Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Foreign Language

**Principal Author(s):**

Klaus P Hornell

**Dean:**

Jeanette Rodriguez

**Submission Date:**

12/06/2024 11:07:59 AM

**Author Signature:**

|  |
| --- |
| Electronically signed by Klaus Hornell on 12/06/2024 11:02:49 AM |

**Manager Signature:**

|  |
| --- |
| Electronically signed by Jeanette Rodriguez on 12/06/2024 11:07:59 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Chinese

The Chinese program’s success rate of 69.6% is down from the previous academic year’s success rate of 80.3%. It is still above the institutional standard of 62% but has dipped below the aspirational goal of 78.3%. The completion rate was measured at 89.1% which is slightly down from 90.1%. but is still well above the set standard of 74% and exceeds the aspirational standard of 86.7%

A variety of factors play a role in enabling students to both complete the courses and have successful learning experiences. These are due to frequent interaction between the instructor and students when completing assignments where both the instructions and expectations are made very clear. Furthermore, frequent contact between the instructor and the students is maintained both in person and via email so that students are alerted when assignments are due and are granted some degree of flexibility, when deemed necessary in terms of submitting their work. This adds to a less stressful learning experience.

FRENCH:

All five levels of French courses, French 101, French 102, French 203, French 204 and French 200 were offered during the 2023-2024 academic year. All class levels exceeded the standard for completion and success and remained stable as compared to the 2022-2023 academic year. Only French 101 had a lower success rate than in 2022-2023 (64.5% 2023-2024 versus 74.3% 2022-2023) but a higher completion rate (84.2% 2023-2024 versus 83.4% 2022-2023). I attribute the 10% drop to the struggles of a newly hired adjunct professor who replaced me in two 101 classes while I was teaching abroad in Paris. That instructor shared with me that they ended up failing a larger number of students than has been typical for French 101 classes in the past. As a result I have not rehired that instructor for 2023-2024 and am teaching more sections of French 101.

• French 101: success rate: 64.5% completion rate: 84.2%

• French 102: success rate: 88% completion rate: 91.6%

• French 203: success rate: 89.7% completion rate: 94.8%

• French 204: success rate: 90% completion rate: 97.5%

• French 200: success rate: 96.2% completion rate: 96.2%

When considering the desegrated data by ethnicity it is noteworthy that the success rate and completion rate of Black/African American students are on par with that of white students:

• Black/African American: success rate: 89.5.6% completion rate: 89.5%

• White non-Hispanic students: success rate: 88.3% completion rate: 93.3%

Similarly, Hispanic students are doing well and exceed the institution-set standards and even the success rate aspirational goal:

• Hispanic students: success rate: 71.4% completion rate: 87.7%

The only below standard scores can be found with one Filipino student. The sample size is too small than to be statistically relevant.

The single most important factor leading to the success of the French program are Hornet’s tutoring and general tutoring. All in-person classes and some online classes now have an embedded tutor who helps the students succeed. Four tutoring sessions are mandatory each semester (one per month) in in-person classes and three tutoring sessions in online classes. However, most students attend far more sessions once they realize how useful they are. 100% of students who attend regular tutoring session successfully complete the class without exception.

A second important factor in the success of the French program is that the principal full-time instructor Catherine Reinhardt-Zacair spends a considerable amount of time each year to meet with adjunct colleagues in one-on-one in training sessions specifically geared towards the courses they are teaching. Catherine makes her Canvas courses available to her colleagues so that they might use the materials she has created over the years in their classes. As a result, students can seamlessly move on to the next level of French.

A third important factor is community building through the French Club and the French Film Festival. Students become friends and get to know each other outside of the classroom through club meetings, field trips and festival preparation meetings. This gives them a sense of belonging and motivates them to do well in French and to help their classmates succeed.

Finally, all French instructors repeatedly share with their students ways in which 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 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: 2024 report

The average success rate for German was 66.7% compared to the previous years’ figure of 74.5% representing a decline. This is still above the set standard of 62%, however, is below the aspirational standard of 78%. The completion rate is 79%, down from the previous rate of 92%. While this does exceed the set standard of 74%, it is now below the aspirational completion goal of 86.7.

Why the decline in both the success rate and the completion rate? There is no primary reason, however, it has been observed that not as many students attend mandatory tutoring sessions despite the fact that the positive effects on student achievement are more than amply backed up by data which is shared with students. While students are only required to attend 6 sessions, they can attend additional sessions for extra credit. A troubling trend for students is that some fail to complete work outside of class assuming that attendance and test scores alone will suffice, which is usually not the case and can result in a failing grade at the end of the semester. The instructor does attempt to warn students well in advance and on several occasions that this is to avoided at all costs

What has been consistently done in German classes to enable students to succeed? Students are provided from the beginning 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. Students who may be going through stressful situations, are often granted accommodations including late assignment submission when deemed necessary. Students are able to do extra credit to improve their overall grade in the class if they wish to take advantage of that.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

Japanese

When comparing the Fullerton College Institution-Set Success Standard for the 2023-2024 academic year, the average success rate for Japanese courses was 64.8%, which exceeded the standard by 2.8%. However, compared to the Aspirational Goal of the institution-set standard, 78.3%, the Japanese success rate falls significantly short by 13.5 %. The Set Standard for Completion is 74%, yet the average completion of Japanese students is 71.9%, indicating a performance below the standard.

The Japanese Program in 2023-2024 has been challenging. Many classes were canceled due to low enrollment, and one of the veteran instructors resigned right before the new semester began; however, instructors attributed material innovation, embedded tutoring, a Japan club, and constant promotion of the AA degree in foreign language. We recruited neighboring high school students to enroll in our program by contacting and placing posters to promote Japanese classes at Fullerton College.

My analysis of law enrollment is that students are not prioritizing language courses as before, and the complexity of learning the Japanese language challenges students and affects the retention rate.

Mastering three different scripts of the Japanese language, especially at the lower levels, is incredibly challenging.

The newly established Japanese 101 online course was a resounding success, with full enrollment. This fact demonstrates the potential of online learning for our program. However, due to the language's complexity, learning asynchrony still requires more work for students to self-study and retain in the course. Redesigning the online course or providing flexibility for the due date may help retention, and we need more research and discussions. Nevertheless, Japanese cultures, such as anime, music, food, and dramas, remain popular and can attract students to take Japanese. Therefore, we may consider establishing new courses, such as Japanese Culture and Society or a Conversation class. Compared with the previous, there is a recent tendency for more students to be interested in taking Japanese due to the suitability of traveling to Japan because of the weakness of the Japanese currency, and they are exposed to Japanese pop culture through social media.

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. Offering 203 and 204 every semester constantly is crucial. Japanese instructors have a great rapport with students with different lifestyles post-COVID-19 pandemic. All Japanese instructors should have more meetings and participate in workshops, webinars, and training to be successful in both in-class and online teaching.

To meet Fullerton College Institution Success and Completion standards, we will continue to support our students using all instructors' efforts and available resources.

In comparing the Fullerton College Institution-Set Completion Standard for the 2022-2023 academic year, the Japanese Program had a completion rate of 74.8%, which surpassed the completion-set standard of 74.1%, and a success rate of 67.6%, which exceeds the institution-set standard of 62%.

Both the success rate and completion rate declined in 2023-2024. The success rate dropped by 2.8%, and the completion rate by 2.9%.

Spanish

Part 1: Review of Data

1. Where your program meets or exceeds the college-wide standard for success and retention, to what do you attribute your success?

The Spanish course success and completion indices for AY 2023-2024 are very favorable, showing continued improvement and a continued upward trend.

Comparing our success and completion figures to the Institutional Success (> 62%) and retention/completion (>74 %) for AY 2023-2024, the Spanish Program is exceeding the institutional standards in all our Spanish courses and either meeting or exceeding the aspirational institutional standards of 86.7% for retention/completion, and 78.3% for success:

course Success % 2023-24 Retention/ Completion % 2023-24

SPAN 101 74.5

(Prior year 68.8) 85.2

(Prior year 80.0)

SPAN 102 84

(Prior year 73.6) 91

(Prior year 90.0)

SPAN 201 74

(Prior year 73.6) 84.6

(Prior year 86.4)

SPAN 203 70.4

(Prior year 76.2) 80.3

(Prior year 81.0)

SPAN 204 88.2

(Prior year 90.2) 94

(Prior year 95.1)

We have significantly increased the success and completion for the first-year courses as compared to last year: SPAN 101 success and retention increased from 68.8% and 80% in 2022-23 to 74.5% and 85.2%, and SPAN 102 from 73.6% and 90% to 84% and 91%.

Our continued success results from the Spanish faculty working as a team with the common goal of student success.

Our enrollment in Spanish courses increased from 1,086 in 2022-2023 to 1,113 students in 2023-2024. The demographic data provided shows very favorable success and completion rates. The increase in success and completion rates for Hispanic students is very encouraging at 73.4% and 85.4% respectively, also increasing as compared to last year. Additionally, the success and retention for Black students improved dramatically from 2022-2023, from 41.9% success to 65.4% in 2023-2024, and from 61.3% retention to 73.1% in 2023-2024.

The success and retention rates in all our online courses exceed expectations. All the courses in our first-year sequences (SPAN 101 and SPAN 102) program are offered on-campus and online, as well as the Spanish For Native Speakers course (SPAN 201), and the two courses in our-second-year sequence (SPAN 203 and SPAN 204) are offered online as students enrolling in that sequence have often transferred to other institutions, or are concurrently enrolled either in High School or in other higher level institutions. Below is a chart of the success and retention for all out online sections in 2023-2024 which exceed the institutional set standards, and in most cases exceed or come very close to the aspirational institutional standards for success and retention:

Online course Success 2023-2024

(Inst Std 2023-2024 = 62%) Institutional Aspirational Success Standard 2023-2024 Retention 2023-2024

(Inst Std 2023-2024 = 74%) Institutional Aspirational Retention Standard 2023-2024

SPAN 101 78.1 78.3 89 86.7

SPAN 102 87.2 78.3 91.7 86.7

SPAN 201 66.3 78.3 78.8 86.7

SPAN 203 70.4 78.3 80.3 86.7

SPAN 204 88.2 78.3 94.1 86.7

2. Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.

This section is not applicable as all the courses in our Spanish program either meet or exceed all the institutional set standards and the aspirational standards.

3. Compare the data analysis in 1 and 2 to the review data in your 2023 Annual Program Review. Are there significant changes? Do you notice any patterns from year to year?

Our Spanish Program success and retention rates continue to improve and exceed the institutional standards. Our faculty is devoted to student success, and to innovation. Our Spanish courses continue to provide ample opportunities for students to develop all four of the language skills (reading, writing, listening, and speaking) both online and on-campus. We continuously evaluate our courses, materials, and pedagogy to maintain and exceed success and completion rates for all students. Some instructors have implemented the principles of Grading for Equity and are reporting favorable outcomes, and our program has a strategic balance of courses employing zero-cost materials and lower-cost materials for proper articulation within our course sequence and upon transfer to other institutions.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Please see answers to all questions in Part 1 and part 2. The responses are divided by language program with each report responding to all 3 questions, if applicable which are contained in this form

# Part 2: Additional Resource Request Reasoning and Support

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

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Please see request in the form of a word document forwarded from Dean of Humanities, Jeanette Rodriguez

1. **Is this request related to an essential safety need?**

Yes

**Please explain how this resource will help your program meet an essential safety need.**

Please refer to word document

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $23,556 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |