



# Fullerton College

## Self-study for Foreign Language Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

**The Fullerton College Department 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.**

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## **Section 2: Students**

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### **2.1 Student Demographics and Enrollment Trends**

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

**Over the last 5 years there has been no significant deviation in terms of student enrollment based on ethnicity. Hispanics as a group continues to be the most**

represented group at around 59%, followed by Asian and Caucasians which are both around 14%. The most under-represented group in our program continues to be Black or African American Students which only account for approximately 3% of the student population.

In Spanish courses overall, the most surprising demographic trend is enrollment by gender, which is approximately 60% female and 40% male across the board. This is consistent over the last five academic years. In terms of ethnicity, Latino students account on average about 67% of our enrollments, and Black or African Americans are the most underrepresented average 0.5%. These figures are consistent over the last five academic years.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

**Overall, there has been no significant deviation over the last five years. The most under-represented group in our program continues to be Black or African American Students. These numbers align with the Fullerton College overall enrollment by ethnicity data.**

**French: In French, overall enrollment of the Latino/a/x/e has decreased by an average of 10% while Asian enrollment has increased an average of 10%, African Americans an average of 2%, and Whites an average of 4%. The change does not significantly change the overall representation of each race compared to the others.**

**In German and Chinese there has been no noticeable deviation in the ethnic make up of the the student population in the classes over the last 5 years.**

**Spanish: For 2024-2025 and in terms of ethnicity, Spanish enrollments are varied and have remained consistent over the last five years:**

- **Spanish 201, Spanish for Native Speakers classes were 94% Latino and 4 % White, and 0%;**

- **Spanish 101 classes were 63% Latino, 13% White, 10% Asian and 10% two or more races, and 3% Black or African American;**

- **Spanish 102 classes were 62% Latino, 14% White, 11% Asian, 8% two or more races, and 2% Black or African American;**

- **Spanish 203 classes were 46% Latino, 20% White, 18% Asian, 11% two or more races, and 4% Black or African American; and**
  - **Spanish 204 classes were 73% Latino, 16% White, 8% Asian and 3% two or more races, and 0% Black or African American.**
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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

**Student preference with respect to time and modality has always been the primary factor in determining when to offer courses and in which modality. While the bulk of our in person courses are offered at peak times during the day, we also strive to make courses, accessible to student populations, for whom those times are not convenient. This includes students who might work during the day and only are available in the evening to take such classes. as well as those who are unable to commute to campus.**

**The French program offers in-person and asynchronous classes at all levels so students have the option of learning French on campus in the classroom or online depending on their availability and personal responsibilities and work schedule. In person classes are offered in the mornings and afternoon on all days of the week to offer the greatest variety possible.**

**For our German and Chinese programs courses have been offered both in person as well as online to adhere to student demand and preference.**

**The Spanish program offers courses leading to the AA and ADT in Spanish in the fall and spring semesters yearly. For first year courses, SPAN 101 and 102 (Beginning Spanish I and II) we offer on-campus and asynchronous online sections, and online in the summer session. We have a SPAN 201 course, Spanish for Native Speakers, offered both on campus and online in fall and spring, and online in the summer session. For the second-year sequence we offer SPAN 203, Intermediate Span I in fall, spring, and summer, and SPAN 204 (Intermediate Spanish II offered only online in the fall and spring semesters.**

**Spanish 203 and 204 are only offered in asynchronous online format due to student demand for that modality. Our course offerings consider student access, student demand, and availability of courses leading to the AA and ADT degrees as well as transfer. We offer the entire sequence of courses leading to the AA and ADT degrees in asynchronous online format to accommodate commuting, transfer, remote and concurrently enrolled students, and to promote our AA and ADT degree flexibility.**

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## **2.2 Student Achievement**

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

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

**French: In French no student groups are below institution-set standards when all courses are combined and most student groups are well above the stretch goal of 80% in the intermediate level classes of 200, 203 and 204. Asians are by far the most successful group, well above the stretch goal at all levels. Latino/a/x/e students and whites are equally successful and 10-20% above institution-set standards in elementary 101 and 102 classes and 5-20% above the stretch goal in intermediate classes. There are too few Black or African Americans enrolled than to be able to analyze this data.**

**Spanish: For Spanish courses in 2024-2025 the only student group that is below the institutional success standard of 62% is Black or African Americans in SPAN 101, with a 53% success rate. This success rate has increased over the last five academic years from 45% to 53%. This figure correlates to the Fullerton College Overall success rate of 59% for this demographic group.**

**German: African American students are the one group in German Program who has stayed below the institutional standard of 60%. There may be a variety of reasons which account for this below standard percentage. The last academic year 2024-25 where the greatest number of African American students were enrolled (7 in total for both semesters) shows a percentage of 29%. It is quite**

**possible that many of those students were experiencing difficulties in the 101 online courses, as that particular academic year showed the lowest success rate for all students enrolled in German 101. The instructor's personal opinion is that that modality is much more challenging for students.**

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

**The AA and ADT data is provided in the aggregate for all foreign languages combined, so there is not enough information to make a conclusion about degrees awarded in Spanish.**

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

**The AA and ADT data is provided in the aggregate for all foreign languages combined, so there is not enough information to make a conclusion about degrees awarded in Spanish.**

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## **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.
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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity,

gender, and other categories?

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## Section 3: Other Areas of Program Effectiveness

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

**All of our individual language programs now offer asynchronous instruction, although not every language offers asynchronous courses at every level. The pandemic and change in student preference was a major catalyst leading to the decision to add more online courses in languages which previously offered online instruction and to start offering online courses in languages which previously were exclusively synchronous.**

**French: The only major change made to the French curriculum was the development of online classes for all levels of French starting in fall 2022. No major changes are planned in the future.**

**Spanish: The Spanish Program continues to engage in professional development to address emerging technologies and artificial intelligence and their impact on our campus and online pedagogies. The Spanish Program is also in the early stages of researching the feasibility of establishing a Latin American & Peninsular Film Festival, echoing the success of our French colleague.**

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, 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 French program offers the annual French Film Festival which provides leadership opportunities to the large number of student volunteers who plan and execute all aspects of the festival. French also offers one internship each semester at the International School of Orange in Orange. French offers regular study abroad opportunities: the last one was in spring 2024 and the next one will be in spring 2027. There is a student run French Club which provides leadership opportunities and field trips for French cultural immersion. The fulltime French instructor mentors students as they apply to French bootcamps in France each summer through the French Embassy, to the Teaching**

**Assistantship Program in France (TAPIF) through the French Embassy, and directly to French universities. Finally, on-campus French classes offer regular in-class cultural experiences such as crêpes-making, project and video creation, and field trips to the French cheese shop in downtown Fullerton, to a café owned by a native French-speaker in Fullerton, and a French restaurant in Newport Beach.**

**The Fullerton College Study Abroad Program has provided the opportunity to live and study abroad in Spain, Argentina, and Costa Rica.**

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Our Foreign Language Program continues to engage in professional development to address emerging technologies and artificial intelligence and their impact on our campus and online pedagogies.

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## **Section 4: Faculty and Staff**

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### **4.1 Population and Demographics**

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

**The tenured and adjunct staff of the Foreign Language Department is quite reflective of our student population, with an eclectic variety of ethnic backgrounds including Hispanic, Asian and Caucasian faculty.**

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

**Since 2021 our Department has seen no change in our full time faculty and minimal change to our group of adjunct instructors.**

**In Spanish, the number of tenured and adjunct faculty has remained consistent**

**over the last five years. Our current staff consistently meets and exceeds institutional success standards, and consistently achieves our strategic action plans.**

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## **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

**Across the spectrum of our language programs, some of our faculty have implemented equitable grading practices over the last five years, showing favorable results with respect to student access, retention, success, and motivation. Attendance is a continuous discussion point as it is at the institutional level. The impact of artificial intelligence in world language instruction is another current, relevant discussion point.**

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

**Our faculty continue to attend workshop and professional development activities to learn more about equitable grading, artificial intelligence, and emerging technologies to inform our policies and pedagogies.**

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3. What additional areas of professional development could help your faculty and staff engage in this work?
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## **Section 5: Program Planning**

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### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.
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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?
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