

# Palomar College – Institutional Review and Planning Instructional Programs

## Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

## Discipline: French

Instructional Discipline Reviewed

2007-08

### 1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
<b>Enrollment at Census</b>	299	280	304	331	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	98.03%	100.00%	95.00%	82.75%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	944	923	1,024	1,101	Weekly Student Contact Hours
<b>FTEF</b>	31.45	30.77	34.12	36.71	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	1.60	1.53	1.73	2.27	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	590	602	591	486	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	1.00	1.00	1.00	1.00	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.27	0.20	0.40	0.93	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.33	0.33	0.33	0.33	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	0.60	0.53	0.73	1.27	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	37.50%	34.78%	42.31%	55.88%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	89.82%	88.31%	89.20%	88.21%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	68.26%	70.13%	80.68%	71.28%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	-	Total number of Certificates awarded for the Full Academic Year

### 2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Enrollment at Census has continued to increase since 2005 by approximately 9% per year, reflecting a growing interest in French. Detailed analysis of the Enrollment Load data shows that for the main campus offerings the load is more than 100% and total enrollment in FREN 101 is up from 69 students in 2005 to 95 students in 2007. However, some of this gain was at the expense of the FREN 101A/B course sequence taught at the Escondido Center, as the new FREN 101 evening class at the campus attracted students that would have taken the offerings at the Escondido Center. That enrollment is down from 33 in 2005 to 16 in 2007. Net enrollment increases for FREN 101 from 102 students in 2005 to 116 in 2007. A similar effect is expected with the FREN 102A/B offerings with the new FREN 102 in the evening at the main campus. The decreasing enrollment in the evening French courses at the Escondido Center is the most significant factor in the decreasing Census Enrollment Load. We are in the process of

phasing out these split classes and the Enrollment Load will increase dramatically when they are no longer offered. Another factor in the lower Enrollment Load is the first offering of FREN 215 in Fall 2007. We expect that the enrollment for this course will improve as the increased number of students taking FREN 101 flow through the program. We also expect that the addition of the new French Major and Certificate in French, offered for the first time in 2008, will increase interest and enrollment in the upper level courses with an attendant improvement in the Enrollment Load figures. The Fall 2007 WSCH/FTEF ratio is down for the first time in 4 years. This is also due to the sudden drop in enrollment in the split FREN 101A/B, FREN 102A/B courses at the Escondido Center, and the use of additional part-time faculty to teach the new evening FREN 101 course at the main campus. As the split courses are phased out, beginning in Fall 2008, this figure is expected to return to its typical range of 590 to 600. Retention rate remains constant at around 88%. Success rate has returned to its typical range around 70%.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>A French Major and Certificate are available for the first time in Spring 2008. Course articulation with surrounding 4-year institutions is very good, but articulation by major is now something that must be addressed. As we achieve articulation by major, we expect that enrollment will increase as potential transfer students will be motivated to take the more advanced classes at Palomar College.</p>	<p>In order to facilitate eventual articulation by major in the long term and student transfers in the near term, the French program invested considerable time in changing the textbook for FREN 101, 102, and 201 to the same textbook used at CSU San Marcos, the nearest 4-year institution. In addition, the course content is now synchronized with that institution so that the program at Palomar College and the program at CSUSM are completely compatible. This is a great help to students transferring from Palomar to CSUSM. This work is now almost complete.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>With the offering of an evening course at the main campus, the ensuing decrease in enrollment in the evening split classes at the Escondido Center demonstrated that the hour that the class was offered was more important than the location or format. We will phase out the split classes at the Escondido Center and offer more evening classes at the main campus.</p>	<p>The split class at the Escondido Center has been phased out and the first three semesters of French are now offered in the evening at the San Marcos Campus. Response has been very good and we anticipate continued increasing enrollment in the upper level classes as students progress through the program.</p>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b>  <b>With the growing enrollment more laboratory space is required so that students can meet requirements. The problem is even more serious in the summer due to the compressed schedule.</b></p>	<p><b>No progress here – more laboratory space is still required and students wait outside for equipment to become available.</b></p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc. Funds are needed to expand our language laboratory and to purchase additional equipment.</b></p>	<p><b>See above</b></p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>  <b>We need more dedicated classrooms to offer courses at the optimum times. In addition, the existing lab equipment needs regular maintenance and refurbishment.</b></p>	<p><b>No progress here, the French program needs more dedicated class space.</b></p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b>  <b>If current enrollment increases continue, an additional full time French faculty position will be required towards the end of the 1 - 3 year period.</b></p>	<p><b>Enrollment continues to increase in the French program and the hiring of a second full-time professor should be considered towards the end of the three-year period.</b></p>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b>  <b>Increased enrollment supports laboratory expansion and the hiring of two laboratory instructor support technicians (one to replace the position vacated in the spring of 2007 and a second one justified by the expansion).</b></p>	
<p><b>f. Other</b></p>	

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

**Strategic Plan 2009: "Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations: Align scheduling course and program offerings to meet the needs of students."**  
For the most part, French courses must be followed in sequence. This is limiting to students in that if a class conflicts with other courses the student needs, the flow of courses in French is interrupted, making it very difficult for the student to continue with the language program. A goal of the French program is to offer courses at different times and in different semesters to make it easier for students to complete the sequence. To this end, we have begun offering two additional intersession classes in the summer to allow students a chance to catch up and re-enter the normal flow of courses. We are also phasing out the split courses at the Escondido Center which required a student to attend two semesters to complete one step. We are offering new evening classes at the main campus to allow students an additional opportunity to take classes which might otherwise conflict with their work or other required classes. Finally, we are continuing to find a way to have the minimum number of different textbooks cover the most classes. We project using one text to cover three semesters, thus decreasing the cost to students and encouraging them to continue in the subsequent courses.

**-Update: Offering the first three semesters at night is helping this goal. However, last summer one the intersession classes was cut due to budget considerations which limited the ability of some students to follow the program.**

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**Learning Outcome: A knowledge of grammar consistent with the level of the course.**  
**Assessment: This outcome is assessed through exercises in class, quizzes, and written exams.**

**b. Discuss a learning outcome that is observable yet difficult to measure.**

**Oral Fluency is observable but difficult to measure since it depends on many factors such as vocabulary, grammar, pronunciation and context. It is difficult to construct an assessment that allows the objective measure of these factors in a repeatable manner. Therefore, some subjective judgments must also enter into the assessment.**

**7. Describe a discipline accomplishment that you want to share with the college community.**

A French Major has been created and was approved by the Chancellor this year, as well as a Certificate in French. The Foreign Languages Department expects that about 10 students will be the recipient of the degree in the spring of 2008.

For the first time in Spring 2008, both certificates and diplomas were issued indicating a major in French.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

The Accrediting Commission for Community and Junior Colleges (WASC) completed their last accreditation visit in June 2003. One recommendation given was that "The college should develop mechanisms to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions."

In the past, regular evaluations had not been done. However, we have worked hard at improving our performance in this area and we are happy to report that we are up-to-date with our regular evaluation cycle of part-time and classified employees.

A committee was formed to evaluate part-time instructors in 2006. This committee has completed the necessary evaluations every semester. For classified staff, the chair and the faculty lab coordinator have completed the necessary evaluations as well.

**10. Other comments, recommendations:**

Please identify faculty and staff who participated in the development of the reviewer's planning:

Chantal R. Maher

3/6/08

Chantal R. Maher

2/26/09

Department Chair/Designee Discipline Review and Signature

Date

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Division Dean Review and Signature

Date

\* **By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

\* **Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**

## Enrollment Load at Census for French Classes Fall 2004 through Fall 2008

### Fall 2007

Class Number	Course	Start Date	Start Time	Meeting Days	Total Enroll	Class Max	Wait Total	Wait Max	% Enroll to Max
70266	FREN 101	8/20/2007	11:00AM	TTH	34	30	2	5	113
70267	FREN 101	8/20/2007	8:30 AM	TTH	31	30	1	5	103
70268	FREN 101	8/20/2007		TBA	31	30	1	5	103
70269	FREN 101	8/20/2007		TBA	34	30	2	5	113
74897	FREN 101	8/20/2007	6:30 PM	MW	30	35	0	5	86
74898	FREN 101	8/20/2007		TBA	30	35	0	5	86
71081	FREN101A	8/20/2007	6:00 PM	MON	16	35	0	5	46
70270	FREN 102	8/20/2007	8:30 AM	MW	27	35	1	5	77
70271	FREN 102	8/20/2007		TBA	27	35	1	5	77
71797	FREN102A	8/20/2007	6:00 PM	WED	12	35	0	5	34
71082	FREN 201	8/20/2007	11:00AM	MW	37	35	1	5	106
74755	FREN 215	8/20/2007	3:00 PM	TUE	17	35	0	5	49

### Fall 2006

Class Number	Course	Start Date	Start Time	Meeting Days	Total Enroll	Class Max	Wait Total	Wait Max	% Enroll to Max
70273	FREN 101	8/21/2006	8:30 AM	MW	35	35	1	5	100
70274	FREN 101	8/21/2006	8:30 AM	TTH	40	35	2	5	114
70275	FREN 101	8/21/2006		TBA	40	35	2	5	114
70276	FREN 101	8/21/2006		TBA	35	35	1	5	100
71142	FREN101A	8/21/2006	6:00 PM	MON	27	35	0	5	77
70277	FREN 102	8/21/2006	11:00AM	MW	32	35	1	5	91
70278	FREN 102	8/21/2006		TBA	32	35	1	5	91
73702	FREN102A	8/21/2006	6:00 PM	WED	22	35	0	5	63
71143	FREN 201	8/21/2006	11:00AM	TTH	41	40	2	5	103

## Enrollment Load at Census for French Classes Fall 2004 Through Fall 2007

Fall 2005									
Class Number	Course	Start Date	Start Time	Meeting Days	Total Enroll	Class Max	Wait Total	Wait Max	% Enroll to Max
70286	FREN 101	8/22/2005	8:30 AM	MW	36	35	1	5	103
70287	FREN 101	8/22/2005	8:30 AM	TTH	38	35	0	5	109
70288	FREN 101	8/22/2005		TBA	38	35	0	5	109
70289	FREN 101	8/22/2005		TBA	36	35	1	5	103
73471	FREN101A	8/22/2005	6:00 PM	MON	33	35	1	5	94
70290	FREN 102	8/22/2005	11:00AM	MW	33	35	1	5	94
70291	FREN 102	8/22/2005		TBA	33	35	1	5	94
73472	FREN 201	8/22/2005	11:00AM	TTH	27	35	0	5	77
Fall 2004									
Class Number	Course	Start Date	Start Time	Meeting Days	Total Enroll	Class Max	Wait Total	Wait Max	% Enroll to Max
70304	FREN 101	8/23/2004	8:30 AM	MW	37	35	0	5	106
70305	FREN 101	8/23/2004	8:30 AM	TTH	37	35	1	5	106
70306	FREN 101	8/23/2004		TBA	37	35	1	5	106
70307	FREN 101	8/23/2004		TBA	37	35	0	5	106
70783	FREN 105	8/23/2004	6:00 PM	MON	29	35	1	5	83
70308	FREN 110	8/23/2004	11:00AM	MW	40	35	0	5	114
70309	FREN 110	8/23/2004		TBA	40	35	0	5	114
70310	FREN 140	9/13/2004	4:00 PM	MW	10	25	0	5	40
70784	FREN 201	8/23/2004	11:00AM	TTH	27	35	0	5	77