



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
World Languages

**Discipline Name**  
French (FREN)

**Department Chair Name**  
Manneh/Pedroza

**Division Name**  
Languages and Literature

**Website address for your discipline**  
<https://www2.palomar.edu/pages/worldlanguages/>

#### Discipline 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.

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

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
No

**List all degrees and certificates offered within this discipline.**

AA

Certificate Program in French

**Please list the names and positions of everyone who helped to complete this document.**

Chantal R. Maher

**Full-time faculty (FTEF)**

1

**Part-time faculty (FTEF)**

.33

**Classified & other staff positions 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 6 other disciplines in the WLRC (World Languages Resource Center.)

Currently there is a vacant position Support Asst II.

**Additional hourly staff that 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.

## PROGRAM INFORMATION

## PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

The learning outcomes communicate the expected level of language proficiency well. A review of the 3rd year French program at CSU and UC institutions convinces me that the outcomes indicate that Palomar students will be well prepared to continue to the next level.

CSUSB: FREN 303. Contemporary Spoken French. 4 Units. Prerequisites: FREN 202 or consent of department

Practice of contemporary spoken French through the reading and discussion of current topics in the French-speaking world.

Palomar SLOs (condensed): Narration at the intermediate level. Students who successfully complete the French program will be able to express original ideas in written form using content, vocabulary at the intermediate level... Students will be able to present a project orally using content, vocabulary and structures... understand spoken French on variety of topics at an intermediate level.

**Describe your program's plan for assessing program learning outcomes.**

Writing and listening assessments graded using a department rubric. A grade of 70% required for completion. Assessments are made at each level of instruction on a rotating 3-year schedule to determine progression as well as final attainment.

**Summarize the major findings of your program outcomes assessments.**

Students are achieving the appropriate level of progress for the courses where the assessments are made. For example, in Fall 2017 89% of 1st-year (FREN 101) students met or exceeded the minimum criterion for comprehension expected for course level. The more challenging course assessment of written French was done for 1st-year (FREN 102) students in Spring 2018 with 94% meeting or exceeding the minimum. Spoken French was assessed in Spring 2018 (FREN 140) with 100% success. Second year French students were assessed in Spring 2018 (FREN 201) with 100% meeting the criterion for that level.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

During year 2017-2018 there were 6 AA's and 10 certificates completed for a total of 16. The number of AA's was increasing steadily over the previous 4 years, but dropped last year from 11 to 6. The certificate completions do not show a consistent pattern but decreased from 15 to 10 from the previous year. Average AA completion per year for the past 5 years is 6.8 versus 6 completed last year. Average certificates completed for the last 5 years is 12.8 versus 10 completed last year.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**  
Decreased

**What factors have influenced your completion trends?**

The very small sample size involved can lead to wide variations with no apparent causality. However some obvious factors present here are class cancellations which interrupt the path to completion,

decreasing transfer requirements at upper institutions, and generally decreasing enrollment in the program as well as at the college. This Spring (2019) the final course (FREN 202) of the program is not being offered and this is expected to have significant negative impact on AA/Certificate completions.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

No reason to vary from the College standard. Our results for French are in line with this number. A review of the demographic breakdown indicates that all student groupings are able to consistently achieve or exceed the standard level of success.

**What is your Stretch goal for COURSE success rates?**

75.0%

**How did you decide upon the goal?**

This is a logical next level based on current results. Courses/groups are already exceeding this, but in some areas, particularly in the entry level class (FREN 101) it is worth the effort to understand the generally lower success rates and find ways to raise them.

2013-14: 73%, 2014-15: 65% 2015-16: 70%, 2016-17 70%, 2017-18: 75% all the higher level courses, as well as the program overall are above 75%.

Black or African American 2013-14: 84%, 2014-15: 76%, 2015-16: 81%; 2016-17: 50%, 2017-18: 87%

The low success rate in 2016-17 is attributed to the variations expected in statistics for a small population within a small population.

There is a success rate disparity for Hispanic vs White although overall success rates remain well above the standard.

Hispanic 2013-14: 75%, 2014-15: 72%, 2015-16: 73%; 2016-17: 81%, 2017-18: 75%

White 2013-14: 79%, 2014-15: 83%, 2015-16: 83%; 2016-17: 82%, 2017-18: 80%

The populations of Hispanic and White are similar and larger than all other populations, though they are

still small for statistical analysis. There are many factors: small numbers of course offerings, different courses, small populations, different professors, etc. The French discipline is not staffed sufficiently to perform this social-statistical analysis.

## COURSE OUTCOMES

### How have you improved course-level assessment methods since the last PRP?

Course-level assessment for French consisted of 3 different SLO's as suggested in the past. In order to align with the other 6 languages, we now have two active SLO's for each French course and will assess them systematically over a 3-year cycle.

### Summarize the major findings of your course outcomes assessments.

Course outcomes assessments are demonstrating consistent student progress toward the program outcome objective.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

## Goals

### Goal 1

#### Brief Description

Hire faculty of diverse background and linguistic preparation

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

The department is currently hiring two positions: 1. Spanish, 2. French/Spanish.

#### Outcome(s) expected (qualitative/quantitative)

Additional faculty will be added to improve the full time/part time ratio to bring them more inline with expectations and to improve the learning experience for students.

#### How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

These hires will improve the departments mission to "provide an engaging teaching and learning environment for students" by having additional full time staff to develop improved programs and provide consistency in program planning and execution. In addition it will bring the full time/part time ratio closer to the college level.

**Expected Goal Completion Date**

5/31/2019

**Goal 2****Brief Description**

Offer authentic language experiences for students

**Is this a new or existing goal?**

Existing

**Goal Status**

Completed

**How will you complete this goal?**

Provide extra credit opportunities to students including a French film festival, language fair, and being made aware of available programs in the local community, other colleges, and in the media. The department is also working on establishing a Study Abroad program.

**Outcome(s) expected (qualitative/quantitative)**

Students will participate in the above activities to the extent they find it useful.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

These programs/opportunities support the department goal "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."

**Expected Goal Completion Date**

5/31/2018

**Goal 3****Brief Description**

Increase offering of hybrid courses in French

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Develop knowledge/experience with Canvas to facilitate management of hybrid courses, offer more hybrid courses. Goal will be complete when a Fren 202 is offered in hybrid format in Spring 2020.

**Outcome(s) expected (qualitative/quantitative)**

More hybrid courses will be offered. Hybrid courses have increased from zero to more than half of offerings.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

These offerings will make it easier for students to integrate our high course-credit-hour offerings (5 credit hours per course) with other offerings and improve their ability to meet the requirement for graduation in less time

**Expected Goal Completion Date**

5/31/2020

## Goal 4

### Brief Description

Tailor schedule to attract new students

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

Schedule classes in late afternoon to make it possible for high school and working students to attend beginning in Fall 2018

### Outcome(s) expected (qualitative/quantitative)

Increase fill rate above 80%.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Makes it possible to have more offerings -- insufficient fill rates cause course cancellations with result in interrupted progress for program completion. For example this semester the final course required for an AA or certificate is not being offered.

### Expected Goal Completion Date

5/29/2020

## Goal 5

### Brief Description

Increase awareness/inclusion of PT Faculty

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

Meet individually with PT faculty with respect to department and college communications, SLOs and assessments, recruitment strategies, French certificate pathway, etc.

### Outcome(s) expected (qualitative/quantitative)

PT faculty will better understand and feel included in the operation of the department. Their experiences and ideas will be brought to department meetings.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The department mission states "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." This goal of inclusion in department operations for PT faculty will support this mission directly.

### Expected Goal Completion Date

5/31/2020

## Goal 6

**Brief Description**

Increase cultural events

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Plan schedule opportunities such as film festivals, language fairs for students to experience. Offer extra credit to those who participate. This is a follow-on goal for goal 2 above. Extra credit will be offered to gauge participation.

**Outcome(s) expected (qualitative/quantitative)**

Students desirous of attending cultural events will be made aware of the opportunities and be encouraged to attend and be rewarded with extra credit.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

These programs/opportunities support the department goal "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."

**Expected Goal Completion Date**

5/29/2020

## STAFFING AND RESOURCE NEEDS

**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**

No

**Are you requesting additional Staff, CAST or AA?**

Yes

**In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)**

See PRP for the World Languages Resource Center (WLRC).

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

**Staff, CAST, AA request 1****Title of Staff position you are requesting**

Instructional Support Assistant II

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

See PRP for the World Languages Resource Center (WLRC).



**Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**

See PRP for the World Languages Resource Center (WLRC).

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

See PRP for the World Languages Resource Center (WLRC).