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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

2020-2021

Are you completing a comprehensive or annual PRP?

Annual

Department Name

World Languages

Discipline Name

French (FREN)

Department Chair Name

Scott Nelson

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 TOP coded as 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.

Scott Nelson, Department chair Assistant Professor, Italian and Spanish

William Carrasco, Assistant Professor, French and Spanish

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

.66

Full-time Faculty (FTEF)

.33

Part-time faculty (FTEF)

.66

Classified and other permanent 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

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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.

How do they align with employer and transfer expectations?

The program learning outcomes allow students to complete the academic requirements necessary for transfer and prepare students with the intermediate language skills and cultural knowledge necessary to be employed at a company that interacts with the French speaking world and its culture.

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. Courses are assessed every three years so no French courses were assessed during the 2019-20 academic year. 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.

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.

From 208-2020 there were two AA's and 13 certificates completed for a total of 15. 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 (2019/2021) 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.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

By looking at program outcome assessment and enrollment trends certain patterns have helped guide our decision making process. It has become clear that certain students prefer hybrid and evening courses. With that in mind, we now offer evening and hybrid courses to meet the diverse needs of our students.

How have these factors presented challenges for your program(s)?

The biggest challenge is the limited number of courses (FTEF) that can be offered. Not all students can take the class at the time that it is offered.

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. The success rate for FREN 101 has been slightly below 70% over the past five years. All the subsequent level courses, as well as the program overall are above 75%.

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. We need to do a better job motivating the male students and encouraging them to complete the required course assignments.

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%; 2019-2020: %85

Hispanic 2014-15: 72%; 2015-16: 79%; 2016-17: 75%; 2017-18: 62%; 2018-19: 69%; 2019-2020: %76

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.

COURSE LEARNING 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, there are 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.

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

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

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 to 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-world 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?

Existing

Goal Status

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?

Existing

Goal Status

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?

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

Completed

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?

Existing

Goal Status

Ongoing

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

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

wcarrasco@palomar.edu

Review

Chair Review

Chair Comments

Chair Name

Scott Nelson

Chair Sign Date

10/29/2020

Dean Review

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

As reflected by this PRP, the French discipline is part of a small but dynamic and creative department fully committed to student success.

Areas of Concern, if any:

As noted by the document author, the number of classes/students is too small for data to be statistically significant since small changes can radically affect trends, for no fault of the department, but it is great that the department is regularly collecting data. The main concern remains to grow enrollment throughout all languages.

Recommendations for improvement:

Now that Chinese and Arabic are no longer taught, the potential number of students to take the remaining languages has theoretically increased. It would be good for the Department as a group to dedicate time regularly to explore, rethink, and experiment with new activities that increase outreach and enrollment to strengthen the foundation pool throughout all languages.

As discussed with the Chair, I recommend continuing the discussion on the potential contribution that French and all languages can make to the work-based learning campus wide initiative. Given the many creative approaches language faculty have in general and the value addressing careers or including activities that point to professional development has for enrollment, it would be a benefit to both faculty and students to include such WBL activities, even if they are not necessarily 'hands-on' or experiential.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/4/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

improved enrollments over the past 2 years

Areas of Concern, if any:

no WBL

Recommendations for improvement:

Give more thought and provide more analysis to the discipline course success rate -- how do the SLOs provide information on areas of success and struggle in instruction and how do you use this information to help your students learn more effectively?

RE: ethnicity gaps, what can you do to address the consistently lower rates for Hispanic students?

RE: WBL, pursue a better understanding of that and of Career Continuum. You mention that students complete your program with intermediate proficiency and the possibility of finding work with a French-speaking company; by having WBL and Career Continuum, your students may have a chance of interning and building a relationship with such a company as they are studying, which also provides them with authentic learning experiences.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020