Fullerton College Program Review and Planning
Self-Study for Instructional Programs
Foreign Language Department
Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

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Authorization

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

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A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last but include it here at the front of the self-study, on a page all by itself.)

The Fullerton College Foreign Language department is an established leader in language education. We are **leaders in the variety of languages we offer**, with courses in Chinese, French, German, Japanese, and Spanish. **We are leaders in online offerings**, responding to student demand, providing ample opportunities for student access to Spanish courses, to courses using and eBook or no-cost educational resources, to classes in-person, via zoom and asynchronously, and to complete the ADT and the AA in Foreign Language in Spanish 100% online. We offer a two-year course sequence in five different languages (Chinese, French, German, Japanese, and Spanish) leading to the AA in Foreign Languages and to the ADT in Spanish. We offer JAPN 204, Intermediate Japanese II asynchronously as well., and are currently developing other Japanese online courses to meet growing student demand.

Foreign Language completion and success performance indicators are very positive, showing an increase of 1.7% (from 80.6% in AY 2016/2017 to 82.36% in AY 2020/2021) and 2.8% (from 69.6% in AY 2016/2017 to 72.7% in AY 2020/2021) respectively over the last five years. The figures for completion (82.36%) and success (72.7%) for the academic year 2020/2021 indicate that we retain 8 out of 10 students in our Foreign Language classes, and that 7 out of 10 students pass their Foreign Language classes with a grade of C or better, which is higher that the percentages for All Other Fullerton College Programs (81% and 69%).

We are still one of the few community colleges in California 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 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 finished developing (and hope to begin offering soon) a two-year course sequence in Korean leading to the AA in Foreign Language degree which articulates with the B.A. degree in East Asian Studies at UCI and the minor in Korean Language at CSULB.

We are committed to cultural community development through the annual French Film Festival which includes the German film showcase. The resounding success of this festival is possible thanks to the faculty, staff, and community leadership.

The Foreign language department recognizes that the continued improvement of retention and success figures, and a continued commitment to assisting under-prepared students, underrepresented minorities and a diverse student population is an ongoing endeavor, both virtually and in physical classrooms.

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, and sharing information from and consulting with Institutional Research representatives and the dean of Humanities.

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

1. Actively implementing Fullerton College core values to address equity in Foreign Language instruction.
2. Actively implementing the Equity Plan described in this self-study.
3. Providing student access to flexible course modalities (in-person, hybrid, zoom, and asynchronous course delivery) as an equity issue affecting working students, students lacking access to resources, students lacking transportation, students affected by physical and mental health issues, underrepresented minorities, diversity students, students with young and no access to daycare, students caring for ailing family members, among others.
4. Continuing asynchronous course development in Japanese for Japanese 102 in the next two years, and then expanding to Japanese 101 and Japanese 203, and offering those courses regularly to meet student demand and to provide access to the AA degree in Foreign Language online.
5. Continuing to offer all four asynchronous Spanish courses leading to the AA and ADT degrees using the eBook and no-cost educational resources, to meet student demand for flexibility, and to provide alternatives to in-person classes, to address student access as an equity issue, and to provide a faster pathway to transfer, student success, and to the AA in Foreign Language and the ADT in Spanish.
6. Identifying equitable classroom strategies to assist under-prepared students.
7. Continuing training Foreign Language faculty in emerging technologies to improve student success and retention rates in Foreign Language classes.
8. Continuing support of our current French Film Festival and German Showcase.
9. Gradually establishing the two-year course sequence in Korean language, leading to the AA in Foreign Language, which we finished developing last year.
10. Continuing excellence in SLO assessment and reporting for courses and programs in the Foreign Language department to support student success and retention
11. Continue to support full-time faculty choosing to lead the development, implementation, and delivery of Foreign Language asynchronous courses.

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not, then please consider discussing one with your colleagues.

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 in-person and virtual 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 very soon in our newly designed Korean program. Of our current language offerings, all five of them offer the four-semester sequence leading to the AA degree in Foreign Language, and students may also select the AA in Transfer degree (ADT) in Spanish. The Foreign Language 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 coordinated a faculty-led study abroad semester to Kyoto, Japan in fall 2019, and we provide access to French culture for our student community and the Orange County community with our annual French Film Festival, now in its eleventh year. An integral part of our foreign language classes are culture projects and presentations which provide a means for students 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 in-person and virtual 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 the entire AA in Foreign Language (Spanish) and the ADT in Spanish online ; by presenting the French Film Festival annually; by offering a 2-year course sequence in German– one of the few German 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 in person and virtually for all our students and the surrounding community; by providing students with flexible class schedules that include 100% online, zoom. and in-person classes, and by providing the Elementary Spanish I and II and Spanish for Native Speakers courses both in-person and 100% online, giving students the option for classes using the department eBook or no-cost open educational resources.
- **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, in person and virtually.
- **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 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 collaborate with the dean and emphasize the importance of serving our students by building course schedules that serve student demand for flexibility.
- **We act in accordance with personal integrity and high ethical standards** by modeling such behavior in our interactions with all 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 positive changes 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 in person and virtually 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 in-person and virtual 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.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

The enrollment (seat count) and headcount trends over the last five academic years appear to show a decrease of 22% and 23.2% respectively. The data provided by the Institutional Research Office pertains to headcount. This information must be contextualized in terms of the total number of sections offered for each course for each term over the last five years[1]. The decrease in enrollment and headcount shown by Institutional Research figures is explained by the number of sections that were cut by administration over the last 5 years. For example, in AY 2016/2017, 135 sections of Foreign Language courses were offered, yet in AY 2017/2018 only 119 were offered, which constitutes a 16-section cut. In AY 2018/2019, 112 sections were offered, the result of a 7-section cut from the prior year. In AY 2019/2020 and AY 2020/2021 the number of sections cut was 6 and 3 sections, respectively. Thus, administration cuts in Foreign Language totaled 32 sections over the last 5 years, which accounts for a 22.9% decrease in sections offered, and directly correlates to the decrease in enrollments (22%) and the decrease in headcount (23.2%) figures reported by Institutional Research. Out of the 32 sections that were cut by administration over the last 5 years

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[1] Additional data obtained from Institutional Research Office detailing the number of sections offered of all courses In Foreign Language department per term from 2001 to 2021. Please see Appendix C.1.

in Foreign Languages, 23 of those sections were SPANISH classes (72%), which as the strongest program and in highest student demand, was the one program proposed to withstand the reduction to protect smaller programs like GERMAN and FRENCH. The second highest number of sections cut came from JAPANESE, which accounted for 7 cut sections or 2% over the five years under study. The systematic administration cuts of Foreign Language course sections over the last five years, therefore, explains the decrease in enrollments and headcount, as the figures are almost identical.

In looking at enrollment and headcount changes from AY 2019/2020 to AY 2020/2021, which are COVID-19 pandemic years when and all campus Foreign Language courses were switched to remote zoom format and we also offered asynchronous Spanish courses, we see a 0.4% increase in enrollments and a 1.4% increase in headcounts. This shows increased student demand for our Foreign Language courses during the pandemic, a testament to the expertise, dedication, and excellence of our Foreign Language faculty.

Note: The data provided by Institutional Research identifies one of the demographic groups as Latinx. According to Pew Research Center the term Latinx, "is not well known among the population it is meant to describe. Only 23% of U.S. adults who self-identify as Hispanic or Latino have heard of the term Latinx, and just 3% say they use it to describe themselves, according to a 2019 survey." [2] Therefore, our analysis will identify this group as Hispanic/Latinx for inclusiveness.

CHINESE:
The change in enrollments and headcount in Chinese classes from AY 2016/2017 to AY 2020/2020 is substantial: 53% and 54.2%, respectively. Student demand for Chinese classes at Fullerton College has been waning for over a decade. The one-year change calculation is more encouraging and is also a testament to the resilience of students and instructors during the covid-19 pandemic: enrollments increased by 13% and headcount increased by 20.3% in AY 2020/2021. The demographic data provided shows that 48.4% of students of Chinese are Asian, followed by 33.3% Hispanic/Hispanic/Latinx, 4.7% are Asian, and 2.7% are Black/African American. In terms of gender, 47.1% are female, 48.3% are male, and 4.6% are Different Identity.

FRENCH:
The change in enrollments and headcount in French classes from AY 2016/2017 to AY 2020/2020 is 3.5% and 11.7%, respectively. The one-year change in AY 2020/2021 was a 4.1% decrease in enrollments, and a 6.3% decrease in headcount. The demographic data provided shows that 58.3% of students of French are Hispanic/Hispanic/Latinx, followed by 17.9% White, 8.5% are Asian, 3.4% are Unknown, 2.9% are Filipino, and 3.8% are Black/ African American. In terms of gender, 49.7% are female, 43% are male, and 7% are Different Identity. Worthy of note is the success of the intermediate French 203 and 204 classes and their contribution to the relatively low overall change

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[2] Lopez, Mark Hugo, et al. "Who Is Hispanic?" *Pewresearch.Org*, Pew Research Center, 23 Sept. 2021, www.pewresearch.org/fact-tank/2021/09/23/who-is-hispanic.

in enrollments and headcounts in French. From AY 2016/2017 to AY 2020/2021 enrollments and headcount in French 203 and 204 increased by 61% and 72% respectively.

GERMAN:
The change in enrollments and headcount in German classes from AY 2016/2017 to AY 2020/2020 is 32.3% and 33.7%, respectively.   The one-year change calculation is more encouraging and is also a testament to the resilience of students and instructors during the covid-19 pandemic: enrollments decreased only by 1.3% and headcount had a net 0% change in AY 2020/2021. The demographic data provided shows that 46% of students of German are Hispanic/Latinx, followed by 40.6% White, 4.7% are Asian, 6.9% are Unknown, 4.6% are white, and 1.1% are Black/ African American. In terms of gender, 49.7% are female, 43% are male, and 7% are Different Identity.

JAPANESE:
The change in enrollments and headcount in Japanese classes from AY 2016/2017 to AY 2020/2020 is a decrease of 22% and 21.8%, respectively.   Like Spanish, Japanese has been subjected to much larger administrative cuts than the other languages. The one-year change in AY 2020/2021 was a 6.9% decrease in enrollments, and a 5.2% decrease in headcount. The demographic data provided shows that 49.4% of students of Japanese are Hispanic/Latinx, followed by 18.2% Asian, 12.6% are White, 4.3% are Unknown, 5.8% are Filipino, and 1.5% are Black/ African American. In terms of gender, 41.3% are female, 51.1% are male, and 7.6% are Different Identity.

SPANISH:
As explained above, the Spanish Program has borne the brunt of course section cuts the help the smaller programs, and so enrollments and headcount decreases must be understood in the context of the number of sections that were cut by administration over the last 5 years. In AY 2016/2017, we offered 71 sections of Spanish courses in our 2-year sequence, and in AY 2020/2021 the number of Spanish course sections was an alarming 48, which constitutes a 33% cut. The decrease in enrollments and headcount of 22.3% and 22%b respectively shows that despite the drastic cuts to our program, our faculty and students are resilient: completion and success rates for Spanish have steadily increased over the last 5 years.

Demographically, 67% of students of Spanish are Hispanic/Latinx, 13.7% White, 8% Asian, 3.9% Unknown, 2.1% Filipino, and 1.8% are Black/African American. In terms of gender, 64.3% are female, 31.5% are male, and 4.2% are Different Identity.

Completion has increased from 82.9% in AY 2016/2017 to 85.6% in AY 2020/2021 and is noticeably higher than the rate of all other college programs, which has decreased from 83.3 in AY 2016/2017 to 81.1% in AY 2020/2021. Additionally, course success in Spanish has increased from 71.3% in AY 2016/2017 to 74.4% in AY 2020/2021, a much higher rate than all other college programs which show a 69.1% success rate for AY 2020/2021 (and not much change over the last 5 years).

The Spanish program has also made great strides in terms of class fill rate, with an increase from 82.3% in AY 2016/2017 to 90.2% in AY 2020/2021, and in terms of average class size, improving from 23.6 in AY 2016/2017 to 27.1 in AY 2020/2021. Lastly, the Spanish program showed great progress in terms of enrollment in headcount from AY 2019/2020 to AY 2020/2021 (again, during the covid-19 pandemic) with a 4% increase in enrollments (compared to a 3.6% decrease in all other programs), and a 4.2% increase in headcount (as compared to a 3.3% decrease in all other programs). These figures are also greater than the increases for the Foreign Language department as-a-whole of 0.4% increase in enrollments and a 1.3% increase in headcount.

Worthy of note is the success of our asynchronous online courses and their contribution to these positive figures. The long-established (18+ years) SPAN 201, SPAN 203, and SPAN 204 100% online courses as well and the years of training, expertise, and leadership of our full-time faculty are a response to student demand for this flexible modality, and a response also to Fullerton College's call to innovation in its mission, vision, and core values. Additionally, the covid-19 pandemic finally allowed full-time faculty to realize our goal (strategic goal # 7 from our 2017-2018 Program Review Self-Study) of officially launching SPAN 101 and SPAN 102 100% online, courses that were developed and tested in web-enhanced classes over several years. The increase in Spanish enrollments (4%) and headcount (4.2%) in Spanish courses from AY 2019/2020 and AY 2020/2021 is in good part due to student interest in, demand for, and success in asynchronous courses (SPAN 101, 102, 201, 203 and 204) created, developed, and taught by our full-time faculty.

We requested additional data[3] from Institutional data about all our asynchronous (100% online) courses, and we found out that our more recent asynchronous courses (SPAN 101 and SPAN 102 online) were NOT identified as ONLINE in all of Appendix A data. SPAN 101 online and SPAN 102 online were finally offered for the first time in Summer 2020, then in fall 2020, spring 2021, summer 2021 and fall 2021 with great success and retention, and great improvement in subsequent terms (synchronous sections average success and retention rates shown for comparison):

SUMMER 2020	Success %	Retention %		SUMMER 2021	Success %	Retention %	% success change 2020 to 2021	% retention change 2020 to 2021
Synchronous Span 101 (3)	75.9%	89.8%		Synchronous Span 101 (2)	88%	88%	+12.1%	-1.9%
Asynchronous Spanish 101 online (1)	70%	83.3%		Asynchronous Spanish 101 (1)	86.4%	86.4%	+16.4%	+3%
Asynchronous Spanish 102 online (1)	87.1%	90.3%		Asynchronous Spanish 102 (1)	94.9%	100%	+7.8%	+9.7%

Worthy of note is that the first time SPAN 101 online and SPAN 102 online were offered, they had tremendous success and retention numbers: SPAN 101 online success and retention rates in

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[3] See Appendix: Spanish Online Success and Retention Calculations 2021.

summer 2020 were 70% and 83.3% respectively, and SPAN 102 ONLINE were 87.1% and 90.3%, respectively. These numbers are much higher compared to the 5-year success average for the college at large (69% and 81.1%), and to the Foreign Language 5-year success and retention averages (72.7% and 82.3%). Additionally, the rates improved tremendously in summer 2021: SPAN 101 ONLINE had a success rate of 86.4% and 86.4% retention, and SPAN 102 ONLINE had 94.9% success and 100% retention.

Next, we analyzed how SPAN 101 ONLINE and SPAN 102 ONLINE performed in fall 2020 and spring 2021:

FALL 2020	Success %	Retention %		Spring 2021	Success %	Retention %		% success change from fall 2020 to spring 2021	% retention change from fall 2020 to spring 2021
Synchronous Span 101 (12)	67.5%	84.1%		Synchronous Span 101 (8)	61.7%	72.5%		-5.8%	-11.9%
Asynchronous Spanish 101 online (3)	67.9%	83.3%		Asynchronous Spanish 101 (4)	84.8%	94%		+16.9%	+10.7%
Synchronous Span 102 (3)	73.6%	86.6%		Synchronous Span 102 (3)	84.9%	90.4%		11.3%	+3.8%
Asynchronous Spanish 102 online (0)	Not offered	Not offered		Asynchronous Spanish 102 (1)	87.5%	96.9%		87.5%	96.9%

In Fall 2020, our SPAN 101 online courses had an average success rate of 67.9% and average retention rate of 83.3%, and SPAN 102 ONLINE was not offered, a higher success rate than synchronous sections of Spanish 101, and a comparable retention rate. In Spring 2021, both SPAN 101 ONLINE and SPAN 102 were offered to great student demand and success: the average success rate for SPAN 101 ONLINE was 84.4%, and the average retention rate was 94% (23.1% and 21.5% higher than synchronous Spanish 101 sections. Additionally, the success rate for Spanish 102 ONLINE was 87.5% and the retention rate was 96.9%, 2.6% and 6% higher than synchronous Spanish 102 sections. The data shows that our asynchronous courses are meeting student demand, meeting-and-exceeding the college mission, and providing student access to flexible schedules and a path to academic success. The Foreign Language department is thus responding to the data and to the college mission and core values and defining our commitment to continued asynchronous Spanish courses being offered and taught by full-time instructors with the goal of student access and success.

We are proud of our students thriving in Spanish courses, and their resilience and continued dedication under the covid-19 pandemic, and we support the continuous drive for excellence and innovation lead by our full-time faculty.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

According to the data provided by the Institutional Research Office, most Foreign Language students are transfer students (72%), female (59%), aged 20-24 (48%), who are low-income (76%) and are attempting 24+ units per semester (42% versus 22% for all other programs). The Foreign Language department serves most Hispanic/Latinx students (59.7% versus 57.6% for all other programs), White students (15.5%), Asian students (11.2%), Two or More (4.4%), Unknown (4.0%) Filipino students (2.8%), African American students (2.1%), Native Hawaiian students (02%), and American Indian students (0.1%).

The data for majors in Foreign Language must be addressed with caution. Our department offers an AA degree in Foreign Language, whereby students either follow a 2-year course of study in a specific program (CHIN, FREN, GER, JAPN, or SPAN), or they can complete the second-year courses after transferring course in from High School and complete the first-year sequence in a different language. Due to this flexibility and because the AA degree is a general degree in Foreign Language, the enrollment data provided for majors in each language is listed at 0%. The general figures for Foreign Language are more relevant:

- 75% of Foreign Language students are transfer students, looking to complete transfer requirements to CSU and UC
- 38% of Foreign Language students are identified as language majors
- 77% of non-majors are identified as low-income students
- 52% of majors are identified as low-income

This data may indicate that as universities drop Foreign Language programs and requirements, students may sign up to study a Foreign Language at a community college simply to complete a transfer requirement (to a CSU or UC, for example, who still require it), or they may gravitate towards a major that provides a higher salary outlook after graduation[4].

As all Foreign Language students are listed as non-majors as explained above, it is relevant to highlight the percentages as a whole and per language:

- The data provided states that Foreign Language enrollments (seat count) for AY 2020/2021 is 2,568, of which 195 are students who have declared a major in Foreign Language, accounting for 7.6% of students.
- Foreign Language students may wait until their last semester to file for the AA in Foreign Language.

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[4] In comparing the occupational outlook based on the field of degree for 2018, the US Bureau of Labor Statistics states that the median wage in all fields is $59,000, as compared to $52,000 for Foreign Language, $83,000 in Computer and Informational technology, for example, $62,000 in Business, and $90,000 in Engineering, for the sake of comparison. ("Field of Degree: Occupational Outlook Handbook." *U.S. Bureau of Labor Statistics*, U.S. Bureau of Labor Statistics, 30 Nov. 2020, https://www.bls.gov/ooh/field-of-degree/home.htm).

- Foreign Language majors are 46.7% Hispanic/Latinx, 29.2% White, 14.4% Asian, 58.5% Female, and 37.4% Male.
- Out of 2.373 non-majors in AY 2020/2021, 60% are Spanish students (1,424); 19.5% are Japanese students (462); 18% are French students (446); 6.3% are German students (146), and 3.7% are Chinese students (87).

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

According to the date provided by Institutional Research, the 5 most-enrolled classes in the Foreign Language department oner the last 5 academic years are:
- Spanish 101, Elementary Spanish I (headcount 4.931)
- Japanese 101, Elementary Japanese I (headcount 1,611)
- French 101, Elementary French I (headcount 1,268)
- Spanish 102, Elementary Spanish II (headcount 1,229)
- Spanish 201, Spanish for Native Speakers (headcount 834)

These classes are offered regularly:
- Spanish 101, Japanese 101, French 101, Spanish 102, and Spanish 201 fulfill CSU GE requirements.
- Spanish 102 and Spanish 201 fulfill IGETC.
- Spanish 101, 102 and 201 are offered every fall and spring semester, and during summer session. These courses are offered both synchronously (in- person and via zoom) and asynchronously (100% online). Spanish 201, Spanish for Native Speakers, has been offered asynchronously (100% online) to meet student demand since 2001. Our full-time faculty have been creating, developing, and testing Spanish 101 and 102, Elementary Spanish I and II asynchronous and hybrid courses since 2008 when administrative budget cuts eliminated this flexible and innovative format. In spring 2019 full-time faculty were finally able to offer Spanish 101 and SPAN 102 asynchronously (100% online) and now have an established, tried-and-true, successful sequence of 4 asynchronous Spanish 101 classes offered every fall and spring semester, and at least one in summer sessions, and 2 asynchronous Spanish 102 classes in fall and spring semesters, and at least one in summer session. Spanish asynchronous courses are in high demand year-round and have been the first to fill among the entire division, and they carry full waitlists in fall, spring, and summer terms, and are now an integral part of the successful Spanish program.
- Spanish 101, 102 and 201 (other than asynchronous sections) switched to synchronous course delivery via zoom during the covid-19 pandemic. The Foreign Language department intends to keep this mode of delivery on an ongoing basis for some full-time sections to continue to provide students with schedule flexibility.
- Japanese 101 and French 101 have been traditionally offered in person and switched to synchronous course delivery via zoom during the covid-19 pandemic. The Foreign Language

department intends to keep this mode of delivery on an ongoing basis for some full-time sections to continue to provide students with schedule flexibility.

4. Please describe how course offerings match students' preparation and goals.

    The first-year courses, entitled *Elementary (Language) I and II,* are 5-units each and are offered in Chinese, French, German, Japanese, and Spanish*.* The first-year, first semester courses (101) do not have a prerequisite and are designed for novice learners with no prior knowledge of the language. The first-year, second semester courses (102) have the first semester course (101) as a prerequisite, to be completed with a grade of C or better.

    The second-year courses are entitled *Intermediate (Language) I and II* and they are 4-units each*.* The second-year, first semester courses (203) have the first-year, second semester course (102) completed with a grade of C or better as a prerequisite. The second-year, second semester courses (204) are the capstone courses for each program, and they have the second-year, first semester course (203) completed with a grade of C or better as a prerequisite.

    The Spanish program has a Native Speaker track for students who may be Heritage Speakers, having learned Spanish at home or through living in a Spanish-speaking setting. The introductory course for this student group is a 5-unit course entitled *Spanish 201, Spanish for Native Speakers*, a course with no prerequisite. Upon completion of this course, students proceed to Spanish 204

    Language courses build vocabulary and linguistic skills over time, and our course sequence depends on the completion of the prior courses to help students succeed as they progress through their language acquisition journey.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

    We were provided with information on the total number of times each course in Foreign Language was offered over the last 5 academic years (fall, spring, and summer terms), which shows that all 23 courses in Foreign Language (Chinese, French, German, Japanese, and Spanish courses) were offered every spring semester over the last five years, except for:
    - Chinese 203 and Chinese 204 (only offered 4 times), capstone courses always offered together as a combination class only once a year to maximize enrollment numbers.
    - French 200 (only offered in fall semesters), not a GE or transfer class.
    - German 203 and German 204 (only offered in fall semesters), capstone courses always offered together as a combination class only once a year to maximize enrollment numbers.

The data provided also shows that all 23 courses in Foreign Language were offered every fall semester over the last five academic years, except for:

- Chinese 102 (only offered 4 times), as student demand is steadily decreasing for Chinese language courses at Fullerton College.
- Chinese 203 and Chinese 204 (only offered in spring semesters), capstone courses always offered together as a combination class only once a year to maximize enrollment numbers.
- German 200 (only offered in spring semesters), not a GE or transfer class.

Lastly, for summer terms over the last 5 academic years, only the following courses have been offered:

- French 101 (5 times),
- German 101 (2 times),
- Japanese 101 (4 times)
- Spanish 101, Spanish 102, Spanish 201, and Spanish 203 (5 times each).
- These courses fulfill CSU GE requirements and IGETC.
- These courses attract students from 4-year universities who register to fulfill university requirements over the summer term.

The Spanish program has offered Span 201 and Span 203 asynchronously (100% online) in the summer to meet student demand for flexible courses since 2001. The Spanish program has offered Spanish 101 and 102 asynchronously (100% online) since summer 2020, in addition to offering these courses synchronously. Lastly, the Spanish program has offered Spanish 201, 203, and 204 asynchronously (100% online) every fall and spring semester since 2001. The successful and established implementation of the asynchronous modality for these Spanish courses point to the vision and professional preparation of our full-time Spanish faculty, and to their keen attention to student demand for online courses since the early 2000s. This preparation and vision proved to be an asset as the Covid-19 pandemic forced all instruction online; our asynchronous courses were established and successful, thus reducing student stress during this difficult time.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all these measures apply to every program).

   Course Completion for Foreign Language Department:
   Over the last 5 academic years, the Foreign Language department has steadily increased course completion from 80.6% in AY 2016/2017 to 82.36% in AY 2020/2021, **an increase of 1.7%.** As compared to all other Fullerton College programs, the Foreign Language department completion rate surpasses the rate for All Other Fullerton College Programs, as the completion rate in all

other programs has decreased from 83.4% in AY 206/2017 to 81.1% in AY 2020 /2021 (a 2.3% decrease).

Chinese program:

The Chinese Program has steadily increased course completion from 75.7% in AY 2016/2017 to 78.2% in AY 2020/2021, **an increase of 2.5%.** As compared to all other Fullerton College programs, the Chinese Program completion rates surpass All Other Fullerton College Programs, as the completion rate in all other programs decreased 2.3% from 83.4% in AY 206/2017 to 81.1% in AY 2020 /2021

German Program:

The German Program course completion rate has remained strong at 74.5% in AY 2016/2017 and in AY 2020/2021, showing no net change over the last 5 academic years**.** While the completion rate for All Other Fullerton College Programs has decreased 2.3% from 83.3% in AY 206/2017 to 81.1% in AY 2020/2021, **the German program completion rate has remained strong showing that 3 out of 4 students complete German Courses**.

French Program:

The French Program has steadily increased course completion from 78.4% in AY 2016/2017 to 83.6% in AY 2020/2021, **an increase of 5.2%,** a larger increase than Foreign Language Department as a whole. As compared to all other Fullerton College programs, the French Program completion rates surpass All Other Fullerton College Programs, as the completion rate in all other programs has decreased from 83.4% in AY 206/2017 to 81.1% in AY 2020 /2021 (a 2.3% decrease).

Japanese Program:

The Japanese Program course completion has slightly decreased from 79.2% in AY 2016/2017 to 74.2% in AY 2020/2021, **a decrease of 0.5%.** As compared to all other Fullerton College programs, the Japanese Program completion rates are better than All Other Fullerton College Programs, as the completion rate in All Other Programs shows a 2.3% decrease from 83.4% in AY 206/2017 to 81.1% in AY 2020 /2021.

Spanish Program:

The Spanish Program has steadily increased course completion from 80.6% in AY 2016/2017 to 86.6% in AY 2020/2021, **an increase of 3.7%, a larger increase than Foreign Language Department as a whole.** As compared to all other Fullerton College programs, the Spanish Program completion rates surpass All Other Fullerton College Programs, as the completion rate in all other programs has decreased from 83.4% in AY 206/2017 to 81.1% in AY 2020 /2021 (a 2.3% decrease).

Course Success for Foreign Language Department:

Over the last 5 academic years, the Foreign Language department has steadily increased course success from 69.6% in AY 2016/2017 to 72.7% in AY 2020/2021, **an increase of 2.8%.** As compared to all other Fullerton College programs, the Foreign Language department success rates surpass All Other Programs, as the success rate in All Other Programs started at 68.1% in AY 2016/2017 (1.8% lower than Foreign Language) and finished at 69.0% in AY 2020/2021 (3.7% lower than Foreign Language), for an increase of only 0.9%.

Success in our Foreign Language programs is based on a variety of important factors including but not limited to great rapport between instructors and students, instructors who are committed to student success and who go above and beyond the call of duty to ensure that students have as many tools at their disposal to excel in their classes. Moreover, instructors are constantly updating their practices and collaborating to determine the best and most rewarding methods of instruction. Our courses are student-centered to help develop communication skills, and our instructors' expertise and drive for technology innovation has translated into helping students be successful in the physical classroom as well as in the remote and online environment.

Chinese program:
The Chinese Program has slightly increased course success from 70.8% in AY 2016/2017 to 71.1% in AY 2020/2021, **an increase of 0.3%, a larger increase than Foreign Language Department as a whole.** As compared to all other Fullerton College programs, the Chinese Program is somewhat lower than the rate for All Other Fullerton College Programs, as the success rate in All Other Programs started at 68.1% in AY 2016/2017 (1.8% lower than Foreign Language) and finished at 69.0% in AY 2020/2021 (3.7% lower than Foreign Language), for an increase of 0.9%.

German Program:
The German Program has steadily increased course success from 55.9% in AY 2016/2017 to 65.1% in AY 2020/2021, **a marked increase of 9.2%, a larger increase than Foreign Language Department as a whole.** As compared to all other Fullerton College programs, and even though the German Program is very close to the success rate for All Other Fullerton College Programs at 68.1% in AY 2016/2017 (1.8% lower than Foreign Language) and 69.0% in AY 2020/2021 (3.7% lower than Foreign Language and an increase of only 0.9%), the improvement on the success rate for German courses is noteworthy and a testament to the dedication of our full-time German faculty member.

French Program:
The French Program has steadily increased course success from 73.6% in AY 2016/2017 to 77.6% in AY 2020/2021, **an increase of 6%, a larger increase than Foreign Language Department as a whole.** As compared to all other Fullerton College programs, the French Program success rate surpasses All Other Fullerton College Programs, as the success rate in All Other Programs started

at 68.1% in AY 2016/2017 (1.8% lower than Foreign Language) and finished at 69.0% in AY 2020/2021 (3.7% lower than Foreign Language), for an increase of only 0.9%.

Japanese Program:
The Japanese Program shows a **slight 2% decrease** in course success from 67.6% in AY 2016/2017 to 65.6% in AY 2020/2021. As compared to all other Fullerton College programs, the Japanese Program is very close to the success rate for All Other Fullerton College Programs at 68.1% in AY 2016/2017 and 69.0% in AY 2020/2021 showing a decrease of 09%. It is worthy of note that our full-time Japanese faculty member has developed an asynchronous Japanese 204 course in response to student demand and which she will teach starting Fall 2022. This innovation is likely to increase the Japanese success rate over the next few years.

Spanish Program:
The Spanish Program has steadily increased course success from 71.3% in AY 2016/2017 to 74.4% in AY 2020/2021, **an increase of 3.1%, a larger increase than Foreign Language Department as a whole.** As compared to all other Fullerton College programs, the Spanish Program success rate surpasses All Other Fullerton College Programs, as the success rate in All Other Programs started at 68.1% in AY 2016/2017 and finished at 69.0% in AY 2020/2021, for an increase of only 0.9%. The Spanish program has implemented asynchronous courses since the early 2000s, and since summer 2019 the program began implementing all courses leading to the AA in Foreign Language and the AA in Transfer in Spanish asynchronously (100% online), which makes it one of the few degrees in California which offers this flexibility and complements synchronous Spanish classes via zoom during the Covid-19 pandemic.

Degrees:
The total number of AA degrees in Foreign Language over the last five academic years from AY 2016/2017 to AY 2020/2021 is 134. The number of AA in Foreign Languages degrees awarded has increased from 12 in AY 2016/2017 to 40 in AY 2020/2021, or by 300%. Full time faculty in all languages direct their students to file for the AA degree in Foreign Language, and outreach efforts are paying off. The data provided did not specify the number of students filing for the AA degree in each separate language.

The Spanish program also offers the ADT in Spanish, which is currently being revised as we conduct 5-year curriculum review for all Foreign Language curriculum. Two of the core courses from the ADT degree, Spanish 205, Introduction to Spanish Literature, and Spanish 206, Introduction to Latin American Literature, have not been offered due to budget cuts since around 2006 and have never been offered again. The total number of AA in Transfer degrees (ADT) in Spanish awarded over the last 5 academic years from AY 2016/ 2017 to AY 2020/2021 is 31. The number of declared ADT degrees have decreased from 7 in 2016/2017 to 4 in 2020/2021, about a 41% decrease.   The Foreign Language department is revising the ADT to include courses in Anthropology and Ethnic Studies as a possible alternative for the literature courses that the administration will not support offering to students.

Transfer:

In terms of transfer, the total number of transfer students from Foreign Language is 162 students, with 62 declared AA majors in Foreign Language, and 100 students GE-certified from taking courses in the Spanish program.

From the total number of student transfers in Foreign Language over the last 5 academic years, 102 students transferred to CSU (67 with and a degree or GE certification), and 35 as majors; 35 students transferred to UC (23 with a degree or GE certification), and 12 as majors; and 25 students transferred to other universities (10 with a degree of GE certification), and 15 as majors. The ethnicity detail provided shows that 86 transfers are Hispanic/Latinx (53%); 31 are Asian (18%); 31 are White (19%); 8 are Unknown (5%), and 6 are Two or more ethnicities (4%).

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Over the last 5 academic years, **the equity analysis as it pertains to course completion** by ethnicity and gender is above average (over 70%) in Foreign Language:

Ethnicity /Gender	Enrollments	Course Completion %	Gap
Amer Indian/ Alaskan	18	72.2%	
Asian	1,964	85.7%	
Black/ African American	296	73.6%	-20
Filipino	345	80%	
Hispanic/Latinx	8,265	79.5%	
Pacific Islander	30	66.7%	
Two or more	571	79.9%	
Unknown	476	81.5%	
White	2,167	79.8%	
Different Identity	556	79.9%	
Female	7,769	82%	
Male	5,807	78.3%	-209

The group that is below average (below 70%) is Native Hawaiian/ Pacific Islander at 66.7%. There are two groups that show a gap: Black/ African Americans show 73.6% course retention rate, and this is a great improvement from our previous Self-Study which showed a 68% course retention rate over the prior 5 years (an 5.6% increase), and Males show a course retention rate of 78.3%, which is a slight increase from our previous Program review which showed a 77.6% retention rate over the prior 5 years (a 0.7% increase). The other two groups which show an achievement gap are Foster Youth, with a 68.6% course retention rate and a -13 gap, and Low-Income students, with 11,418 enrollments and a 79.6% course retention rate, but a -492 gap.

Alternatively, the equity analysis as it pertains to course success by ethnicity and gender is generally above average (over 70%) in Foreign Language, except for a few groups:

Ethnicity /Gender	Enrollments	Course Success %	Gap
Amer Indian/ Alaskan	18	72.2%	
Asian	1,964	80.4%	
Black/ African American	296	58.4%	-38
Filipino	345	74.5%	
Hispanic/Latinx	8,265	68.7%	
Pacific Islander	30	50%	
Two or more	571	71.8%	
Unknown	476	72.9%	
White	2,167	71.6%	
Different Identity	556	69.6%	
Female	7,769	73.9%	
Male	5,807	67.1%	-380

The groups that have below-average figures for success rates (below 70%) are Native Hawaiian/ Pacific Islander at 50%, Black/ African Americans at 58.4% (and a -38 gap), Males at 67.1% (with a -380 gap), Hispanic/Latinx at 68.7% (with a -443 gap), and Different Identity at 69.6%. With regards to the Black/ African American success rate, while it is below average, it still shows a 10% increase from 48% success rate from our previous self-study, while the Males success also improved 3.5% from 63.6% success rate from our previous Program review.
The other two groups which show an achievement gap are DSS, with a 65.6% course success rate and a -52 gap, and Low-Income students, with 11,418 enrollments and a 67.9% course success rate, but a -719 gap.

The gaps in both course completion and success may be due to a multitude of challenges encountered by students during the covid-19 pandemic, from financial hardship to health emergencies, to loss of employment, to lack of a dedicated study place at home.

3. Does the department have regular discussions about equitable grading, attendance, late work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

The Foreign Language department attended a zoom Equitable Grading workshop in 2020 sponsored by Fullerton College Staff Development during flex day and has followed up on this topic during department meetings especially when we are assessing Student Learning Outcomes. The department routinely discusses how to equitably assess oral proficiency, paying close attention to students' affective filter, and how to best assess all four of the language (reading, listening, speaking, and writing) skills throughout the academic term. Our goal is to assess students' language competencies in a fair, meaningful, and non-punitive way, both in-

person and online. We set clear objectives, develop meaningful criteria, and provide opportunities for success. We provide oral and written feedback and rubrics to guide students through formal and informal assessments. We base our rubrics on the ACFTL rubrics that identify a variety of mastery levels for language skills and identify the gradual process of language acquisition, and we focus on the gradual development of intermediate and advanced language skills. The Foreign Language department also pays close attention to the diversity in our classrooms and on fostering an inclusive and supportive environment in our physical and virtual classrooms. Additionally, several full-time instructors administer anonymous student surveys every semester via CANVAS, to identify and address student questions, suggestions, and general feedback about their courses. The issue of equitable grading is an ongoing discussion in our department.

Due to the covid-19 pandemic, equity in grading has moved to the forefront of the ongoing assessment discussion. Community college students face multiple challenges that may be exacerbated by the covid-19 pandemic, such as poverty, systemic racism, lack of access to resources, and emotional trauma. The covid-19 pandemic and the campus closure affected our synchronous classes and forced all in-person classes to be moved to remote emergency learning. While some of our full-time faculty members have extensive training in online pedagogy, learning management systems, and interactive communication tools and have developed asynchronous courses that were unaffected by the covid-19 pandemic, most professors and students had to learn quickly how to adapt to the online environment. The Foreign Language department rose to the challenge and completed the emergency online certification offered by Fullerton College, and provided quality zoom education to our students in accordance with Title V. The Foreign language department fully supports continued use of instructional modalities like zoom, hybrid, and asynchronous (100% online) instruction in addition to in-person classes to respond to continued student demand for flexibility in scheduling. The Foreign Language department believes that a variety of course delivery modes provides for equity in education and for equitable assessments to address the educational needs of our diverse student population.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

The Foreign Language department is a diverse group of professionals, committed to providing a working and learning environment that fosters respect, inclusivity, and collaboration. Some of our full-time faculty have taken @ONE courses on Equity in the Online Classroom and are implementing flexibility, empathy, and outcome-based assessments to help students cope with stress before and during the current covid-19 pandemic. It is the department's mission to cultivate and champion a learning environment that actively provides:
- fairness and respect for individuals and their goals and ideals,
- opportunities for all students to excel and feel supported,

- an inclusive community where all are respected, acknowledged, and valued,
- academic excellence is attained through inclusive values and goals,
- measurable goals to promote language development, cultural support and awareness, continued progress in language acquisition, and respect for all members of the learning community,
- a safe space for all students to speak, learn, and thrive,
- a variety of instructional modalities (in-person, zoom, hybrid, and asynchronous) to ensure ample student access to an education and flexible pathways to succeed.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all these measures apply to every program.)

    Foreign Language courses are arranged in a 2 year-sequence for each of the five languages we currently offer: Chinese, French, German, Japanese, and Spanish:

    - 101 courses are the first beginner courses and have no prerequisite
    - 102 courses have 101 courses as a prerequisite with a C grade or better
    - 203 courses have 102 courses as a prerequisite with a C grade or better
    - 204 courses have 203 courses as a prerequisite
    - SPAN 201, Spanish for Native Speakers does not have a prerequisite, but rather and advisory for native, near native, or heritage speaker fluency in Spanish
    - SPAN 204 has SPAN 203 as a prerequisite OR SPAN 201 as a prerequisite

    The five-most enrolled courses in Foreign Language over the last 5 academic years, according to the data provided by Institutional Research, are:

    - SPAN 101 with 4,932 enrollments, 82% completion, 70% success, and 18% drop rate
    - JAPN 101 with 1,611 enrollments, 69% completion, 58% success, and 31% drop rate
    - FREN 101 with 1,268 enrollments, 78% completion, 72% success, and 22% drop rate
    - SPAN 102 with 1,229 enrollments, 86% completion, 79% success, and 14% drop rate
    - SPAN 201 with 834 enrollments, 76% completion, 65% success, and 24% drop rate

    The 101 courses listed above are CSU GE requirements, and all 101 courses, 102 and SPAN 201 are all IGETC courses. This is consistent with the transfer data provided: over the last 5 academic years, 162 Foreign Language students have transferred as majors to CSUF (74), CSULB (16), UCLA (14), UCI (7), CAL POLY POMONA (6), UCR (4), and UC BERKELEY (4).

    The disproportion impact analysis in the top-enrolled courses described above shows some challenges with the success rate for:

- Black/ African America students (53.8%) and Native Hawaiian/Pacific Islander students (31.6%) in Spanish 101 classes
- Black/ African American students (25%) and Hispanic/Latinx students (46.4%) in Japanese 101 classes
- Hispanic/Latinx students (67.7%) in French 101 classes.

The bottleneck analysis shows the 5 Foreign language courses with lowest success rates over the last 5 academic years are German 101 (55.9%), Japanese 101 (58.3%), Spanish 201 (65.5%), Chinese 101 (67.8%), and German 102 (69.5%).   In terms of the highest number of withdrawals, the courses identified are Japanese 101 (30.7%), Chinese 101 (27.2%), German 101 (26.3%), SPAN 201 (24.5%), and French 101 (22.5%).

The courses with the highest number of students repeating the course are generally the second-year courses (203 & 204) except for Japanese 102, which has an added level of difficulty with learning character writing. These courses are German 204 (8.3%), Spanish 204 (7.2%), Japanese 203 (6.6%), Japanese 102 (6.0%), and Spanish 203 (5.7%).

Lastly, it is interesting to note the range of success per section for the following three first year courses, which is representative of the range of academic levels for community college students: French 101 from 57% to 83%, Spanish 101 from 55% to 82%, and Spanish 102 from 62% to 90%.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

   The Spanish ADT program is currently in line with the Transfer Model curriculum. It is currently being revised to allow for more course flexibility, as two core courses in Spanish have not been offered in the last 15 years: SPAN 205 and SPAN 206. The Spanish program is exploring which courses can be added to the for flexibility and so that more students may choose this transfer degree.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

   All programs, degrees, and certificates are mapped. Students can complete the map(s) based on the course offerings for the last two to three years. Students can complete the 101, 102, 203, 204 course sequence in the five languages our department offers: Chinese, French, German, Japanese, and Spanish to obtain the AA degree in Foreign Language. Spanish students with

heritage, native, or near-native command of Spanish may choose to complete the SPAN 201-
SPAN 204 sequence to obtain the ADT in Spanish.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment,
   completion, or success, for example)? Please explain.

   The number of students applying for the ADT in Spanish has decreased over the last 5 years,
   from 7 degrees per year to 4 per year. This is most likely due to the lack of administration
   support to offer 2 important literature courses for this ADT over the last 15 years: Spanish 205,
   Introduction to Spanish Literature (3 units), and Spanish 206, Introduction to Latin American
   literature (3 units).
   The Spanish department is currently revising the ADT in Spanish, reviewing templates, materials
   and courses lists from the State Chancellor's office, and exploring the addition of courses such as
   Ethnic Studies, Anthropology, Linguistics, and others to complement and enrich the ADT in
   Spanish, and to also offer flexibility to student wish to pursue this degree.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five
   years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent
   faculty), WSCH per FTEF (weekly student contact hours). (Not all these measures apply to every
   program.)

   In looking at the total student contact hours (WSCH) figures over the last 5 academic years, we
   notice an increase of 7.3% from 354 in AY 2016/2017 to 380 in AY 2020/2021. This trend is
   generally consistent with an increase in student enrollment, as evidenced by the increase in
   class size of 7% from 22.8 in AY 2016/2017 to 24.4 in AY 2020/2021.

   The FTEF figures which describe the cost of instruction show a decrease of 27% from 45.9 in AY
   2016/2017 to 33.3 in AY 2020/2021, which correlates to the 27% decrease in the number of
   active course sections (39 fewer sections over the last 5 academic years) from 145 in AY
   2016/2017 to 106 in AY 2020/2021.

   The ratio of FT faculty to PT faculty shows a slight decrease of 2.5%, starting at 49.6% FTF to
   50.4% PTF in AY 2016/2017, to 47.1% FTF to 52.9% PTF. Over the last 5 academic years, the
   number of FTF has decreased by 33.3% from 9 to 6, and the number of PTF has decreased by
   40% from 29 in AY 2016/2017 to 17 in AY 2020/2021.

2. If your department plans to request hiring a full-time faculty member, this is the place to make
   the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.
   The Foreign Language department is not considering a request to hire any additional full-time
   faculty members at the present time.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

According to the data provided by Institutional Research, 59.7% of Foreign Language students over the last 5 academic years are Hispanic/Latinx, one of the demographic groups disproportionately affected by the Covid-19 pandemic. In comparison, 69.7% of Spanish program students are Hispanic/Latinx. Many students were forced to withdraw from the course due to unforeseen pandemic-related reasons, thus having a considerable impact on the success and completion rates for this academic year. Some of our instructors have taken @ONE courses on Equity in the Online Classroom and are implementing flexibility, empathy, and outcome-based assessments to help students in these two challenging intermediate courses during the current pandemic, where students may be losing jobs or have multiple jobs, and therefore may encounter challenges to completing their education. Our instructors are very well versed on Regular and Effective Contact and its implementation and are in constant communication with students helping and flexibility with the goal of student success and retention in mind. Some variables, however, are beyond the scope of influence of the instructor and are instead related to the personal circumstances of each student and are therefore beyond the instructor's control.

When the covid-19 pandemic forced all campus courses online, Kelly and Lina's asynchronous second-year courses (SPAN 201, SPAN 203 and SPAN 204) were unaffected by the emergency switch to remote learning as these were already in 100% online classes. Kelly and Lina were able to respond to student demand after many years of proposing first-year online courses to the dean and were able to offer the asynchronous first-year level courses (SPAN 101 and SPAN 102) in summer 2020, courses that they have been developing and implementing in their web-enhanced campus courses for years. In summer 2020 we offered one section of each SPAN 101 and SPAN 102 ONLINE. In fall 2020 we offered 3 sections of SPAN 101 online, and one section of SPAN 102 online. In spring 2021 we offered 4 sections of SPAN 101 online and 2 sections of SPAN 102 online. In summer 2021 we offered one section of each SPAN 101 and SPAN 102 ONLINE. In fall 2021 we offered 4 SPAN 101 online courses, and 2 SPAN 102 online courses. Since summer 2020, the firs-year online courses have been a student success with waitlists and outstanding completion and success rates.

Foreign Language courses must continually strive to enhance communication both virtually and in face-to-face instruction. In addressing the mandate from title 5, our department identifies a great benefit to regular and effective contact for courses delivered online, remotely, hybrid, and in person from using an interactive communication software called Go React. Fullerton College is currently has recently adopted this tool at the institution level, and it is now available to all faculty. The Foreign Language Department were early adopters from the GO React trial period, as they saw the opportunity to expand virtual student-to-student and instructor-student contact with this application. Three of our full-time foreign language instructors are currently using Go React in their classes. Go React works very well with CANVAS, and the embedded program allows for streamlined assignment creation, delivery, and grade

reporting within CANVAS. This program allows for small group communication of up to 8 people, and can be used for group activities, pair activities, oral presentations, and oral final exams, to state a few possible applications. It is an agnostic program that allows users to upload documents and video from different platforms, all which are compatible with GO REACT. Several instructors are currently using GO REACT through CANVAS, and report that students enjoy the platform, find it easy to use, and appreciate the additional means to build community in the online environment while practicing oral communication in the target language they are learning. While this is a tool we found right before the covid-19 ensued, Go React is a tool we will continue to use to foster oral communication in the virtual environment.

Kelly Kim and Lina Callahan have coordinated the creation, development, and delivery of the asynchronous Spanish course sequence as team so that students may move through subsequent courses in the Spanish sequences seamlessly. Their decades-long dedication to excellence and extensive training in foreign language teaching using distance education were instrumental to fulfill Strategic Plan #7 from the 2017/2018 Program Review Self-Study: *To expand online instruction to Spanish language courses to SPAN 101 and SPAN 102*. The Spanish program now offers three flexible student pathways to achieve transfer credit, and to achieve the AA in Foreign Language (Spanish) and the ADT in Spanish.

SPANISH PROGRAM FLEXIBLE PATHWAYS for TRANSFER COURSES AND AA and ADT DEGREES:

	Year 1: Synchronous With eBook	Year 1: Asynchronous with eBook	Year 1: Asynchronous with OER ($0 cost)	Native/ Heritage speakers class: asynchronous with eBook	Native/ Heritage speakers class: asynchronous with OER ($0 cost)	Year 2: Asynchronous with eBook	Year 2: Asynchronous with eBook
YR 1	SPAN 101	SPAN 101	SPAN 101				
	SPAN 102	SPAN 102	SPAN 102				
	(FT and PT faculty)	(Lina Callahan)	(Kelly Kim)				
YR 2				SPAN 201	SPAN 201		
				(Lina Callahan)	(Kelly Kim)		
						SPAN 203 (Kelly Kim)	
							SPAN 204 (Lina Callahan)

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Educational Technology Innovation in the Spanish Program:

Two of our Foreign Language department faculty have dedicated their careers to the development of Spanish online courses. Kelly Kim and Lina Callahan helped Noriko Oppenheim fulfill one of the Foreign Language department's Strategic Plan from one of our previous self-studies to develop Japanese online courses: Japanese 204, Intermediate Japanese II is now approved for asynchronous delivery as of fall 2021 and will be offered starting fall 2022. Kelly Kim and Lina Callahan have also fulfilled a Strategic Plan from 2017/2018 to increase the Spanish online course offerings, offering the successful and high-enrolled first-year Spanish course sequence (SPAN 101 and SPAN 102) asynchronously since summer 2020.

Lina Callahan was one of the first instructors to receive a Fullerton College education stipend for educational technologies training in 2000, and she has piloted and mastered all the Learning Management software implemented at Fullerton College through the years for distance education. She created and has delivered Spanish 100% online courses (SPAN 201 and SPAN 204) since 2000 and has been developing SPAN 101 and 102 online course materials and implementing them in her web-enhanced classes since 2001. Kelly Kim has been teaching SPAN 203 and SPAN 201 online since 2008. Both Lina and Kelly have spent many years developing materials for SPAN 101 and SPAN 102 online and have tested those materials over the years in their web-enhanced SPAN 101 and SPAN 102 classes.

Lina Callahan was one of the four Fullerton College instructors invited to pilot the use of CANVAS in fall 2016 for her online courses to replace Blackboard. The pilot was continued due to favorable reviews from instructors participating in the pilot and from student surveys gathered, and it was expanded in spring 2017. Kelly Kim joined the CANVAS pilot project in spring 2017, and CANVAS was adopted as the new LMS for Fullerton College as of Fall 2017 after very favorable reviews from students and the 30 faculty members participating in the pilot.

As Humanities Division Distance Education Advisory Committee representative, Lina Callahan has helped develop best-practices for Regular and Effective Contact for the Humanities Division and the college. She also served as a member of the Online Teaching Certificate team to train other faculty in CANVAS and online pedagogy from 2017 through 2019, sharing her expertise and experience with the Foreign Language Department and the campus at large. Lina Callahan was the lead Foreign Language professor to use GO REACT, a video assessment software that helps learners demonstrate their speaking skills online through collaborative video assignments in all her asynchronous Spanish classes. GO REACT allows for student real-language collaborations online which are recorded synchronously, and the instructor may participate synchronously with students, or asynchronously after the video is submitted to give detailed feedback on every second of the video, as the video, written or audio comments may be attached to a specific point in the recording. Lina Callahan coordinated GO REACT workshops for the Foreign Language department in 2019, and the department requested funding to implement GO REACT in all Foreign Language classes, especially Japanese and French classes, in our Program Review update for 2019/2020. While our funding was denied, GO REACT was adopted at the institutional level, so this powerful tool is currently available to all Fullerton College faculty.

Kelly Kim recently completed her sabbatical in fall 2019 developing a SPAN 101 and 102 online track and a SPAN 201, Spanish for Native Speakers course creating her own materials for these courses (in following the Open Educational Resources Initiative) at no-cost to students. Kelly Kim and Lina Callahan's leadership and experience are a great resource to our department and the college, to lead the Foreign Language into expanding our online course offerings. The analysis of success and retention rates for SPAN 101 ONLINE and SPAN 102 ONLINE can be found in section 3.1.1 Enrollment Trends in Foreign Language, and the data we requested from Institutional Research is in Appendix C.2.

Together and working as a team, Kelly Kim and Lina Callahan's expertise and leadership in educational technology supports our Strategic Action Plan to expand our online offerings in Japanese to offer all Japanese courses leading to the AA in Foreign Language through distance education, just like we accomplished with Spanish.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

All twenty-three current courses in our department (Chinese 101, 102, 203, 204; French 101, 102, 200, 203, 204; German 101, 102, 200, 203, 204; Japanese 101, 102, 203, 204, and Spanish 101, 102, 201, 203, 204) have CSLOs. Twenty-one of the above courses (excluding French 200 and German 200) have CSLOs mapped to PSLOs[5].

The data discussed here is from our Program Review update in 2020 with the ISLO data provided November 2020

The Foreign Language Department conducts Student Learning Outcomes assessment of a three-year cycle, assessing all sections when the SLO assessment for each course is due. The only exception was Spring 2020, when due to the Covid-19 pandemic, and with the sudden switch to remote learning, SLO assessment in Foreign Languages was postponed, and is scheduled to resume in Fall 2020.

The Communication ISLO is the most appropriate for comparison to Foreign Language CSLO attainment because the foundation of your Foreign Language acquisition is the development of the four language skills (reading, writing, listening, and speaking). The Foreign Language department assesses these skills in a communicative context, and our three SLOs for each course assess all four language skills as related to oral communication, written communication, and cultural appreciation.

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[5] See Appendix C.3.

The ISLO analysis provided by the Office of Institutional Effectiveness details the ISLO finding for the following terms: fall 2016, spring 2017, fall 2017, spring 2018, fall 2018, and spring 2019. The SLO Performance Report provided for our comparison, however, shows data from fall 2017, spring 2018, fall 2018, spring 2019, fall 2019 and spring 2020. It is important to note that Spring 2020 does not have data due to the onset of the Covid-19 pandemic, when the Foreign Language department did not conduct SLO assessments, and that the data for the fall 2016-spring 2017 academic year was not provided. We will still attempt to identify trends and opportunities from the data provided.

A brief analysis of Table 1, *Student Learning Outcome Assessments and Attainments. Overall Course Success in Courses Mapped to Student Learning Outcomes* on page 4 illustrates that the Foreign Language Department meets or exceeds the ISLO attainment (the Foreign, Language rates, once again, cover fall 2017 through fall 2019):

- The ISLO rate for Reading is 86.9%, while the Foreign Language rate is 89.05%, exceeding the Institutional ISLO rate by 2.15%.
- The ISLO rate for Writing is 87.3%, while the Foreign Language rate is 91%, exceeding the ISLO rate by 3.7%.
- The ISLO rate for Listening is 89.8%, while the Foreign Language rate is 92.95%, exceeding the ISLO rate by 3.15%, and
- The ISLO rate for Speaking is 91.5%, while the Foreign Language rate is 91%, just slightly below the ISLO rate by half of a percentage point.

From the Communication ISLO report, one of the key findings is that "between 87% and 92% of (Fullerton College) students assessed in the various dimensions of the Communication ISLOs meet or exceed expectations." Comparing this to the Foreign Language data from the SLO Performance report, the overall percentage of Foreign Language students who exceeded or met expectations in the communication category is around 91%, placing at the higher end of the range of the overall institution findings. Our department has worked diligently to provide instruction, cultural enrichment, and assessment opportunities to help students not only learn but rather acquire foreign languages through excellence in course design, technology innovation, and program promotion. The best testament of this dedication to excellence and articulation to Institutional SLO achievement is two-fold: first, the average success rates for all the languages we offer exceed the institution-set standards, and second, the very healthy increase in the number of AA in Foreign Language and ADT in Spanish degrees awarded since 2017 point to a dedication to Foreign Language program development, and by extension, to the achievement of institutional goals.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

PSLOs are assessed at the same time we conduct CSLOs for Chinese 204, French 204, German 204, Japanese 204, and Spanish 204, as these are our capstone courses. Upon completion of the above-mentioned courses, students attain the necessary skills and units required for the AA in Foreign Language or the ADT in Spanish.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

All 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:

COURSE ASSESSED	FALL SEMESTER	SPRING SEMESTER
All sections of CHIN 101, FREN 101, GERM 101, JAPN 101 and SPAN 101	Fall 2021	
All sections of CHIN 102, FREN 102, GERM 102, JAPN 102 and SPAN 102		Spring 2022
FREN 200		Spring 2022
GERM 200		Spring 2022
SPAN 201	Fall 2022	
CHIN 203 & CHIN 204		Spring 2023
GERM 203 & GERM 204	Fall 2022	
FREN 204, JAPN 204 and SPAN 204		Spring 2023
PSLOs (CHIN, FREN, GERM, JAPN, SPAN)		Spring 2023

There was a disruption in our CSLOA cycle due to the Covid-19 pandemic. We plan to continue our standard SLO assessments in Fall 2021 and Spring 2022.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The data indicates that the Foreign Language department has vastly improved in our attention to achievement gaps with respect to all the student demographic groups we serve, as compared to our last Program Review self-study. In comparing the Foreign Language rates to the ISLO rates for each demographic group, only minor differences were noted in the exceeding- and meeting expectation rates. between all the various demographic groups except for Pacific Islander, which due to its extremely small size is not a practical measure. Once again, the emphasis on communication, regular and effective contact, and technology innovation are factors that underscore the Foreign Language Department's commitment to minimizing achievement gaps. Another likely contributing factor to closing the achievement gap is Fullerton College's commitment to inclusion, and the institutional effort to provide access to workshops and seminars focusing on practical ways to practice inclusion in not only in the college community, but also in each individual campus course. Foreign Language department faculty members, both tenured and adjuncts, have participated in many workshops and online seminars to address inclusion and equity in the classroom.

A brief analysis of Table 4, *Course Success and Student Learning Outcome Attainment by Student Race and Ethnicity Identity*[6] illustrates the strides we have made in closing the achievement gap (the Foreign, Language rates, once again, cover fall 2017 through fall 2019):

- For Black and African American students, Communication ISLO results range from 78.4% to 83.1%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 87.33%, higher than the ISLO rate, and much higher than the ISLO modified Course Success Rate of 66.6%.
- For American Indian/ Alaskan Native students, Communication ISLO results range from 89.3% to 92.1%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 80%, somewhat lower than the ISLO rate, and very close to the ISLO modified Course Success Rate of 81.9%.
- For Asian students, Communication ISLO results range from 87.8% to 92.5%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 93.8%, within the same range as the ISLO rate, and much higher than the ISLO modified Course Success Rate of 89.7%.
- For Filipino students, Communication ISLO results range from 88.7% to 93.2%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 91.58%, towards the higher end of the ISLO rate, and much higher than the ISLO modified Course Success Rate of 87.7%.

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[6] See Appendix.

- For Hispanic students, Communication ISLO results range from 86.1% to 91.1%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 90.87%, closer to the higher end of the range for the ISLO rate, and much higher than the ISLO modified Course Success Rate of 81.7%.
- For Pacific Islander students, Communication ISLO results range from 85.9% to 93.4%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 55%, much lower than the ISLO rate, and much lower than the ISLO modified Course Success Rate of 79%.
- For White Non-Hispanic students, Communication ISLO results range from 89.7% to 93.3%, while the Foreign Language SLO rate for students exceeding and meeting expectations reached 90%, slightly below the higher end of the ISLO rate, and higher than the ISLO modified Course Success Rate of 87.5%.

In conclusion, these figures and analysis seem to indicate that we are moving in the right direction, and successfully addressing and implementing educational strategies, models and instructional methods and varied course- delivery methods to work towards student success and minimize achievement gaps.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

One of the most salient achievement gaps related to out Hispanic/ Latino student population in terms of success. This gap coincides this demographic group is also identified to show financial challenges while attending college. The Foreign Language department is committed to continually improving student access and flexibility in scheduling to assist our students in this demographic group. Therefore, the department is committed to continuing offering our three long-established Spanish asynchronous courses (Spanish 201, Spanish for Native Speakers, Spanish 203, Intermediate Spanish I, and Spanish 204, Intermediate Spanish II) as well as our more recent asynchronous additions (Spanish 101, Elementary Spanish I, and Spanish 102, Elementary Spanish II). Our full-time Spanish faculty, Kelly Kim, and Lina Callahan, created, developed, implemented, and created the full 2-year online sequence. AS of summer 2020, our department offers the entire 2-year sequence online as a complement to synchronous courses. Since our Foreign Language student population is 59.7% Hispanic according to the data provided by Institutional Research, continuing to provide for alternative access to Foreign Language courses is crucial to improve the success rate of this demographic group.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

    According to the data provided from Institutional Resources, 99% of Foreign Language enrollments get GE credit.

2. What role does your department play in helping students complete the GE pathway?

    All Foreign Language courses from the 2-year sequence (101, 102, 203 and 204 courses) leading to the AA degree in Foreign Language in all five languages, and the ADT in Spanish are CSU GE and IGETC courses.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

    The Foreign Language Department offers a variety of options for students to complete the GE pathway, by offering MW and TR courses, morning, afternoon, and evening courses, zoom courses, and asynchronous courses. Our goal is to provide multiple access opportunities to our students. Student demand from enrollments, waitlists, completion, and success rates show that there is great demand for asynchronous (100% online) courses in Spanish. The Student Survey from fall 2021 shows that most Fullerton College students prefer to continue taking online courses rather than attend in person: only 14% of students polled want to return to in person classes.

4. Please consider daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

    The Foreign Language department consists of five different language programs. The courses in most demand (such as SPAN 101) will have several different patterns and modalities, whereas smaller programs like German or Chinese, will have only one or two options due to smaller student demand. The course modalities (in-person morning, afternoon, and evening / zoom/ asynchronous) are consistent with student demand for those courses.

    Chinese:
    We have very limited course availability due to low student demand for these courses. We offer one section of each Chinese 101 and Chinese 102 every semester, generally in the mornings. Chinese 203 and 204 are only offered once a year as a combination class, in the spring semester, in the evening.

    German:

We generally offer two sections of German 101 in the mornings every semester, in response to student demand. We generally offer one section of German 102 every semester, generally in the afternoons. German 203 and 204 are only offered once a year as a combination class, in the fall semester, in the evening.

French:
We generally offer 5-6 sections of French 101 every semester, with a mix of morning, afternoon, and evening sections, in a combination of MW and TR offerings. We generally offer 2-3 sections of French 102, one in the morning and one in the evening. We also offer French 203 and French 204 every semester, to respond to student demand. In the fall semester, usually French 203 is in the evening, and French 204 is in the afternoon. In the spring semester, usually French 203 will be offered in the afternoon, and French 204 in the evening. For spring 2022, the evening sections of French 204, French 101, and French 102 will be offered synchronously via zoom.

Japanese:
We generally offer 5-6 sections of Japanese 101 every semester, with a mix of morning and afternoon sections, and one evening section, in a combination of MW and TR offerings. We generally offer 2-3 sections of Japanese 102, one in the morning and one in the evening in alternate days. We also offer Japanese 203 and Japanese 204 every semester, to respond to student demand. In the fall semester, usually Japanese 203 is in the evening, and Japanese 204 is in the afternoon, and since this course was approved for asynchronous delivery as of fall 2021, we will begin offering this course asynchronously (100% online) in fall 2022. In the spring semester, usually Japanese 203 will be offered in the afternoon, and Japanese 204 in the evening.

Spanish:
We currently offer 11-12 sections of Spanish 101 every semester. We offer synchronous and asynchronous courses. The synchronous courses are generally scheduled in early and mid-morning due to student demand, and one evening section. As we have met our strategic plan goal from last self-study, we currently offer four sections of SPAN 101 100% online and one zoom section to meet high student demand. These courses fill faster than any other class in our division, and we generally have waitlists.

We currently offer 3 sections of SPAN 102 classes. The program goal is to try to have these sections taught by full-time instructors for continuity, and we have seen an increase in completion and success rates since we implemented this strategy. The Spanish program also decided to offer 2 online sections of SPAN 102 and one synchronous morning section, to meet student demand. In the spring 2022, however, we will only offer one section of SPAN 102 online due to lack of support from our dean, and due to an administration push to offer more campus courses despite the fall 2021 FC Student Survey showing only 14% of students intend to return to campus for spring 2022.

We generally offer 2-3 sections of SPAN 201 in the fall, and 2 sections in the spring. We have consistently and successfully 2 online sections of Spanish 201 every semester for about two decades, because of student demand for flexibility. For spring 2022, however, and due to the FC administration push to return to campus, we will only offer 1 section online, and the other section will be offered in the morning. For efficiency and to respond to student demand, our program relies on enrollment, completion, success, and demographic data to continue recommending that the online modality is the most successful for Spanish 201.

We have offered our second-year capstone courses, Spanish 203 online and Spanish 204 online consistently every fall and spring semester for about two decades, due to student demand. We have sometime added a campus section per the dean's suggestion, but the campus sections of these two courses consistently under enroll and underperform. For efficiency and to respond to student demand, our program relies on enrollment, completion, success, and demographic data to continue recommending that the online modality is the most successful for Spanish 203 and Spanish 204.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data 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:

5.2.1   AP 4105 Distance Education[7] is an NOCCCD administrative procedure that delineates the process for approving and certifying distance education modality for new and existing courses.

5.2.2   AP 5140 Disabled Student Programs and Services[8] 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. 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. Kelly Kim and Lina Callahan have created videos presented to students through CANVAS using SCREEN-CAST-O- MATIC and Camtasia, and using YouTube to close caption all video presentations, lectures, and informational recordings in compliance with accessibility standards.

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[7] *"AP 4105 Distance Education." Chapter 4 Academic Affairs. North Orange County Community College District, 22 June 2004. Revised 14 Sept. 2016. Web. 31 Oct. 2021. http://www.nocccd.edu/policies.*
[8] *"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. 31 Oct. 2021. http://www.nocccd.edu/policies.*

5.2.3   AP 6365, Accessibility of Information Technology[9] 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.

5.2.4   ADT degree in Spanish, approved by the State Chancellor's office in 2015, is currently being reviewed and revised by the Spanish program. According to the data obtained from Institutional Research, 31 ADT degrees have been awarded from AY 201/2017 through AY 2020/2021. The two literature courses listed as requirements (SPAN 205, Spanish Literature, and SPAN 206, Latin American Literature) are not currently offered due to administrative budget cuts over 10 years ago. The Spanish program is identifying possible alternatives like Ethnic Studies, Chicano Literature, Anthropology, History of Latin America, and other courses to offer students more flexibility to complete the ADT. Our department believes the ADT in Spanish provides a pathway to efficient transfer and success for our students and has mapped a pathway for this purpose.

5.2.5   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.[10]

5.2.6   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, Foreign Language faculty must stay current in leading-edge educational technologies and varied synchronous and asynchronous instructional modalities.

5.2.7   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

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[9] *"AP 6365 Accessibility of Information Technology." Chapter 6 Business and Fiscal Affairs, North Orange County Community College District, 12 Sept. 2005. Web. 31 Oct. 2021.* http://www.nocccd.edu/policies.
[10] See California State Chancellor's Office webpage: cccgp.cccco.edu

offering KOREAN language courses (TOP code 111730) is very encouraging[11], 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

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 can provide access to the Korean 2-year sequence leading to the AA in Foreign Language.

5.2.8   Increased enrollment of Veterans of the Armed Forces and students 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.

5.2.9   SB 1053[12] (2012 Steinberg) called for the creation of the California Digital Open-Source Library (CDOSL) by the CSU in collaboration with the council. CSU already had an online open education resource library, MERLOT (Multimedia Educational Resource for Learning and Online Teaching). Both UC and the California Community Colleges system have partnered with CSU on MERLOT and related open resource projects, so the type of partnership and sharing of educational resources called for by the legislation already had precedent.

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[11] "College wide Search: Korean Language Courses." California Community Colleges Chancellor's Office. California Community Colleges Chancellor's Office, n.d. Web. 31 Oct. 2021.
<http://datamart.cccco.edu/courses/course_details.aspx>
[12] "Open Educational Resources and the California Community Colleges." *ASCCC*. Nov. 2015.
https://www.asccc.org/content/open-educational-resources-and-california-community-colleges.

2. Make sure you are including all degree and certificate programs, including the College's GE program. N/A
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department. N/A
4. If AB 705 applies to the program, then how are you meeting its mandates?
   AB 705 does not apply to Foreign Language.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students must apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

   The annual French Film Festival including the German Spotlight is an effective opportunity for students to apply and deepen their knowledge of French and German culture through the organization of the festival and cultural activities preceding the nightly screenings. French and German students help with the planning of the event and outreach among the wider campus community to involve students across disciplines from music, theatre, and art to perform during the nightly pre-screening cultural hour. Students sing, paint, draw, perform mime and help organize the approximately two hundred high school, college, and public attendees at the nightly events throughout the week. The French and German programs offer leadership opportunities through the French and German Clubs with club officers holding bi-monthly meetings and organizing regular field trips. The French program organizes regular outings for students in French 101 through 204 each semester to the COLCOA French Film Festival in Los Angeles, French restaurants in Orange County and Los Angeles and French exhibits at the Norton Simon, Getty Museum and San Diego Museum of Art. The French program collaborates with the French Consulate of Los Angeles to make French educational opportunities available to French students at Fullerton College specifically focusing on summer boot camps in France. The French program has successfully sent approximately eight French students as English teachers to the "Teaching Assistant Program in France" over the past five years.

   In summer sessions, we generally offer 2-3 sections of Spanish 101, one of which is offered 100% online since summer 2021. The others are usually offered one in the morning and one in the evening. We also offer 1-2 sections of Spanish 102, one of which is offered 100% online since summer 2020. The other section is offered in the morning. Additionally, we have offered SPAN 203 online and SPAN 201 online every summer for the last two decades. The summer online courses are extremely successful, and worthy of note is the over enrollment of Span 102 online in summer 2020 and summer 2021 (which finished with 39 students).

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

    Since summer 2020, student demand and enrollment, completion, success, and demographic data presented in this self-study shows how successful the asynchronous Spanish program has become. We have now developed a strong, highly successful and in-high-demand online program. Our student CANVAS surveys as well as the fall 2021 FC Student Survey show an increased student interest in online course offerings over campus classes.

    The Foreign Language department trusts that administration will listen to students and faculty, and follow the Fullerton College mission and core values in support of innovation and excellence in education, and in turn support the strong, flexible, student-centered flexible pathway for students in the Spanish program, which as described in the Covid-19 section of this study, offers students synchronous in-person classes, synchronous zoom classes, and 100% online classes with the department selected eBook and with the choice of no-cost classes. Students can move from one modality to the other throughout the GE transfer pathway and throughout the AA and ADT pathway, since the Spanish full-time faculty have designed these pathways as a team and have carefully articulated the course content in each level of the course sequence.

    Students are asking for more online courses, and Fullerton College should meet and exceed student expectations, support faculty innovation and commitment to student success, and in turn support and respond to student demand for more online courses. Fullerton College must rise to this challenge and support its faculty and students with ample access to online instruction to actively fulfill its promise as stated in the mission statement and core values.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

    The Foreign Language department has achieved all the goals from the 2016/2017 Program Review Self-Study.

    Strategic Action plans from previous self-study:

    - SAP 1: Expand the Embedded Tutoring Program. Outcome: this program was institutionalized and is now under the guise of Tutoring Services
    - SAP 2: Develop Korean Language courses leading to the AA degree in FL. Outcome: All four languages are created and curriculum- approved.

- SAP 3: Develop American Sign Language courses leading to the AA in FOREIGN Language degree. Outcome: plan reconsidered by the Foreign Language department in 2018 and tabled.
- SAP 4: Request for two full-time Foreign Language instructors to improve ratio of courses taught by full-time instructors. Outcome: administrative cuts of 39 sections) over the last 5 academic years rendered this SAP unnecessary.
- No SAP 5, 6: these numbers were omitted.
- SAP 7: Expand online instruction to Spanish language courses to SPAN 101 and SPAN 102. Outcome: Span 101 online and Span 102 online taught by full-time faculty starting in summer 2020 and continued through fall 2020, spring 2021, summer 2021, fall 2020 and on.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?
Our request for funds for Go React licenses for our department from our Program Review update for 2020/2021 was not approved, but since Go React was adopted at the institutional level and is available to all Fullerton College faculty, our goal was met.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep to track of them. Also, make sure that each funding request includes the following elements:
1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

(See next page for SAPs)

Strategic Action Plan (SAP) #1 Foreign Language

Describe Strategic Action Plan.	Expand online instruction to Japanese 102
List College goal/objective the plan meets.	College goal # 1 Objective # 5
Explain how the request helps the College attain student equity.	Online courses improve student access and provide schedule flexibility while minimizing additional student costs like parking, transportation, and dependent care.
What measurable outcome do you anticipate for this SAP?	• Increased student retention and success • Increase number of declared majors • Provide flexibility in scheduling for students • Provide alternative student access to complement face-to-face instruction
What specific aspects of this SAP can you accomplish without additional financial resources?	The online course planning and development process does not require additional financial resources. Full-time faculty certified to teach online will develop and implement the added modality for Japanese 102

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		

Strategic Action Plan (SAP) #2 Foreign Language

Describe Strategic Action Plan.	Maintain online instruction for Spanish 101 and 102, 201, 203 and 204 in fall, spring, and summer terms
List College goal/objective the plan meets.	College goal # 1 Objective # 5
Explain how the request helps the College attain student equity.	Online courses improve student access and provide schedule flexibility while minimizing additional student costs like parking, transportation, and dependent care.
What measurable outcome do you anticipate for this SAP?	• Increased student retention and success • Increase number of declared majors • Provide flexibility in scheduling for students • Provide alternative student access to complement face-to-face instruction • Provide 100% online access to the entire Spanish 2-year sequence leading to the AA in Foreign Language, and the ADT in Spanish
What specific aspects of this SAP can you accomplish without additional financial resources?	The online course planning and development process does not require additional financial resources. Full-time faculty certified to teach online will teach the above-mentioned

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		

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report. (At top of document)

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available here.

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the District's social media guidelines?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Publication	Date last reviewed?	Info accurate?	URL
Foreign Language Department Website	May 2021	Yes	http://humanities.fullcoll.edu/foreign-languages/
French Film Festival Website	August 2021	Yes	http://humanities.fullcoll.edu/foreign-languages/french-film-festival/
Humanities Scholarship Tea	June 2021	Yes	https://humanities.fullcoll.edu/humanities-scholarship-tea/

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

A.1   Foreign Language
A. 2   Foreign Language: Chinese
A.3   Foreign Language: French
A.4   Foreign Language: German
A.5   Foreign Language: Japanese
A.6   Foreign Language: Spanish

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

B.1   ISLO: Foreign Language SLO Performance Report Mastery Scores, November 2020
B.2   ISLOL SLO Foreign Language Performance Report – Demographics, November 2020
B.3   Course Statistics and Evidence Using Counts 2016-2021

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

C. 1   Foreign Language Course sections per course, term, year
C.2   Spanish Online success and Retention calculations 2021