

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	French
Department Name:	World Languages
Division Name:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Chantal Maher	Professor
Shayla Sivert	Dean

Number of Full Time faculty	1	Number of Part Time Faculty	2-3
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Please list the Classified positions (and their FTE) that support this discipline:

One (1) FT "ADA" supports this discipline and 6 other disciplines in the department.
 One (1) FT "Instructional Support Asst III" supports this discipline and 7 other disciplines in the WLRC (World Languages Resource Center.) Currently there is a vacant classified position "Instructional Support Asst II."

What additional hourly staff support this discipline and/or department:

Students and short-term hourly offer general assistance in the WLRC.
 One French-speaking student tutor (PT) approx. 5 hours total per week.

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language.

Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

An AA and certificate in French are already offered.

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

French is a small program and small changes in raw numbers can result in apparent large swings in statistical analysis so it is important to keep this in mind in considering that data.

Enrollment at census shows a decrease from Fall 2014 to Fall 2015 and then an increase from fall 2015 to Fall 2016. The raw data is 2014-349, 2015-294, and 2016-314. This is a drop of 15.7% between 2014 and a rebound of 6.8% between 2015 and 2016. Overall the drop between 2014 and 2016 is 10%. This is similar to the experience of Palomar as a whole which experienced 4.7% drop between 2014 and 2015 followed by a 3% drop from 2015 to 2016. The Palomar numbers are 2014-81003, 2015-77209, 2016-74897. The overall drop for Palomar from 2014 to 2016 is 7.5%. The data suggests that there is continuing interest in French in the Palomar student body, and the numbers are reflective of the overall trends at Palomar.

Seats and fill rates in a small program are highly dependent on class offerings and changes in a single offering can result in dramatic variances. For example in 2014 there was encouragement to increase offerings. This resulted in the fill rate for French to decrease from 83.3% in 2013 to only 66.5% in 2014 with a stable enrollment of 350 and 349 respectively. It rebounded the following year to 84% even with a decreased enrollment of 294. The 2016 number is 74.7% with an increased enrollment of 314. Given the small size of the program, fill rates are hard to fine tune.

Although slightly lower in 2014, WSCH/FTEF continues to be strong. The standard for French based on 35-student classes is 525. The numbers for 2012 to 2016 are 537.91, 542.51, 438.96, 544.03, and 518.11. The faculty size is being well tailored to the demand.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:

70%

Why? No reason to vary from the College standard. Our own data for French is in line with this number as well.

The success rates for the last 5 years are 2012-70.7%, 2013-70.8%, 2014-69.8%, 2015-70.2%, 2016-70.9%
With the exception of 2014, success rates are satisfactory and stable.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

A significant number of students are seeking and receiving AA and Certificates in French: 2012 saw 18 students, 2013 there were 29 students, 2014- 16 students, 2015- 14 students, and in 2016- 26 students. Students are demonstrating very high Oral proficiency.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Trying to increase numbers of students by online offerings, and by scheduling classes to respond to demand from local high school students. We began offering French using a hybrid schedule for a section of 101 and 102, respectively, which has worked well, and we are preparing to use that for at least one section of 201 as well.

After speaking with students in French 101, many of whom are high school students, we've become aware of the need to offer higher level sections of French in the afternoon so that students may continue with the sequence.

It would be worthwhile to continue building relationships with our high school French programs. Our department hosts a gathering of local high school language instructors to reinforce what they already know about our offerings and to introduce new faculty and new activities, etc. Our French professor will reach out to local high schools to discuss the state of the French language in education. It's possible too that we can create an opportunity for French high school, Palomar, and CSU instructors to meet socially to discuss items of interest.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

Yes. Changes can quickly disrupt the flow in a small program. Class cancellations, heavy turnover of part time faculty and even changes in scheduling have a drastic effect on enrollment.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

In Fall 17, we assessed one of the SLOs for our French 101 classes; the SLO was based on student knowledge of French and francophone cultures and was based on reading passages and cultural videos and in-class discussions. We assessed listening, reading, and culture using T/F questions based on various aspects of French and Francophone cultures. The results showed an improvement over those of Spring 17. For Fall 17, 26/28 students met or exceeded the SLO standard, while in Spring 2017 31/43 met or exceeded the SLO. We also assessed the SLO for culture in 201 but do not yet have the results. Last semester, we discussed the need to incorporate culture questions in the exams, which appears to have improved its importance in the minds of our students; they have become more interested and curious in searching for related information.

In Spring 2017, we also assessed listening for French 202. Although listening tests seem to stress students in French 101 and 102, but it is interesting to see how well they perform by the time they are in French 202. Based on the results of previous SLO assessments, we increased the opportunities for listening practice. The impact has been favorable.

ANNUAL PROGRAM REVIEW AND PLANNING

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" in the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Hiring faculty of diverse background and linguistic preparation.		X	
Offer authentic language experiences for students, to support the college's values of creating learning and cultural experiences for students of diverse origins, experiences, needs, abilities, and goals.		X	
Increase offerings of hybrid classes in French to facilitate completion of the program by students who work or whose schedule of core courses conflicts.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Tailor schedule to attract new students
Strategies for implementation	Schedule classes in late afternoon to make it possible for high school and working students to attend
Timeline for implementation	Begin in Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase fill rate above 80%
Goal #2	
Program or discipline goal	Increase awareness of PT faculty with respect to department and college communications, SLOs and assessments, recruitment strategies, French certificate pathway, etc.
Strategies for implementation	Collaborate in regular communication with part time instructors (either in person or by email)
Timeline for implementation	End of Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased communications with PT faculty resulting in a better understanding of the topics set forth in the goal; increased communication among PT faculty and their students with respect to college expectations, etc.
Goal #3	
Program or discipline goal	Increase cultural events
Strategies for implementation	New material for the WLRC, opportunities for watching French film, opening events to the high schools and general community
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Kathleen Sheahan
Date	Dec 15, 2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Shayla Sivert
Date	12/11/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

A willingness to reschedule to meet the needs of students; a desire to add different modes of learning (hybrid, online); relatively strong WSCH/FTEF over two years ago

2. Areas of Concern, if any:

Although this semester's enrollments are up over those of last year, the numbers are still lower than they have been traditionally.

3. Recommendations for improvement:

Increased contact with high school instructors and community organizations (though they are down in SD); addition of an online section, perhaps at the 201 level, once we see how the hybrid addition works out.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President

Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/12/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Same question on mission
2. Excellent inclusion of data for Program Analysis. Excellent points made as well.
3. The awards are making great strides- definitely something to brag about!
4. Great strategies in program improvement section.
5. Will you have additional DE/Online opportunities as well?
6. Goals make good sense as well- well written and stated.
7. Solid report, well done and well documented!

2. Areas of Concern, if any:a. Take one more step with SLO's- great discussion but include the outcome- what was the result?

3. Recommendations for improvement: