find Catherine, Klaus or myself. 15 mins
- Instruct volunteers to be friendly and speak in the target language until guests give verbal or physical clues they are not able to communicate in that language and then talk to them in English to welcome them. 15 mins
- Queue when to begin the opening speech.
- Be available for any box office or patron issues.
- After film starts, count ticket stubs, clean up the lobby, clean up the patio area; put all material away in my office and check box office report. 30 mins
- Get a list of all workers in fine arts to thank them for their help. 10 mins
- Make notes of what worked, what didn't for next year's festival. 10 mins
- Tally box office receipts and settle any debts. 30 mins
- Create a year-end statement for the committee. 30 mins
- Create a year-end video thanking sponsors and guests to post on Social Media. 5 hours



# French Film Festival Tasks 2016-2017

Christina Garner, Committee Member

## ➤ Publicist

- Attend all meetings of the French Film Festival Planning Committee
- Recommend/approve selections for screening for adults and high school students
- Recommend/approve pricing structure for film series(Four day pass \$20)
- Participate in direct outreach to local downtown businesses on Art Walk evening to distribute posters and publicize coming event
- Make personal visit to assigned World Language teachers to deliver posters/publicity cards
- Create 5 step instructions to assist high school teachers in planning process for creating student field trip
- Recommend level appropriate activities and questions as a classroom resource for language teachers
- Meet with local businesses such as Bourbon Street or Le Potager to solicit sponsorship and support
- Establish liaison with exhibition at Fullerton Museum Center to coordinate events at both institutions
- Purchase frames for film poster display
- Send reminders to high school teachers
- Contribute lights and supplies for outdoor decor

## ➤ Music Coordinator

- Select music, teach and rehearse French language selections with singers and musicians
- Establish set order/supervise performances
- Perform authentic traditional French music on accordion
- Perform at open mikes in advance of event to publicize
- Establish ongoing liaison with Day of Music/Fete de la Musique promoters

# **French Film Festival Tasks 2016-2017**

Selena Zeledon, Committee Member

- Screening films
- Evaluating films
- Writing assignments for selected films
- Writing press release
- Reviewing prior press releases
- Reviewing films
- Reviewing French Culture Newsletter
- Writing bulletin for the French Culture Newsletter
- Writing film presentation speech
- Memorizing film presentation speech
- Presenting the film
- Greeting guests
- Meeting with the Humanities Division, Foreign Language Department chair, and English Department chair at Mt. SAC to get approval for department emails, flyer distribution, and putting up posters
- Meeting with the German Deli to solicit sponsorship
- Editing
- Meetings with committee
- Participating in committee email discussions
- Reviewing and editing website
- Sending out Facebook invites and announcements

**III. List of Sponsors**

**8<sup>th</sup> Annual Fullerton College French Film Festival Sponsors and Culinary Participants.**

Donor Name/Address	Items Donated
Phoenix Club Inc. Ms. Linda Kriesant German Association in Orange County 1340 S. Sanderson Ave. Anaheim, CA 92806	Cash \$200.00 X
Houser & Skehan, Inc Mr. Lawrence Houser DBA Bourbon Street Bar & Grill 110 E. Commonwealth Ave. Fullerton, CA 92832	Cash \$200.00 X
Smooth & Skinny Ms. Randa Saker Brea Location 445 S. Associated Rd. Brea, CA 92821	Cash \$200.00 X
Jilla Havah and Ali Hosseinzadeh DBA Portal Languages 110 E. Wilshire Ave. Fullerton, CA 92832	Cash \$200.00 X
Vista Higher Learning Ms. Leslie Mclver Leslie Mclver 500 Boylston Street, Suite 620 Boston, MA 02116	Cash \$200.00 X
TCP Printing Robert Cummins 1435 N. Harbor Blvd. Fullerton, CA 92835	20'x3' Street Banner X donation valued at \$200.00
Les Amis Ms. Jinan Montecristo 128C W. Wilshire Ave Fullerton, CA 92832	Appetizers and/or baked goods for theater patrons. value: \$300 X
Jagerhaus German Restaurant Sandy Schwaiger 2525 East Ball Road Anaheim, Ca 92806	Appetizers and/or baked goods for theater patrons. value: \$300X
Moulin Bistro Mr. Laurent Vrignaud 1000 N. Bristol Street Newport Beach, CA	Appetizers and/or baked goods for theater patrons. value: \$300 X
Pandor Artisan Boulangerie & Café Mr. Raffi Sepetjian 400 South Anaheim Blvd. #214 Anaheim, CA 92805	Appetizers and/or baked goods for theater patrons. value: \$300 X
Choux Crème	Appetizers and/or baked goods for

Mr. Richard Kwak 115 E. Commonwealth Ave. Unit A Fullerton, CA 92832	theater patrons. value: \$300 X
La Belle Cuisine Jila Navah 110 E. Wilshire Ave. Suite 500 Fullerton, CA	Appetizers and/or baked goods for theater patrons. Value: \$300
Porto's Bakery Beatriz Porto 7640 Beach Blvd. Buena Park, CA	Appetizers and/or baked goods for theater patrons. Value: \$300
Pinot's Palette Lucia Schatteman 110 Birch Street Suite 1 Brea, CA 92821	Painting instruction and random giveaway
Zombee Donuts & Bakeshop Marie Theodore 802 E. Chapman Ave. Fullerton, CA 92831	Appetizers and/or baked goods for theater patrons. Value: \$300
Yves Restaurant and Wine Bar Mr. Yves Masquefa 5753 East Santa Ana Canyon Road, Unit A Anaheim Hills, CA	Appetizers and/or baked goods for theater patrons. Value: \$300

#### IV. Box office Reports

##### Ticket Sales for French Film Festival 2013-2014

Movie 1	Quantity	Amount	Total
Adult	216	6.5	1404
Child	1	4.5	4.5
Comp	2	0	0
Glitch		6.5	0
Coupon	45	6	270
Totals	264		1678.5
minus com	262		
Ticket fee	-1.5		-393
<b>DEPOSIT</b>			<b>1285.5</b>

1284

Movie 3	Quantity	Amount	Total
Adult	186	6.5	1209
Child	1	4.5	4.5
Comp	2	0	0
Glitch		6.5	0
Coupon	19	6	114
Totals	208		1327.5
minus com	206		
Ticket fee	-1.5		-309
<b>DEPOSIT</b>	0		<b>1018.5</b>

1015.5

Movie 5	Quantity	Amount	Total
Adult	163	6.5	1059.5
Child		4.5	0
Comp		0	0
Glitch		6.5	0
Coupon	17	6	102
Totals	180		1161.5
minus com	180		
Ticket fee	-1.5		-270
<b>DEPOSIT</b>			<b>891.5</b>

890

Fine Arts Revenue	\$1,452.00
<u>French Film Revenue</u>	<u>\$4,785.00</u>

Movie 2	Quantity	Amount	Total
Adult	136	6.5	884
Child		4.5	0
Comp	3	0	0
Glitch		6.5	0
Coupon	10	6	60
Totals	149		944
minus com	146		
Ticket fee	-1.5		-219
<b>DEPOSIT</b>	0		<b>725</b>

722?

707?

Movie 4	Quantity	Amount	Total
Adult	163	6.5	1059.5
Child		4.5	0
Comp	2	0	0
Glitch		6.5	0
Coupon	11	6	66
Totals	176		1125.5
minus com	174		
Ticket fee	-1.5		-261
<b>DEPOSIT</b>	0		<b>864.5</b>

864.5

Tickets Sold

977

**Ticket Sales for French Film Festival 2014-2015 (3 MOVIES)**

<b>Movie 1</b>	Quantity	Amount	Total
Adult	179	6.5	1163.5
Child	0	4.5	0
Comp	1	0	0
Glitch		6.5	0
Coupon	0	6	0
Totals	180		1163.5
minus comp	179		
Ticket fee	-1.5		-268.5
<b>DEPOSIT</b>			<b>895</b>

890

<b>Movie 3</b>	Quantity	Amount	Total
Adult	238	6.5	1547
Child	0	4.5	0
Comp	2	0	0
Glitch		6.5	0
Coupon	0	6	0
Totals	240		1547
minus comp	238		
Ticket fee	-1.5		-357
<b>DEPOSIT</b>	0		<b>1190</b>

1180

<b>Movie 2</b>	Quantity	Amount	Total
Adult	254	6.5	1651
Child		4.5	0
Comp	1	0	0
Glitch		6.5	0
Coupon	0	6	0
Totals	255		1651
minus comp	254		
Ticket fee	-1.5		-381
<b>DEPOSIT</b>	0		<b>1270</b>

1265

Fine Arts Revenue	\$1,006.50
<u>French Film Revenue</u>	<u>\$3,355.00</u>

Tickets sold

675

**Ticket Sales for French Film Festival 2015-2016 (4 MOVIES)**

<b>Movie 1</b>	Quantity	Amount	Total
Adult	96	6.5	624
Child	0	4.5	0
Comp	0	0	0
HS	0	2	0
Totals	96		624
minus comp	96		
Ticket fee	-1.5		-144
<b>DEPOSIT</b>			<b>480</b>

480

<b>Movie 3</b>	Quantity	Amount	Total
Adult	263	6.5	1709.5
Child	1	4.5	4.5
Comp	7	0	0
HS	266	2	532
Totals	537		2246
minus comp	530		
Ticket fee	-1.5		-795
<b>DEPOSIT</b>	0		<b>1451</b>

<b>Movie 2</b>	Quantity	Amount	Total
Adult	149	6.5	968.5
Child		4.5	0
Comp	1	0	0
HS	47	2	94
Totals	197		1062.5
minus comp	196		
Ticket fee	-1.5		-294
<b>DEPOSIT</b>	0		<b>768.5</b>

<b>Movie 4</b>	Quantity	Amount	Total
Adult	155	6.5	1007.5
Child		4.5	0
Comp	0	0	0
HS	6	2	12
Totals	161		1019.5
minus comp	161		
Ticket fee	-1.5		-241.5
<b>DEPOSIT</b>	0		<b>778</b>

Tickets sold

991

Fine Arts Revenue	\$1,474.50
<u>French Film Revenue</u>	<u>\$3,477.50</u>

**Ticket Sales for French Film Festival 2016-2017 (4 MOVIES)**

<b>Movie 1</b>	Quantity	Amount	Total
Adult	164	6.5	1066
Child	2	4.5	9
Comp	40	0	0
HS	73	3	219
SPECIAL	60	5	300
Totals	339		1594
minus comp	299		
Ticket fee	-1.5		-448.5
<b>DEPOSIT</b>			<b>1145.5</b>

<b>Movie 2</b>	Quantity	Amount	Total
Adult	210	6.5	1365
Child	2	4.5	9
Comp	28	0	0
HS	17	2	34
SPECIAL	61	5	305
Totals	318		1713
minus comp	290		
Ticket fee	-1.5		-435
<b>DEPOSIT</b>	0		<b>1278</b>

<b>Movie 3</b>	Quantity	Amount	Total
Adult	175	6.5	1137.5
Child	5	4.5	22.5
Comp	49	0	0
HS	246	2	492
SPECIAL	65	5	325
Totals	540		1977
minus comp	491		
Ticket fee	-1.5		-736.5
<b>DEPOSIT</b>	0		<b>1240.5</b>

<b>Movie 4</b>	Quantity	Amount	Total
Adult	238	6.5	1547
Child	4	4.5	18
Comp	35	0	0
HS	63	3	189
SPECIAL	68	5	340
Totals	408		2094
minus comp	373		
Ticket fee	-1.5		-559.5
<b>DEPOSIT</b>	0		<b>1534.5</b>

Tickets sold 1605

Fine Arts Revenue \$2,179.50  
 French Film Revenue \$5,198.50



V. **Foreign Language Department Promotional Flyers**

a. **CHINESE, FRENCH and German Summer 2017 Promotional flyer**

Fullerton College Summer School: June 12-August 2, 2017

你好!



Learning Chinese will open up a world of opportunities for you!



欢迎选修中文!

Bonjour!

CHINESE 101 6:30-9:20 p.m. CRN: 11111  
 FRENCH 101 7:40-10:30 a.m. CRN: 11111  
 GERMAN 101 10:40-1:30 a.m. CRN: 11111

Classes are fun and engaging: "fashion shows", authentic food, culture, music, and more.

JOIN US NOW!

French is the language of love and of international diplomacy and global business.

Bienvenue!

Fieldtrips to restaurants and festivals make it real!  
 Travel abroad opens your mind!

Hallo!



Learn German, the language of Europe's economic powerhouse!



WILLKOMMEN!







b. Foreign Language High-School-Night Promotional Flyer



# Foreign Languages Department

<http://foreign.fullcoll.edu/>

Fullerton College

## We Offer:

### Courses for Credit in Five Languages:

Chinese (CHIN)	你好!	谢谢!	欢迎选修中文!
French (FREN)	Bonjour!	Merci!	Bienvenue!
German (GERM)	Hallo!	Danke!	Willkommen!
Japanese (JAPN)	こんにちは! ありがとう!		歓迎!
Spanish (SPAN)	¡Hola!	¡Gracias!	¡Bienvenidos!

For more information on the Foreign Language Program at Fullerton College, please contact Lina Callahan, Department Coordinator, with any questions: [lcallahan@fullcoll.edu](mailto:lcallahan@fullcoll.edu)

### Learning a foreign language is exciting and beneficial at all ages. Taking language classes at Fullerton College enables you to:

- communicate well with people from diverse cultures around the globe
- become more marketable on today's globalized job market
- make your university applications more impressive
- develop your critical thinking skills by becoming culturally savvy
- deepen your knowledge and gain new insight into your native language
- gain more benefit out of study abroad
- become an informed citizen of the world
- take world travel to another level
- have direct access to international movies, music, literature and art
- participate in the Fullerton College French Film Festival, the French and German Clubs and fieldtrips



French Film Festival



German Dances



Travel abroad to China



Japanese fieldtrip

c. German Club *Christkindlmarkt* Promotional flyer



THE GERMAN CLUB  
PRESENTS  
*Christkindlmarkt*

Join us for a small celebration of a traditional German Christmas Market. Light sweets, refreshments, & entertainment will be provided with a special visit by the Nuremberg Angel

THURSDAY, NOVEMBER 30TH, 2017  
2:50PM-4:30PM, RM 226