**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program 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.)

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| **Discipline: French** | **09/10/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 383 | 376 | 388 | 417 | *Self Explanatory* |
| **Census Enrollment Load %** | 84.18% | 89.52% | 85.27% | 92.26% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 1,214 | 1,183 | 1,248 | 1,299 | Weekly Student Contact Hours |
| **FTES** | 40.48 | 39.43 | 41.60 | 43.31 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 2.27 | 2.07 | 2.27 | 2.27 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 536 | 572 | 551 | 573 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.00 | - | 0.40 | 0.40 | FTEF from Contract Faculty |
| **Hourly FTEF** | 0.93 | 2.07 | 1.60 | 1.60 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.33 | - | 0.27 | 0.27 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 1.27 | 2.07 | 1.87 | 1.87 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 55.88% | 100.00% | 82.35% | 82.35% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 92.92% | 95.10% | 94.37% | 97.38% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 70.75% | 69.12% | 80.28% | 80.79% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 5 | 2 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 5 | 6 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 5 | 6 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **The data indicates that French is increasingly of interest to the students of Palomar College. The only interruption in steady growth was during the semester of 2009 when the only full-time faculty member was on Sabbatical. This is an indicator of how important full-time faculty is to the health of programs such as this. With Enrollment Load at 92.26%, WSCH/FTEF at 573, Retention at 97.33% and Success at 80.79%, the French program is essentially at maximum potential. Unless an additional full-time instructor can be hired, and additional classes can be authorized, the program cannot grow any more, despite obvious student demand. Some important classes have already been cut due to budget constraints. Future data will start to show decreasing numbers. This is because of the pyramid nature of the program. To fill upper level classes, sufficient lower level classes are needed to qualify enough interested students. If lower level classes are cut due to budget constraints, then a semester or two later, an upper level class will be cut due to insufficient numbers of students enrolled. French is the only degree program in the World Languages department. This degree program is threatened by cancelation of the final course, FREN 202, due to insufficient enrollment. If this happens, students who had already invested 3 semesters in the program would not be able to take the final semester required to graduate.****In summary:** **- The French Program is operating efficiently.****- There is sufficient student demand to grow the program.****- Budget constraints are already having a negative impact on the program and will lead to decline.****- The future existence of the degree in French is threatened by recent cuts in the program.** **-One important point to consider is that PRPs only reflect data from Fall semesters. However, these figures do not accurately reflect the size of the discipline. Every year, more French courses are offered in the Spring than in the Fall semester.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-SLOs have been developed for all courses.****-Faculty consistently include course SLO’s on their syllabi, and speak with students about the relevance of these outcomes.** **-Assessment data for course SLOs has been gathered and submitted to the POD.** **I.B. Summarize Course SLO assessment results beginning on the next line.** **-FREN 102: Program Outcome. Able to write comprehensible brief narratives in the past tense about everyday contexts, demonstrating command of second semester vocabulary and structures in the French Language.** **-Assessment Results: 73% of students scored 70% or better on the assessment. The students seemed to have the most difficulty in distinguishing usage between past tenses (Passé Composé and Imparfait).** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Scores were not very strong. It is possible the on-the-spot writing method could have made it difficult for students who had only had only one semester of French (i.e. no high school or other experience with French). Action: Continue to monitor student outcomes on this SLO. In addition, instructors of the FREN 101 are now introducing the Passé Composé so the students will be better prepared for FREN 102. The faculty also recommends to all instructors of French 102 to post a review of past tense conjugation on their Blackboard so students can review this important structure point at the very beginning of the semester.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Recent course offering cuts due to budget constraints are threatening the French associate degree program. In order to complete the program, students much complete FREN 101, 102, 201, and 202. In order to have the minimum number of students in FREN 202, there must be sufficient offerings of the lower level courses. Recent cuts to those courses may well mean the cancellation of a FREN 202 course, which will make it impossible for some students to attain their associate degree. This will undermine the Strategic Plan Goals and Objective, specifically Goal 2 that states "Strengthen programs and services in order to support our students' educational goals".****-In order to offer students a degree program for transfer, the department plans to align the current AA degree program using the Transfer Model Curriculum once it is available in French.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **The French discipline is already operating below the minimum number of required classes necessary in order to ensure survival of its associate degree program. Class offerings have already been scheduled in a manner that will offer the best results in filling the upper level classes. Only the ability to offer an additional FREN 102 class in the spring semester would ensure a sufficient number of students in the downstream class (French 201 in the fall) to populate the FREN 202 in the following spring semester. The only other option to insure the survival of the associate degree program would be to lower the minimum number of students required for FREN 202 to be taught for degree-seeking students.****-The World Languages lab is at maximum capacity. The department desperately needs more classified staff. Our curriculum requires that students spend 1 hour per week in the language lab. There are 3,000 students who attend the lab weekly. There are only 40 workstations in the F-1 lab. There is only 1 full-time classified staff member in the lab that is open 60 hours per week.** **-In order to offer courses in the new, South Center campus, the department will need a dedicated language lab space to meet the needs of students.** **-The department is currently updating all of its programs to include a language lab component in the curriculum of the 201 courses. This change will align French and the other disciplines with Spanish (i.e., lab required in 101, 102 and 201). This request will be submitted via Curricunet in the Fall 2012 and will be effective in Spring 2014 when the Humanities building is occupied and the expanded lab space is available.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **The Full-Time/Total FTEF of 40% for this discipline is far below the state mandated minimum of 75%, and also is not supportive of the Strategic Plan Goal 4 which states "Recruit, hire, and support diverse faculty and staff to meet the needs of students." However it is higher than the ratio for the college as a whole, the division, and the department and so it would be difficult to justify any new hires.****-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze:****• Today, there are only 6 full-time faculty in the department.** **• In 2005, there were 8 full-time faculty in the department.** **• In 2001, there were 10 full-time faculty in the department.** **It is essential to prioritize the hiring of full-time faculty member for each of the smaller disciplines (i.e., German, Italian, Chinese, and Arabic) so that a discipline expect can manage and plan for the specialized needs of each program. This would align the department with Strategic Plan Goal 4 which states "Recruit, hire, and support diverse faculty and staff to meet the needs of students."** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **-Please see Academic Department Resource Request for the World Languages Department** |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **French Movies, periodicals, and other resources** | **1** | **2** | **Recent budget cuts have forced the cancellation of FREN 215, the capstone course in the program which dealt in significant manner with French Culture. In order to provide a well-rounded French education for students at Palomar Colleges, additional culture based resources should be made available in the Lab.** | **500** | **Annual** |  |
| **c2.**  | **-Also, Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Licenses for French Pronunciation programs.** | **1**  | **2** | **Budget constraints have already forced the cancellation of one pronunciation class offering and may soon force cancellation of the remaining offering. Pronunciation comes easy for some students, but for others it is a struggle. The loss of the class offerings can be partially offset by computer programs designed specifically to aid students in pronunciation.** | **500** | **Annual** |  |
| **d2.**  | **-Also, Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **It may be helpful to receive an analysis of similar data for the Spring semesters since the Fall tends to be smaller than Spring.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **-The development of an enhanced, interactive learning environment for languages is underway. In the Spring of 2014 the World Languages Lab in the Humanities building will offer a Language Center for students to make use of authentic language resources as they complete the three semester sequence of French 101, 102 and 201 courses, and beyond.** **-In the 2011-12 academic year, ten AA degrees and six Certificates of Achievements were awarded in French.****-To reduce the book cost to students and to provide them increased continuity, the French faculty evaluated textbook offerings and selected textbooks that would be used in multiple levels. Thus the first textbook in French covers FREN 101, 102, 201. The final textbook covers FREN 202, 215. Since, due to budget cuts, FREN 215 will no longer be offered, the faculty is evaluating and will select a less expensive text for FREN 202.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **None** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Chantal R. Maher*Name*** | **Kathleen Sheahan*Name*** | **Masako Ikenushi*Name*** |

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| --- | --- | --- |
| **Gladys Gomez*Name*** | **Abby Corona*Name*** | **Judith Marquez*Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**