

Comprehensive Instructional Program Review Self-Study

OVERVIEW OF PROGRAM REVIEW

The Comprehensive Instructional Program Review Self-Study (CIPR), conducted every six years, is a structured opportunity to gather, analyze, and reflect on data related to individual programs or program groupings within Academic Clusters or Areas of Study. The primary purpose of the CIPR is to support continuous improvement by evaluating the overall health of a program and identifying meaningful, actionable recommendations.

In the years between CIPRs, departments engage in Annual Planning, which informs and is summarized within the Self-Study. This process aligns with the College's five-year planning model, ensuring that short-term goals and long-term strategies are integrated.

At the conclusion of each CIPR cycle, the final report is posted to the Program Review Committee (PRC) webpage and shared with the College Council. All instructional programs, whether standalone or part of a defined grouping, are required to participate. Career and Technical Education (CTE) programs with separate accreditation processes may coordinate with their dean to streamline overlapping requirements. Additionally, biennial CTE Mini-Reviews are incorporated into the CIPR.

The PRC acknowledges that the CIPR is a more in-depth and time-intensive process than the previous two-year reviews. We deeply appreciate the contributions of all faculty and staff involved, especially those serving on the Gold, Silver, and Green Teams, who help ensure each report is thorough and meaningful. Thank you for your dedication to this important work!

HOW ARE PROGRAMS SELECTED FOR REVIEW

The PRC maintains a master schedule of all programs, Academic Clusters, and Areas of Study, including a multi-year forecast of planned review cycles. Each year, the committee collaborates with Division Deans to update this schedule and determine which programs will participate in the upcoming cycle. Teams are formed in early fall, and timelines for the year-long review process are distributed.

Each fall, Comprehensive Program Review Evaluation Teams are assembled and include:

- **Gold Team** – Writing Team
- **Silver Team** – Draft Review Team
- **Green Team** – Final Evaluation Team

Important timelines and resources are available on the *Planning Support Canvas* page and in the *Program Review Handbook*, which is posted on the PRC webpage.

ABOUT THIS SELF-STUDY

Before starting your current CIPR, you will complete a brief reflection on outcomes from prior planning efforts. The CIPR is organized into five required sections, varying in depth. We recommend reviewing all sections in advance to understand the scope and how each part connects. Notably, each section's analysis should inform and lead into Section 5 (Summary and Future Plans), which synthesizes your findings and outlines future goals.

The five sections are:

1. Mission and Learning Outcomes
2. Instructional Practices
3. Program Data Analysis
4. Curriculum
5. Summary and Future Plans

Program(s) Under Review

DRAFT submission and date: [11/10/2025](#)

FINAL submission and date: [03/09/2026](#)

Check the option that applies to this CIPR:

- This Self-Study considers a single degree or certificate.
Enter the name of the degree or certificate:
[University Studies: World Languages AA \(AA.1514\)](#)

- This Self-Study considers multiple degrees and/or certificates organized by
Areas of Study or Academic Cluster.
List Name of Areas of Study or Academic Cluster:
Click or tap here to enter text.

List each degree or certificate associated with the Areas of Study or Academic Cluster:
Click or tap here to enter text.

Please note: *In some sections of the Self-Study it may be appropriate to report on individual program outcomes rather than academic cluster outcomes, such as PLOs that are distinct vs shared.*

Background Information

PRIOR PROGRAM REVIEW and ANNUAL (formerly Area Plan) PLAN REFLECTION

Last Program Review Term and Year: **2019**

1. Revisit the goals from your *last* program review and annual plans. Briefly identify which goals have been achieved, which are in progress, and what evidence demonstrates impact? List any resources your program received to support student learning improvements.

Goals that have been achieved:

- Tutoring hours for ASL, FREN, SPAN, and JAPN are provided via Learning Center (TLC)
- We have started the process of hiring a full-time ASL instructor (2024-2025 ended with failed search, but we are trying again for 2025-2026.)
- The conversation to develop CTE ASL interpreter certification program started in 2024-2025.
- There was an improvement in the communication with local high school teachers. One such example is with the Spanish program. A DE teacher observed SC classes on campus and has been working to closely align their courses.
- Expanded on the Dual Enrollment offerings with the local high schools. We now offer multiple sections of ASL, SPAN, FREN, and CHIN, which greatly improved the headcounts for our department's enrollment.
- In an effort to offer a variety of language courses on campus, we posted part-time job offers for German and Chinese. We hired a PT Chinese instructor and currently (Spring 2026) we offer CHIN 1 at the main campus. We are in the process of interviewing German PT applicants in Spring 2026.
- Same language teachers have been discussing ways to improve SLOs. One such example is with the ASL program.
- In Spring 2025, we were able to offer FREN 2 for the first time in many years.
- The number of WL AA degrees awarded was 9 in 2023-2024, the highest in the last 5 years. The data shows the number of our AA degrees awarded in the past 5 years is slowly but steadily increasing. 2024-2025 saw a sharp decline, but up to that point the increase was steady.
- Our program-specific PLOs were added on the Curriculum Map in 2024 and aligned with the ISLOs.
- Because of COVID shutdown, all the faculty learned and updated our skills for online delivery of our courses via Zoom and Canvas. Now many of our courses are delivered via online synchronous or hybrid with in-person meetings.

Goals in progress:

- **Full Time ASL Instructor** - We have started the process of hiring a full-time ASL instructor (2024-2025 ended with failed search, but we are trying again for 2025-2026.)
- **Our program-specific PLOs** – They were added on the Curriculum Map. We have not assessed PLOs yet. In 2026-2027 we will come up with a rubric to assess PLOs across all the languages.

- **SLO revision** – This needs to be done, as many courses are still using the ones that were developed a long time ago. In Spring 2026 the department compiled the list of most frequently assessed SLO items for each course. This is a great starting point on SLO revision discussions as well as assessing tools, such as common questions to be embedded in exams, etc.
- **No-Cost Textbooks** – Discuss and implement textbook alternatives to reduce costs for students.
- **Better Communication** – Improve coordination within the department and with Dual Enrollment programs.
- **Equity in access to educational tools** – Secure GoReact licensing for more viable and improved student outcomes.
- **Curriculum & Teaching Methods** – Some of the curricula need to be completely re-written as they are dated. More extra help will be needed from the part-time teachers, and they should be paid for their time.
- **Enrollment & Program Expansion** – Increase enrollments in general as many sections across languages have fewer enrollments in general. Offer a Deaf Culture and History class and develop an ASL Certificate and interpreter training program.
- **Student Outreach & Placement** – Improve communication with counselors and students regarding placement, scheduling, and degree pathways.

Evidence that demonstrates impact:

- We are able to offer fully online courses, contributing to the increase with accessibility and headcounts.
- Improvement in student enrollment via expansion of Dual Enrollment (DE), as shown in data for “under 18” category. DE students also contribute to the improvement of overall Success Rates.

Resources received to support student learning improvements:

- Tutoring hours from the Tutoring and Learning Center (TLC).
- Library purchased a few copies of textbooks for ASL and Japanese. These textbooks can be checked out for students’ use.

(CTE programs may wish to include references to any external accrediting or regulatory agencies).

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Current Comprehensive Instructional Program Review

We engage in this process with the ultimate goals of enhancing program effectiveness and advancing student success and achievement. Completing the Comprehensive Instructional Program Review should be a collaborative effort, involving input from a broad range of stakeholders. Additional guidance on team roles and responsibilities is available in the *Comprehensive Instructional Program Review Handbook* and on the *Planning Support Canvas*

page.

Year of Current Review: [2025-2026](#)

List Gold Team Member(s): [Ann Sittig, David Cooper, Yoshiko Zimmerman](#)

List Silver Team Captain: [Iva Gallmeister](#)

List Green Team Captain: [Roger Gerard](#)

1. MISSION AND LEARNING OUTCOMES

1. *Alignment with Mission: Describe how the program contributes to the [Shasta College mission](#). Include discussion of some of the program's successes and benefits to the students and/or community (ACCJC Eligibility Requirement 6, Accreditation Standard 1.1, 1.5, 2.9).*

Learning world languages helps students succeed in a variety of careers, including health care, hospitality, and communications. Students develop skills in interpreting culture and interacting with people from communities in the tri-county area and around the world. Our school's mission is to offer transfer degrees to prepare students for meaningful professions and active engagement with our communities. This degree is a transfer degree which prepares students for meaningful careers.

2. *Describe any current or recent challenges that might hinder students in the program from reaching their goals.*
 - Moving all of our courses online during the pandemic changed the learning environment in ways that caused difficulty for many if not most students.
 - Not bringing all courses back to in-person classrooms, or bringing them incrementally, has made it more difficult for our students to learn and has privileged students from outside our region (who take our courses remotely) and students with better access to technology.
 - Shifting all language instruction to twice-weekly classes is challenging for many language learners.
 - The prevalence of generative AI has challenged our students' abilities to learn basic components of spoken and written language, critical thinking, and composition skills.
 - Second- and third-semester courses are not offered as often in the past five years as previously. When students don't see a clear pathway to continue learning a particular language in a reasonable time frame, they are less likely to do so.
3. *List each [PLO](#) and write a brief narrative summary analysis discussing outcomes for each of them. If not assessing PLO's at the time of this report writing, list each PLO and attach your plan and timeline to complete assessments (Accreditation Standard 2.2, 2.9):*
 - In 2024, our department decided on our program-specific PLOs. We have not started assessing them yet, as we need to develop a rubric we can use across all the languages and their courses. We plan to complete this by the end of 2025-2026 school year, hoping to start assessing in 2026-2027 school year.

Below are the three PLOs for our World Languages program:

- **Interpersonal Communication** - Learners can connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- **Interpretive Communication** - Learners can develop insight into the nature of language and culture by comparing their own language and culture with others.
- **Cultural Competence** - Learners can use the language both within and beyond the school setting for personal enjoyment and enrichment, engaging in lifelong learning of world languages.

Assessment results should include overall success rate on assessment, and as appropriate, provide outcomes achievement data by mode of delivery by courses. Multiple years of data should be used when available.

PLOs haven't been assessed yet. Our plan for 2026-2027 is to:

- *Come up with a rubric that we can use across all languages during Spring/Fall 2026 semester*
- *Start assessing PLOs during Spring 2027*

2. INSTRUCTIONAL PRACTICES

1. *In this section, work on deliberative discussions with varied stakeholders and partners. Describe how your program promotes students' sense of belonging, connection, and engagement? (examples: outside learning experiences, project celebrations, and clubs) (Accreditation Standard 2.8)*
 - *In the World Languages Department (WLD) our classes focus on communication with others, locally, nationally and abroad. Many students say they appreciate our classes because they feel more connected to their fellow classmates in our WL classes, mostly because they are continuously conversing with others as a part of our course activities.*
 - *We have ASL, French, Japanese, and Spanish courses, and have just been approved to offer both Chinese and German once again. CHIN 1 is currently being taught on campus as of Spring 2026.*
 - *The cultural component of our classes promotes a glimpse at life outside of California because we are explaining the ways of being and living in our multilingual United States as well as in the worldwide cultures that are home to the languages we teach.*
 - *As a part of the course curriculum students learn about cultural practices and celebrations, and they are invited to attend local cultural celebrations in our communities.*
 - *We have a Multicultural Club, which Yoshiko Zimmerman serves as a club advisor for.*
 - *Our Japanese Department provides numerous community celebrations for student participation, both on campus and in our community at large.*
 - *The Japanese and French Departments participate in an outreach with TRIO Upward Bound Program and the Middle School Career Carnival.*
 - *Our Spanish department shares information regarding local celebrations such as Mexican Independence Day, Day of the Dead, Cinco de Mayo and other important holidays.*
 - *Our curriculum helps students learn about the ways groups of people work together to celebrate and also improve their lives and cities in their own communities, thus contributing to their personal betterment as members of a worldwide community. Community is at the center of all WL courses.*

2. *Explain how collaboration between this program and academic support and student services takes place (Accreditation Standard 2.7, 2.8).*

- The WLD works closely with the Transfer Center, promoting campus visits and counseling services to enhance the transfer process to four-year institutions for our students.
- We have an Emphasis in World Languages that encourages students to include a minor along with their AA degree, in an effort to enhance their transfer choices.
- The WLD has a table at campus promotional events to inform students about our program.
- We join Student Services for Program Preview Day and the Cultural Fest.
- We conduct Credit for Prior Learning (CPL) exams that allow students to earn credits for prior knowledge.
- We collaborate with Partners in Access to College Education (PACE) to ensure students receive the accommodations they need to succeed. For students already utilizing PACE services, faculty carefully adhere to the recommendations provided and consistently adjust assignments and exams to ensure students can complete their work under the authorized conditions.
- We announce services and support programs on campus on a regular basis in our classes, sharing information about Health Services, the Veteran's Center, the Food Pantry, and the Student Success office and services.
- We have Japanese, Spanish, French and ASL tutors to assist our students with their coursework.

3. *Describe institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2).*

- Yoshiko Zimmerman serves as a secretary for the Northern California Japanese Teachers Association (NCJTA) and she annually attends an affiliate meeting held by the American Association of Teachers of Japanese (AATJ). She was invited to the Leadership Summit in Los Angeles, CA in 2023 and 2024, which was hosted by the Japan Foundation Los Angeles. She is also a member of California Language Teachers Association.
- Ann Sittig is a member of the California Language Teachers Association and presented at the conference in San Diego, CA. She is also a member of the American Association of Teachers of Spanish and Portuguese and presented at the conference in Panama City, Panama. Ann Sittig is also a member of the Foreign Language Association of California.
- David Cooper is a member of the California Language Teachers Association and a local affiliate known as FLASH (the Foreign Language Association of the Sierra Highlands).
- As of 2025-2026, we provide Dual Enrollment (DE) at 6 local high schools with 10 DE instructors:
 - Enterprise HS, Foothill HS, West Valley Early College HS, Shasta HS, Redding School of the Arts, and University Prep HS
 - 4 ASL instructors, 2 Chinese instructors, 1 French instructor, and 3 Spanish instructors

4. *Describe collaboration between full-time, part-time faculty, and dual enrollment partners that promote student achievement and learning within the program.*

- The WLD works with many high school instructors to provide Dual Enrollment (DE) opportunities, interviewing them and then assisting them and responding to their questions throughout the application process. We observe them with their students at their schools or conduct a collaborative discussion meeting at the end of each

course. All of these activities strengthen the bridge from secondary to higher education.

- DE instructors, part-time instructors and full-time instructors attend department meetings to share, collaborate, and discuss curriculum and best teaching strategies. One DE instructor observes our classes to help align their courses with ours.
- WLD relies heavily on part-time instructors as at this time we only have two tenured full-time instructors in Spanish. Our part-time instructors are extremely generous with their expertise and time, but we work hard to secure more compensation for their extra efforts. Now, part-time instructors are paid for their attendance and participation at WL department meetings.
- We are presently in the process of hiring a full-time ASL instructor and hope to establish an ASL certificate program.

5. *When multiple sections of the same courses are taught in varied modalities (e.g., online, hybrid, f2f) and by different instructors, explain the processes and strategies used to establish and maintain academic standards and consistency.*

In the WLD we all use the same textbooks and follow the same curriculum to improve student accessibility and achievement as they move between instructors and levels. We have agreed upon and maintain academic standards and consistency throughout our courses. We also use the same SLOs to evaluate student achievement in our courses, thus providing more continuity for both students and instructors.

6. *Describe how faculty ensure online courses are accessible (ex., Accessibility Check, and universal design) and maintain regular and substantive interaction with students in their online classes to promote engagement and learning. (ACCJC Distance Education Policy, Standard 2.6)*

The Department of WL regularly conducts Accessibility Checks and works with the Online Education Support Team to ensure we are meeting accessibility requirements. Our department maintains Regular and Substantive Interaction (RSI) with online students by providing detailed feedback on assignments and providing weekly announcements in the course that provide course updates and detail the material that has been covered each week. We also provide detailed student feedback and personal communications on a regular basis by email.

3. PROGRAM DATA ANALYSIS (Standard 1.3)

Relevant data is found on the [Institutional Research Intranet page](#) within the “Instructional Program Review” folder. Strong narrative responses will reflect a clear understanding of the data and identified trends. When discussing contributing factors, focus on those within the department’s sphere of influence—such as pedagogy, curriculum design, instructional modality, course location, short-term or late-start offerings, and alignment with general education requirements.

Proposed strategies and interventions should be data-informed, actionable at the department level, and accompanied by measurable outcomes. They should also include realistic short-term timelines and align with broader, aspirational goals. These goals should be clearly articulated in Section 5 (Summary and Future Plans).

Program Completion (*Dashboard Tabs: Awards, Award Demographics, Time to Degree*) (*Accreditation Standard 2.5*): Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should be reflected in Section 5.**

1. *Review the number of degrees and/or certificates awarded. If fewer than 10 were conferred for any award, identify possible factors contributing to the low number. Describe any planned actions the program will take to improve completion and increase the number of graduates. If an individual award has had fewer than 10 completers annually for each of the past five years, discuss the potential for program discontinuance with your area dean and summarize the outcome of that discussion in your response. (Accreditation Standard 1.3)*
 - Degrees awarded for the past 5 years is lower than 10 annually (32 degrees total in 5 years)
 - Possible factors might be that the world languages are more of a niche subject and are not something that's required with general ed requirements
 - Despite the popularity of ASL 1/1L and SPAN 1, we don't seem to be able to offer the third semester courses (ASL3 and SPAN 3) consistently.
 - Planned actions could include restructuring curriculum such as lowering unit count from 5-unit to 4-unit courses, advocacy/outreach, no-cost textbooks, better communication with the area Dual Enrollment teachers, and improving and updating teaching methods.
 - Many area students who took the first semester course via Dual Enrollment, Concurrent, or AP should also be encouraged to move on and take the second semester course.
 - With the new Cal-GETC Humanities requirement, beginning language courses are no longer approved for Area 3B; it must be the second semester of the language. Area Counselor Bethany Davis shared her observations that students sometimes turn away from Languages other than English (LOTE) to fulfill humanities when they realize they have an extra step (taking first semester language course).
 - Our Dean, Stacey Bartlett, supports keeping the degree program.
2. **Equity:** *Does the program's award distribution reflect Shasta College's student population? Which groups are over or under-represented? What will the department do to improve the equity of the awards conferred? (Accreditation Standard 1.3)*
 - Yes, the trend followed with the school demographic until 2023 in all areas of age, gender, and race/ethnicity.
 - In the last 2 years, however, the Hispanic group has grown with the award headcounts.
 - Overwhelmingly more female students tend to receive this award. In the last 2 years, however, the Female:Male ratio has closed to 2:1.
 - There are no Asians who received the degree in the last 5 years. This might be because Asians are a minor race/ethnicity at Shasta College.

3. *Is the median time to a degree within a three-year window? If so, what do you contribute to timely completion? If not, what factors within the program's control can help improve median time to completion (e.g., rotation schedule for required courses, identifying and reducing bottlenecks, limiting the number of excess units)? (Accreditation Standard 2.5)*
- Only available data was on one white female, who finished the degree in 1.6 years.
 - To improve award completion in general, all the languages with pathways (ASL, JAPN, SPAN) should be offered with predictable sequences and prevent the possibilities of section cancellation. To be able to offer the third semester courses (ASL3, JAPN 3, SPAN 3) every fall semester successfully, we need to strengthen the success rate of first year courses.

Enrollments (*Dashboard Tab: Enrollments and Demographics*)

4. *Discuss program enrollment growth and decline trends (reflect enrollment data at the course and section level). What interventions will be implemented to increase enrollment?*
- Overall headcount for the 2024-2025 has come back to 2020-2021.
 - The brief decrease in numbers in 2022-2023 may be affected by the change in modality. Fully-online courses were popular during COVID times, and 2022-2023 was the year that we slowly started to offer the online/face-to-face hybrid courses.
 - While the 18-24 headcount is on a slight decline, under 18 head count has steadily grown. This is due to the expansion of dual enrollment students in ASL, SPAN, FREN, and CHIN.
 - Promoting Dual Enrollment and advertising Credit for Prior Learning (CPL) will likely increase the enrollment.

CTE Programs Only

(For the following questions cite your sources for data. Examples of data sources can include Perkins Core IV, DataVista - Strong Workforce data. Also, any other review of relevant external databases. <https://www.shastacollege.edu/faculty-staff/institutional-effectiveness/research-reports/> Institution-set Standards under Outcomes Reporting. CTEOS data under Career Education)

- *Summarize current labor market trends and data that demonstrate demand for graduates in this field. If the labor market trends have consistently declined, and/or the number of individual awards conferred has been less than 10 annually for the past five years, discuss the option of program discontinuance with your area dean and summarize the discussion in the response.*
Click or tap here to enter text.
- *Using current data metrics available, compare program outcomes to Institution-Set Standards for job placement and address hiring percentages.*
Click or tap here to enter text.

Course Retention and Success Rates (*Dashboard Tabs: Success/Retention, Success/Retention by Course, DI Demographics*) Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational

goals. **These goals should also be reflected in Section 5.**

A note about Disproportional Impact (DI): Occurs when a subgroup of students is achieving an outcome at a rate/percentage substantially lower than those in the other subgroups.

5. Retention Rate:

A. How does the program's retention rate compare to the college average?

- ASL: Retention and success rates are both higher than college average
- CHIN: Retention rate is at 100% (Dual Enrollment)
- FREN: Retention rates are lower than college average
- JAPN: Retention rates for JAPN 1 are lower than college average, but JAPN 2, 3 and 4 are all higher
- SPAN: Retention rate is about the same as the college average, but SPAN 2, 3 and 4 are all higher

B. Discuss the program's 5-year retention rate growth or decline trends (reflect on data at the course and section level).

The retention rate growth seem similar to the one of the college's, except our courses seemed to struggle during the fully online years (2020-2021 and 2021-2022). More face-to-face offerings seemed to help the overall retention rate.

- ASL – Retention rate is very good overall, and the Dual Enrollment (“Under 18”) may be contributing. DE has steadily grown in size for ASL over the past few years.
- FREN – There’s improvements with FREN1 since COVID years. DE FREN started right after COVID, and it may be the contributing factor for the improvements. The headcount is very small since it’s a very small program, so the data is skewed easily due to small headcounts.
- CHIN – At this point, CHIN data is purely from the high school classrooms. They seem to make sure everyone passes the class.
- JAPN – Retention rate is low, so we need to focus on this for improving success rate. JAPN does not have any DE, and all the headcounts are from the courses offered at the campus.
- SPAN – Good recovery from the “dip” in the COVID year (2021-2022). DE SPAN seems to also be contributing to the improving percentage.

C. What interventions will be implemented to increase retention rates overall?

- Not increasing the class size. Our current cap of 25 students per classroom is reasonable in terms of keeping close communication with students.
- Utilizing the newly reinvented Early Alerts to reach out to students by being more specific about the issues that the teachers see (engagement in classroom and/or Canvas, attendance, missing assignments, etc.) Teachers in our classrooms do try to communicate and reach out. Other sets of hands such as this support system would really help getting to students before it becomes too late and students disappear silently as a result.

D. Equity: *Do the Disproportionate Impact Indicators (DI indicators) show any groups having retention rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

- Courses with DI indicator showing issues:
 - ASL: Age 49 and above (No issues with gender, race/ethnicity)
 - CHIN: No concerns at all
 - FREN: Age 30 and above, American Indians/Alaska Native and 2 or more races (No issues with gender)
 - JAPN: Hawaiian/Pacific Islander and unknown race (No issues with age and gender)
 - SPAN: Ages 50 and above, and American Indian/Alaska Native and Black/African American (No issues with gender)
- Strategies/interventions:
 - First semester courses across all languages (except for CHIN) should be focused as the retention rates tend to be lower. If we could retain the larger group of students to stay and move on to the next level, that will contribute to the increase in program completion.
 - Transparent Assignments strategy might help tremendously especially for the students who have never learned another language before. Often times, students express they don't know how to study or how to memorize. Step-by-step task instructions, scaffolding, and sharing the sample completed assignments will help students visualize what the end result should look like.

6. Success Rate:

A. *How does the program's success rate compare to the college average and Institution-set Standard?*

- ASL: Success rates are higher than college average
- CHIN: Success rate is at 100% (Dual Enrollment)
- FREN: FREN 1 Success rates are lower than college average except for 2024-2025. FREN 2, which was offered first time in a very long time, has very good success rate
- JAPN: Success rates for JAPN 1 are lower than college average, but JAPN 2, 3 and 4 are all higher
- SPAN: Success rate is about the same as the college average, but SPAN 2, 3 and 4 are all higher

B. *Discuss the program's 5-year success rate growth or decline trends (reflect on data at the course and section level).*

- The success rate growth, similar to the retention rate, seems similar to that of the college's, except our courses seemed to struggle during the fully online years

(2020-2021 and 2021-2022). More face-to-face offerings seemed to help the overall success rate.

C. *What interventions will be implemented to increase success rates overall?*

- Similar to the strategy with retention rate, not increasing the class size would help. Our current cap of 25 students per classroom is reasonable in terms of keeping close communication with students. Early intervention is a key, and smaller class size really helps instructors to build a closer relationship with each student.
- *Utilizing the Early Alerts also helps to reach out to students to start the conversation early in the semester.*
- Considering more embedded tutoring or supplemental sessions tied to our courses. Currently Japanese does have embedded tutoring, but sometimes it's hard to offer it depending on the available hours of our hired tutors.

D. *Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having success rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

- Courses with DI indicator showing issues:
 - ASL: Age groups: 30 and above
 - CHIN: No issues
 - FREN: Ages 18~39 and 50 and above, American Indians/Alaska Native (No issues with gender)
 - JAPN: Black/African American, Hawaiian/Pacific Islander and unknown races (No issues with age or gender)
 - SPAN: Ages 30~39 and 50 and above, American Indian/Alaska Native, and Black/African American (No issues with gender)
- Strategies/interventions:
 - Older students seem to struggle in WL classes overall.
 - Incorporating more Culturally Responsive Pedagogy by encouraging sharing from diverse voices (students' lived experiences, validating multiple perspectives, etc.) in classroom discussions and dialogues. Showing more examples and visual cues with diverse cultures and communities will help engage those who are underrepresented. Building a sense of belonging and combatting stereotyping will help foster students' feelings of belonging as well.
 - Incorporating more Active and Inclusive learning strategies (think-pair-share, Kahoot!, Zoom Polls, etc) would help combat this. This helps students retain more as they use the knowledge actively in classroom practice. The WL classes tend to require a lot of memorization (such as vocabulary and conjugation). Frequent structured activities throughout the class will engage students and give instant feedback to let students know which area they need to work on.

4. CURRICULUM

Although courses are reviewed as they come due, independent of associated inclusion in programs every 5 years, PRC recommends a review of all courses in a program as part of this Self-Study. Below are the minimum recommendations for this report.

1. Challenges to offering key courses

Briefly explain any challenges to offering key courses in order for students to complete their degree or certificate in a timely fashion. (Accreditation Standard 2.5)

- Availability of faculty with medical background to teach Spanish for Medical Professionals.
- Since the World Languages program is relatively small compared to other disciplines, we generally cannot offer a wide variety of sections for the second-, third-, and fourth-semester courses in each language. This limited scheduling can make it challenging for students to complete a language sequence efficiently, especially when certain courses are offered only once a year.
- Our program also relies heavily on PT instructors to teach languages other than Spanish. While ASL, French, and Japanese—and hopefully Chinese and German next year—are being offered consistently, there is still some uncertainty in staffing and scheduling. This sometimes makes long-term planning difficult and can affect students' ability to progress smoothly through the program.

Program Design

2. *Are there any unnecessary or bottleneck courses that prevent students from completing the program? Could those courses be made optional? For example, there could be a required course with low interest (based on enrollment). This would prevent students from completing an award. Alternatively, legacy math and English requirements could no longer be appropriate.*

- Conversation Courses such as JAPN 19 and JAPN 20 are 2 units each. If a student wants to stick to the same language and complete the degree, often times students come close to earning the degree but fall 1 unit short after taking JAPN 1, 2, 3, and 19, for the sum of 17 units.
- Offering a non-unit “mirroring courses” to be offered at the same time as the regular courses may help keep the courses from being cancelled due to low enrollment.

3. *How will the program be changed to allow for stacked certificates/awards without adding units? Reach out to Interest Area Counselor for suggestions and alternative approaches. Include timelines and action items.*

Click or tap here to enter text.

- Bethany Davis, our Area Counselor, shared that this degree is a transfer degree, therefore stackable certificates may not be beneficial with this particular major. She also highlighted that the students should work with counseling faculty on specific transfer majors to ensure lower division major preparation is the focus.
- Bethany also noted that some institutions such as De Anza College offer language-specific certificates that help students demonstrate language proficiency and cultural competence when engaging with local language communities. Such certificates may also signal to employers in both the public and private sectors that

students possess communication and translation skills relevant to the populations they may serve.

- In addition, Bethany adds that with the implementation of the new Cal-GETC Humanities requirement—where only the second semester of a language satisfies Area 3B—a stackable certificate could provide an incentive for students to complete the full language sequence while also using beginning and intermediate courses as electives and advanced courses toward GE requirements.
- Some exploration has been done to offer zero-credit courses in Spanish for Medical Professionals as part of a Certificate of Bilingual Medical Competency to attract students in Nursing, Dental Hygiene, etc., so that they can develop a valuable skill set for future employment and application to four-year BSN programs without taking an excessive number of units.

4. *Review the “Course Schedule” tab on the dataset and identify the courses in your program that have not successfully run in 2 or more years. Justify keeping the course active or note the course for deactivation. (ACCJC Eligibility Requirement: 20)*

List of courses that have not successfully run in 2 or more years:

- ASL 4 (last ran in 2023S) – We are hoping we can hire a full-time ASL instructor in 2025-2026 so that we can offer a variety of classes such as this.
 - ASL 94 (last ran in 2019S) – need to discuss about deactivation (?)
 - FREN 3 (last ran in 2008F) – We were able to run FREN 2 in Spring 2025. There is a possibility we might be able to offer FREN 3 in near future.
 - FREN 4 (last ran in 2006S) - need to discuss about deactivation (?)
 - GERM 1 (last ran in 2009S) – The job opening is announced, and we are in the process of finding a PT instructor for German.
 - GERM 2 (last ran in 2009S) – The job opening is announced and we are in the process of finding a PT instructor for German
 - JAPN 19 (last ran in 2022F) – This course has been a great alternative for when JAPN 2 or 3 need to be cancelled due to low enrollment. Students can take this course to keep their skills current until the next opportunity opens up.
 - JAPN 20 (last ran in 2009S) – need to discuss about deactivation (?)
 - *JAPN 3 (currently running in 2025F)
 - SPAN 151 (last ran in 2010F) – need to discuss about deactivation (?)
 - SPAN 155 (last ran in 2017S) – need to discuss about deactivation (?)
 - SPAN 19 (last ran in 2016S) – need to discuss about deactivation (?)
 - SPAN 197 (last ran in 2008F) – need to discuss about deactivation (?)
 - SPAN 20 (last ran in 2005S) – need to discuss about deactivation (?)
5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)*
- Stacey Bartlett, our dean, suggested that we should have a conversation with the area counselor regarding reducing the number of units from 5-unit to 4-unit to align with requirements at transfer institutions, specifically with Chico State. She explained that it would make scheduling less challenging for students as it would not be so many hours or units.
 - This triggered a conversation with Bethany Davis, our Area Counselor, who suggested a conversation with the Transfer Center and the Articulation Officer regarding transferability.

- Stacey also suggested more online offerings may help as these courses always fill up. Online pedagogy has been an ongoing challenge with many of us in the World Languages. More trainings and professional development activities surrounding effective online pedagogy is suggested.

Credit for Prior Learning Opportunities (<https://www.shastacollege.edu/counseling/credit-for-prior-learning/>)

6. *Which courses within your program lend themselves to CPL opportunities? What is the plan to develop or expand the existing CPL opportunities?*
 - Courses that offer CPL:
 - ASL 1, 2, 3
 - FREN 1, 2, 3
 - GERM 1, 2
 - JAPN 1, 2, 3, 4
 - SPAN 1, 2
 - Plan to develop or expand the existing CPL opportunities:
 - Since we now have our “in-house” PT Chinese instructor, we may be able to offer CHIN 1 CPL
 - Advertising SPAN 1 and 2 CPL to high schools to capture interests from the heritage speakers and the students who have taken high school Spanish courses
 - Share our CPL offerings with high school and SC counselors on a regular basis so they will in turn share with students
7. *What support or resources would faculty in your program need to implement or expand CPL opportunities? Identify any challenges or concerns you anticipate in implementing CPL in your discipline (e.g., academic integrity, workload, transferability).*
 - Academic integrity: Communicate among instructors to ensure the CPL courses are assessed at the appropriate level across all same-discipline instructors
 - Accessibility to online testing via textbook (Spanish): There has been a suggestion to offer CPL Spanish via online, using our current Spanish textbook. There’s a technical difficulty with accessing the test portion, which needs further support, especially financial support to gain access to the test.
 - Limitation with Transferability: Instructors encourage students to first consult with their counselors since CPL will appear differently on their transcript. All the teachers who administer CPLs need to be aware of this and to have better understanding of it all as we advertise the CPL opportunities to our students.

Program Map (*Accreditation Standard 2.2 and 2.5*): Program maps represent one possible pathway to complete a program. Attach a copy of the program map to the final CIPR.

8. *Review your program map with your program's Interest Area counselors and explain how the program map supports timely course completion.*
 - We believe the Program Maps for three programs we offer – ASL, Spanish, and Japanese – all seem to offer great sequence that offer timely completion. Students will need to follow the Fall/Spring, Fall/Spring format, and the classes offered need to follow this pattern, too. Timely completion of the degree depends on when the third semester course is offered and completed

- Bethany suggested that perhaps having three pathways – ASL, Spanish, and Japanese – may be confusing to some students, as the degree is not language-specific.
- Please check this box once you have attached Curriculum Map(s) and Program Map(s). These documents will be updated throughout this review process.

5. Summary and Future Plans

This section serves as the foundation for your Annual Plans leading up to the next Comprehensive Instructional Program Review. All program improvement and resource (funding) requests (formerly called Initiatives) must be clearly linked to the goals outlined in this Self-Study.

For additional guidance and planning tools, refer to the Planning Support Canvas page.

Note: Using a six-year planning model ensures alignment with the College's Annual Planning process. Once completed, the final Self-Study will be posted on the Program Review Committee webpage, and Section 5 goals will be highlighted at College Council.

1. *Drawing on the analysis provided in Sections 1–4, identify both short-term and long-term goals for the program over the next six years. For each goal, outline strategies to achieve them, including a proposed timeline, estimated budgetary needs, and responsible individuals or roles. (Aligned with ACCJC Eligibility Requirement 19 and Accreditation Standards 1.2, 1.3, 1.4, 3.4, 3.5, 4.3)*

Short-term goals:

- Increase the success rates for the first semester-level courses to have larger headcounts of students moving on to the next level, eventually able to offer more third and fourth semester-level courses in each language.
- Be creative and be more strategic about the course offerings and explore new ways to promote consistent enrollment across semesters. These efforts could help provide greater stability and improve students' ability to complete their chosen language sequence in a timely manner.

Long-term goals:

- Increase the number of awards given to be above 10 annually
- Further explore internally at Shasta College as well as with CSU and UC colleagues the feasibility of ADTs in world languages.

2. *Any other information/reflections from the Self-Study the Gold Team would like to share:*
 - This process was a valuable opportunity to take a deeper look at the health of our program and to add greater depth to our planning for the future. The new Cal-GETC requirements will significantly affect our area, so we need to prepare for the major changes that are on the horizon. This reflection process also encouraged thoughtful discussion among faculty about how to strengthen the program and continue supporting student success and transfer preparation.
3. *As a result of this Self-Study, please share what the program is most proud of:*
 - Expanding on the variety of languages we are offering despite having lost a couple of full-time instructors over the last few years. We are excited that CHIN 1 is now being taught on

- campus as of Spring 2026 and GERM 1 will be back.
- Our overall enrollment has gone back up, even though Spanish struggled a little bit in Spring 2026.
- Our wonderful instructors who are dedicated to their crafts and compassionate about our students.

End of the CIPR. Thank you, Gold Team!

TO BE COMPLETED by PROGRAM REVIEW COMMITTEE

See Instructional Program Review Bylaws for additional information.

Green Team Summary: *Please give an overall summary of the program highlights and CIPR strengths.*

The World Language Program demonstrates alignment with institutional goals and effective instructional practices. Targeted improvements in PLO assessments, data comparisons, and outcomes will assist in strengthening the program.

Recommendation for program disposition: If disposition is “with qualification” please add rationale and any recommendations for improvement. If disposition is “discontinuance,” please provide explanation.

- Without qualification
- With qualification
- Discontinuance