PALOMAR COLLEGE® Learning for Success — **Program Review & Planning (PRP)**

Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
World Languages

Discipline Name
French (FREN)

Department Chair Name
Beatrice Manneh

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, Professor of French
Beatrice Manneh, Assistant Professor, German and department chair

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
0.67   0.33

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 Assst 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 well the expected level of language proficiency. 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.

Example:
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 are graded using a department rubric. A grade of 70% is 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. In spring 2019 French 102 was assessed with a success rate of 80%. In fall 2018 French 101 was assessed with 87% meeting requirements. In spring 2018 French 201 was assessed with 100% meeting the criterion. The more challenging assessment of written French was used in spring 2018 in French 102 with 94% meeting or exceeding the minimum requirement. Spoken French 140 was also assessed in spring 2018 with 100% success. Second year French students were assessed In fall 2017 89% of 1st-year French 101 students met or exceeded the minimum criterion for comprehension as expected for the course level.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
Language instruction in French continues to prepare the student for success as defined by the SLO's and measured by the assessments. Upper level courses are being offered less often so the three year assessment cycle has been disrupted for French 202 which has not been offered for two years. It will be offered in spring 2020 and will be assessed at that time.

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
All of the French courses meet the requirements in the Palomar Degree GE Requirements (Area C - Humanities) and the CSU GE Requirements (Area C2 - Humanities) and are specifically called out in the referenced documents. The second-year French courses meet the requirements in the IGETC requirements (Area 3B - Humanities) and are specifically called out in the reference document. The French instruction supports institutional areas of the Palomar GE/ILOs in the areas of Communication (written, oral and visual), Creative, Critical, and Analytical Thinking (creative thinking, teamwork and problem solving), and Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge).

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
The study of Humanities comprises the study of language, literature, history and philosophy and is considered by many as foundational to a well-rounded education. It develops skills in writing and critical reading/thinking, appreciation for other cultures, and a reference context for using specific knowledge in a societally beneficial manner. The French courses at Palomar College open a window into a vast trove of knowledge and thought in the historical and contemporary international world. In that light, the French program supports all the General Education areas in the Palomar 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 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. In spring (2019) the final course (FREN 202) of the program was not offered and this had a devastating negative impact on AA/Certificate completions. When there is a defined path to completion, disruption of the path by completely cancelling required courses either because of low enrollment or for other policy reasons invariably leads to cancelling of lower enrollment courses in later semesters leading to fewer completions. If an AA or Certificate is approved, there must be a commitment to offer the required classes, even with low enrollment, until the flow down the path can be replenished. Completely cancelling a required course is a breach of faith with the students who started down the path.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
Not specifically required but they satisfy (along with others) the Humanities requirements for the Palomar AA degree.
They also provide the classes of choice for the AA degree in University Studies with the Emphasis in World Languages.

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
During year 2018-2019 there was a precipitous drop in completions. Only two AA's and one certificate were awarded for a total of 3 completions. This outcome was a direct result of the final course not being offered for the past two years. It will be offered spring 2019 and the number of completions is expected to increase. 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 3 years, but dropped in the last years from 11 to 6 to 2. The certificate completions do not show a consistent pattern but decreased from 15 to 10 to 1 over the past 3 years. This result is not surprising since Average AA completion per year for the past 5 years is 6.3 versus 2 completed last year. Average certificates completed for the last 5 years is 10.6 versus 1 completed last year. These results are not surprising since the path to completion for French Programs has been disrupted by class cancelations.

What is your program standard for program completion?
70.0%

Why did you choose this standard?
This is both the college and department standard and there doesn't seem to be any reason to change it for the French programs.

What is your Stretch goal for program completion?
70.0%

How did you decide upon your stretch goal?
No reason to change it since it is both the college and department standard. SLO assessments indicate the student progress is adequate with the 70.0% standard. Most students exceed it.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
The efficiency trend over the past 5 years was: (as indicated by the PRP data pages)
2014-15: 439/66%, 2015-16: 544/89%, 2016-17: 518/75%, 2017-18: 535/80%, 2018-2019: 643/92%
The low efficiency rate in 2014-15 is attributable to a school policy to add more classes than would be normally be indicated by department planning. The rather steady trend in efficiency was to be expected. Teaching foreign languages, especially at the entry level requires a great deal of student/teacher interaction. Because of this many 4-year institutions limit class size to 20 or fewer students so each get ample opportunity to the teacher's time. Palomar requires a minimum of 30 students per class which is detrimental to enrollment and attainment. There are other disciplines with fewer than the 35 seats per class for good reason. The World Languages classes should also be considered for fewer "seats" per class, with the professor's time and attention as the limiting factor.

What factors have influenced your efficiency trends?
There is no apparent trend. Except in 2014-15 it has always been high as compared with both the college and the department.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

The upper level French courses (FREN 201, FREN 202) have low enrollment by the 35-seat standard. French is a small program and it has a logical progression of courses for completion. That progression is FREN 101, FREN 102, FREN 201, and FREN 202. The courses cannot be skipped and cannot be taken out-of-order. Many students will not continue after taking courses necessary to complete the Humanities requirement. This requires planning to insure there will be sufficient students in the pipeline with the first two courses to make sure there will be sufficient enrollment in the second-year programs, and particularly the final course. If courses are cancelled in FREN 102, and FREN 201 there will be disruptions in the flow which will result in cancellations in the later courses and diminished opportunity for completions. There should be more FREN 101 and FREN 102 scheduled. There must be at least 1 FREN 201 (fall) and 1 FREN 202 (spring) scheduled each year to allow students the opportunity to complete either the AA or the Certificate.

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.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected?
Overall success rate varies between 70% and 78% over the past 5 years. The French program is very small and slight changes can have a big effect in percentages. The enrollment in 2018-2019 is significantly lower than previous years. Factors in this are the drecreasing requirements for language courses at transfer university, and lack of course offerings at Palomar. The path to completion has been

interrupted by course cancellations in previous years. Cancelling a course because it is low in enrollment will ensure later courses will have low enrollment and will have to be cancelled as well. If a program is offered, there should be an effort to offer all required courses at least once in a 2-year period.

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. 2014-15: 65%; 2015-16: 69%; 2016-17: 65%; 2017-18: 65%; 2018-19: 70%. All the subsequent level courses, as well as the program overall are above 75%.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
The steady trend in retention is to be celebrated. Once again, it is a small program and slight changes can result in large changes to statistics.   The rates for the past 5 years are 2014-15: 91%; 2015-16: 88%; 2016-17: 90%; 2017-18: 88%; 2018-19: 86%; In the same period enrollment dropped by almost half, and fewer upper level courses (which typically have higher retention) were offered. In that light, the steady rate of retention is gratifying.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Ethnicity
Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Females seem to generally have a higher success rate than males. I don't think any corrective action is required.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
The only ethnicity categories with consistently large enough populations to compare are White and Hispanic. The comparison of these two over the 5 years seems to indicate the White ethnicity has a slight but consistent higher result as compared to Hispanic. The results for success are
White: 2014-15: 82%; 2015-16: 79%; 2016-17: 77%; 2017-18: 74%; 2018-19: 75%
Hispanic   2014-15: 72%; 2015-16: 79%; 2016-17: 75%; 2017-18: 62%; 2018-19: 69%
For Palomar overall the White success level is mid-70's for the same period. For Hispanic the success level is mid-60's for the entire period.   I think the statistics for French are a reflection of the overall Palomar experience with variations due to the small sample size.

Are there differences in success/retention between on-campus and online courses?
Yes

Do you have any best practice methods you use for online courses to share with the community?

Please explain.
Success rates for on-campus students seem to be higher, but the very small number of classes and the very small student populations don't suggest a causality. Should be tracked in future years.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
There are two SLO's for each course and they are now assessed on a 3-year rotating schedule.

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, I 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.
In order to meet the needs of all students and uphold the high course outcome assessment results, students must continue to have access to tutors and resources in the World Languages Resource Center.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
None.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
Course planning must be done for an entire 2 year period. A student entering in the first course should have a possibility to complete either the AA or the certificate. French is a lock-step program; there must be sufficient class offerings in the first two courses to generate sufficient enrollment for the following two courses. Cancellations in any course will have a negative effect in the later courses. Requiring 35 seats in foreign language classes does not leave sufficient opportunity for student/professor interaction, particularly in the first two courses. The College should consider a reduction in seat capacity for foreign language instruction.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
The course outcomes are based on the program outcomes and provide the stepping stones to the final achievement. Assessment of course outcomes demonstrate consistent student progress towards the expected program outcomes.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
The degree map for French is linear and easy to understand: French 101 > French 102 > French 201 > French 202.
Completion in two years is the norm except when class cancelations occur. This is especially disruptive when no classes in a required course are offered during a particular semester. To explain the mapping for the French program, the fulltime professor delivers a PowerPoint presentation in person to all French sections each semester. The progression is also viewable on the WLRC website.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
The majority of courses are offered in a hybrid format at 4 p.m. to support working students and high-school students.

How do you work with other departments that require your course(s) for program completion?
Our courses are only required by other departments in the sense that they can be used to meet the Humanities requirement for graduation or meet the requirement of a language for the AA degree in University Studies / World Languages.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
We are receiving less and less FTEF that makes it difficult to offer the classes that our students need.

Are there courses that should be added or removed from your program - please explain?
No.

How is the potential need for program/course deactivation addressed by the department?
Through discussion among the full-time faculty at department meetings.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
French is a small program with very limited hybrid and face to face offerings. We are attempting to increase enrollment by scheduling hybrid classes at 4 p.m. in order to make it most convenient for working students and high school students to attend.

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Teacher, translator, interpreter including court interpreter, tourism and hospitality industry, international relations, international business and law, political science and philosophy, military, video game designer, art and art history, musician, advertiser, architect, school counselor, software programmer, pilot or stewardess, fire fighter, medical field, paramedic, diplomat, police, aid worker...
Knowing a foreign language has become more and more important as our world is becoming "smaller" and interaction across the globe more extensive. We need to offer more foreign languages to enable our students to be successful in this global setting.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
KSA: Knowledge of vocabulary, grammar, and usage of a Foreign Language
KSA: Skill in reading, listening and speaking in a foreign Language
KSA: Ability to communicate and interact effectively with customers, employees and others on general business and everyday topics

How does your program help students build these KSA's?
The SLO's for the courses and the program specifically address the attainment of these KSA's for example the Program SLO 1: Narration at the intermediate level: Students who successfully complete the French program will be able to express original ideas in a written form using content, vocabulary and structures at the intermediate level and relevant to Francophone culture.
Program SLO 2:   Understanding spoken French: Students who successfully complete the French program will be able understand everyday spoken French on a variety of topics at an intermediate level.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Our World Languages department meets with high school partners and emails them, we attend Palomar events such as Tarde de Familia and we organize our own, such as Cafe International. We attend meetings of chamber of commerce for individual languages, as well as film festivals and other events pertaining to the individual languages.

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?	**Goal Status**
Existing	Completed
	No longer a goal

How will you complete this goal?
The department is currently hiring two positions: 1. Spanish, 2. French/Spanish.
The instructors were hired and are currently on staff.

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. The full time/part time ratio for French is expected to increase in futures semesters due to the hiring of a full-time professor and the decrease in offerings.

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?	**Goal Status**

Existing   Ongoing

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

Goal 3

Brief Description
Increase offering of hybrid courses in French

Is this a new or existing goal?   **Goal Status**
Existing   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?   **Goal Status**
Existing   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

Goal 7

Brief Description
Hiring and maintaining a French tutor in the World Languages Resource Center

Is this a new or existing goal?   **Goal Status**
Existing

How will you complete this goal?
Continue to train and support the current tutor. Hire a new tutor as needed. Maintain or increase the number of hours for tutors available for the department and the discipline by using any hourly funds available to the department to hire students who can serve in two roles as tutor and general staff in the WLRC.

Outcome(s) expected (qualitative/quantitative)
Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
By providing well-trained tutors, the French program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources and learning support outside of the classroom. A tutor also gives students the opportunity to experience the culture of the French-speaking countries from a different person than just the class instructor and broaden their horizon that way. Tutors also give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Expected Goal Completion Date

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)

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
ISA-I

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The position will help keep the WLRC open to serve students. We do not have sufficient FT employees and we do not have an hourly budget to pay the part-time employees. The position will allow students to complete their course requirements. It will also help continue to offer instructional support to our students.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
There is scarcity of funds. There are hiring restrictions

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
I reviewed this PRP. The program data, policies, goals, and needs are clearly stated and align with the department's.

Chair Name	**Chair Sign Date**
Beatrice Manneh	10/28/2019

Dean Review

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

Areas of Concern, if any:

Recommendations for improvement:

Dean Name	**Dean Sign Date**

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
While efficiency has been increasing, overall enrollments are down. This could be a function of offering fewer sections. Now that course fill rates have increased, it may be an indication that the program is ready to grow again.

The creation of a Study Abroad program could be a huge boon to meeting the needs of students by attracting those students who do not wish to engage in the traditional semester-length college language course.

Areas of Concern, if any:
While it is important to note that class cancelations can be behind the disruption of the course taking pattern leading to fewer completions, we did not see what steps are being taken in order to address those cancelations.

Looking at data for 202, it would seem to indicate that this course has not made in recent years. It does not

seem that many students then have the opportunity for completion.

Recommendations for improvement:
Hopefully administration can work with you on your tutoring needs to better meet the needs to your students.

| **IPC Reviewer(s)** | **IPC Review Date** |
| Mark Bealo, Juan Gonzalez, Travis Ritt | 11/20/2019 |

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Impressive success rates. Really thoughtful overview of disproportionate impact.   Thorough review.

Areas of Concern, if any:
See IPC recommendations and ideas- all very good.

Recommendations for improvement:

| **Vice President Name** | **Vice President Sign Date** |
| Jack S. Kahn. Ph.D. | 1/23/2020 |