Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Division: Date:

[x] We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

[ ] We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: *Klaus Hornell*   Printed Name: Klaus Hornell

Date: November 29, 2023

Dean Signature: *[signature]*   Printed Name: Kim Orlijan

Date:

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

The completion rate for all programs in foreign language is 87.18% which is above the set standard of 74.1% and surpasses the aspiration goal of 86.7. The success rate of our programs is 77.71% which is above the institutional set standard of 62% and is just shy of the aspiration goal of 78.3%, which shows a continuous positive upward climb

> After August 15, you will be able to access PDF copies of your program's ISS data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

Our individual language programs at a glance:

Spanish

The Spanish course success and completion indices for AY 2022-2023 are very favorable, showing continued improvement and a continued upward trend.

Comparing our success and completion figures to the Institutional Success (> 62%) and completion (>74.1%) for AY 2022-2023, we are exceeding the institutional standard in all our Spanish courses:

We have increased the success and completion for the second-year courses as compared to last year: SPAN 203 success and retention increased from 69.4% and 72.9% to 76.2% and 81%, and SPAN 204 from 84.1% and 90.9% to 90.2% and 95.1%.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The demographic data provided shows very favorable success and completion rates overall for the 1,086 students who enrolled in Spanish in AY 2021-2022. The increase in success and completion rates for Hispanic students is very encouraging at 71.3% and 81.8% respectively.

Worthy of note is the success and retention for students identifying as 'Two or More" ethnicities at 78.1% and 87.5%, and "Unknown/Decline to State" at 86.2% and 86.2%.

Foreign Language students at Fullerton College face a battery of challenges in their academic journey: family history, childhood experiences, socio-economic background, environmental stressors, medical history, personal choices, etc. Any given student sitting in our classes has so much more complexity to who he or she is than can be contained in a racial or ethnic category. Thus, our Spanish classes aim to approach each student as an individual (without making any a priori assumptions about them), creating a safe space so that students and instructors can work together to better address and serve student needs.

Our Spanish courses continue to provide ample opportunities for students to develop all four of the language skills (reading, writing, listening, and speaking) and we continuously evaluate our courses, materials, and pedagogy to continue to improve success and completion rates for all students. Some instructors have implemented the principles of Grading for Equity and are reporting favorable outcomes.

French:

French had a completion rate of 86.6% well above the institution set standard and almost meeting the aspirational goal of 86.7%. The success rate was particularly encouraging at 79.2% well above the set standard of 62% and exceeding the aspirational goal of 78.3%

The single most important factor leading to the success of the French program has been Hornet's tutoring and general tutoring. A second important factor is that the principal full-time instructor meets with adjunct colleagues one-on-one in training sessions specifically geared towards the courses they are teaching and makes her Canvas courses available to her colleagues so that they might use the materials she has created over the years in their classes. Community building through the French Club and the French Film Festival serve as additional success factor. Finally, all French instructors share with students how they can use French outside of the classroom. These include the TAPIF program (Teaching Assistant Program in France and Francophone countries offered by the French embassy), Community College 2-week Bootcamps in France and Francophone countries offered by the French Embassy, and the new paid and unpaid internship program initiated in collaboration with the business professor Gary Greaves. Finally, we insist on the importance of obtaining the AA foreign language degree and Heather Halverson is invited to come and speak to the French 203 class each semester to explain how to apply for the AA.

German:
The average success rate for German was 74.5%, which is well above the set standard of 62%, but below the aspirational standard of 78.3%. Additionally, the completion rate shows 92.2% which exceeds both the set standard of 74.1% and the aspirational standard of 86.7. This shows a marked improvement from the previous year.

This can be attributed to many factors including students having an embedded tutor who is very experienced at this point, as well as more students actually using Hornets tutoring to augment their instruction.

In addition, students are provided with very clear expectations of assignments (often including examples of what a student might provide), have opportunities to get started on more challenging

assignments in class and get immediate feedback, and then get plenty of reminders, both orally in class and by email, before the assignment becomes due. Finally, students who may be going through stressful situations, are often granted accommodations including late assignment submission when deemed necessary. While the success and completion rates are encouraging, the number of students from whom data was collected, represents a much smaller group of students, as several courses that are part of the German language sequence, were cancelled during the 22-23 academic year due to low enrollment figures. The hope is that the program will continue to grow and flourish in the future.

Japanese

The Japanese Program as a whole has a completion rate of 74.8% which just surpasses the completion set standard of 74.1% and a success rate of 67.6% which exceeds the institution set standard of 62%.

Success in other courses in our Japanese program is attributed to instructor innovation as well as embedded tutoring and constant promotion of the AA degree in Foreign Language. The complexity of learning the written language may challenge students in the first semester. Still, the data suggests that those students who persist and move on the JAPN 102, both in class and online, are successful and continue to be as they move through the sequence of courses leading to the AA in Foreign Language degree.

While embedded and regular tutoring are offered, it has been suggested to expand the hours tutors are available to students so that more students will benefit from this study strategy. Japanese program also implemented the embedded tutor training session in addition to the regular Hornet tutoring training.

Japanese instructors have a great rapport with those students who are in a challenging situation post-COVID-19 pandemic. All Japanese instructors participate in workshops, webinars, and training to be successful in remote teaching. However, the biggest challenge for both instructors and students may be mastering three different scripts of the Japanese language, especially at the lower levels.

To meet Fullerton College Institution Success and Completion standards, we will continue to support to the students using all resources at our disposal.

Chinese

The Chinese program shows percentages for both the success rate at 80.3% and completion rate of 90.1% well above the set standard and also exceeding the aspirational standard.

A variety of factors play a role in enabling students to both complete the courses and successful learning experiences frequent interaction between the instructor and students while completing some assignments, clear instructions of what the expectations are, maintaining frequent contact both in person and via email with students to alert them to assignment due dates and showing flexibility, when deemed necessary, with respect to assignments and projects.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

All data scores for this area surprisingly came up as zero.   When I asked for information, I was told that either none of our courses SLOs are linked to the Global Awareness ISLO or perhaps we did not assess any course SLOs in the last year that are linked to that particular ISLO. I will explore and hopefully resolve this issue with Toni Nielson so that we have actual data scores in time for next year's annual program review.

> After August 15, you will be able to access PDF copies of your program's ISLO data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
   - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		