Entry #: 67 - Languages and Literature   **Status:** Submitted   **Submitted:** 3/22/2024 5:27 PM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Languages and Literature

Department Name

World Languages

Microsoft_List_ID

Discipline Name

French (FREN)

Department Chair Name

Beatrice Manneh

Department Chair email

bmanneh@palomar.edu

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

William Carrasco, Assistant Professor of French/Spanish
Beatrice Manneh, Associate Professor, German and Department Chair

Website address for your discipline
https://www.palomar.edu/worldlanguages/french/

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.

A.A. Degree in French
Certificate program in French

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1.00

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

.33

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

One (1) Language Lab Instructional Support Assistant supports this discipline and 6 other disciplines in
the department,
100%
One (1) Department ADA supports this discipline and 6 other disciplines in the World Languages
Resource Center, and
is shared with the library. 50%

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Our success rate has declined steadily from 70% to 55% over the last 5 years. We anticipated a drop in enrollment due to the impact of the Covid pandemic in 2020-2022 and we've seen a general decline in course enrollment at Palomar College. We also expect the removal of the world language requirement for transfer to UC and CS schools to also affect enrollment. Despite these factors, the decline in student success rates in the courses was not expected. A decrease in class participation (i.e., attendance, completion of assignments) both online and on campus has been the leading cause of this decline.

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

Increased

Was this expected? Please explain.

In Fall 1019, the retention rate was 89%. Retention dropped slightly during the Covid Pandemic, but the rate has increased to 91% in Fall 2023. We anticipated this increase in retention with the conversion of all French courses to Zero-Cost Textbook (ZTC) courses.

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

Modality (Online, Face to Face, Hyflex, etc.)

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Online courses are seeing a higher success rate (distance ed: 57%; f2f = 51%) and retention rate (distance ed: 98%; F2f = 83%).

Many students struggle with the asynchronous online courses due to a lack in time management skills and because there is a significant absence of interactive language use. Online students are not getting enough interactive practice with the language.

Students in f2f courses are not attending the course as regularly as in the past, despite attendance being a course requirement. This has been attributed to transportation issues, conflicts with work schedules, illness and a variety of other personal factors.

When a student misses an f2f class, it has a big impact on their overall performance and they can fall behind, where as online students are more able to keep up because they can adapt the coursework to their personal schedules.

Despite the fact that online students are showing a higher success rate, it is clear that successful f2f students are mastering the French language more proficiently than sucessful online students because they have more interactive exposure to the language.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We have converted the French program to a ZTC program in order to eliminate the barrier of textbook costs.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

📊 **0. Course SLO Report_ French.xls**
26.5 KB   ⤓

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: Program Completions

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2017-2018
AA: 6
Certificates: 10
Total: 16

2018-2019
AA: 2
Certificates: 1
Total: 3

2019-2020:
AA: 0
Certificates: 11
Total: 11

2020-2021:
AA: 2
Certificates: 3
Total: 5

2021-2022:
AA: 3
Certificates: 3
Total: 6

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?
Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

2. Last result, action, French.xls
25.5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The World Languages Department has succeeded in offering all levels of French courses despite low enrollment numbers. This has helped students to continue taking French courses and build proficiency. This is reflected in the outcomes assessments, especially among second year French students.

In Spring 2019 French 102 was assessed with a success rate of 80%. In Fall 2020 French 101 was assessed with 100% success in listening and 89% success in writing. French 201 had a success rate of 93% in listening and 100% in writing. In Spring 2021, French 102 was assessed with 76.5% meeting the listening requirements and 95% meeting the writing requirements In Spring 2022, French 202 was assessed with 79% success in speaking & reading and 94% success in listening and writing. In Fall 2023, French 101 was assessed with 88% success in listening comprehension and 84% in writing, while French 201 was assessed with 100% success in both Writing and Listening.

Overall, the second year French students (in FREN 201 and 202) tend to perform very well in the outcome assessments. The slight dip in success rates in FREN 102 listening outcomes in Spring 2021 and speaking outcomes in FREN 201 in Spring 2022 academic year may have been due to the lack of a face-to-face classroom experience during the Covid Pandemic. Nevertheless, the success rates in outcome assessments have remained consistently high over the last 5 years with an increase in success rates in online courses.

The learning outcomes communicate well the intended level of language proficiency. A review of the 3rd year French program at CSU and UC institutions indicates that Palomar students are well prepared to continue to the next level (Example: CSUSB: FREN 303. Contemporary Spoken French. 4 Units. Prerequisites: FREN 202 or consent of department.). Students who successfully complete the French program are able to express original ideas in written form using content, vocabulary at the intermediate level. They can present a project orally using content, vocabulary and structures and understand spoken French on variety of topics at an intermediate level.

Since the number of AA degree and Certificate program completions dropped from 26 (11 AAs, and 15 Certificates) in 2016-17 down to 3 (2 AAs and 1 Certificate) in 2018-2019, we have seen a gradual increase in completions since then. In the wake of the Covid Pandemic and the general campus-wide drop in enrollment numbers, we have offered more online courses than before the Pandemic. These online courses have seen higher enrollment numbers and a greater success rate than face-to-face classes (i.e., 98% vs. 83%), and has helped retain more students thereby facilitating an increase in program completions.

The conversion of the French AA and certificate programs to Zero Textbook Cost (ZTC) has also supported student retention and pathway completion by eliminating a big financial barrier to student enrollment.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The majority of students who completed the French program pathway in Spring 2022 (i.e., those enrolled in FREN 202), completed the entire program online, due to the Covid pandemic. While success rates have been generally higher in online courses vs. face-to-face courses, there has been a noticeable discrepancy in between speaking proficiency, on the one hand, and listening, reading & writing proficiency, on the other. Online students perform better overall, but their proficiency in speaking is lower than than students in face-to-face students. This is due to a lack in authentic, interactive language practice. Finding more opportunities to engage with the French language in an asynchronous online course is an ongoing challenge for us.

The lack of consistent French course offerings has been a barrier to the increasing the number of program (AA, Certificate) completions. For example, a student who completes French 102 in the fall will not be able to take French 201 until the following fall. This delay in course offerings has negative impact on language practice and retention. In some cases, students have decided to take French courses at other community colleges to make up for this lack. To help with this problem, Palomar College has prevented French courses from been cancelled due to low enrollment. Nevertheless, French is a lock-step program, so there needs to be sufficient class offerings in the first two courses to generate sufficient enrollment for the following two courses, and the latter need to be offered more frequently.

There are two significant external factors that are having a negative impact on the success of the French program at Palomar: (1) The general drop in world language course enrollments nationwide since 2016 with a a stronger focus on STEM fields; and (2) the Assembly Bill 928 (The Student Transfer Reform Act), signed into law in 2021, which eliminates the Language Other Than English (LOTE) proficiency requirement for transfer UC and CSU schools.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? 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, and 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Create a zero-textbook-cost French program at Palomar

Goal Status

Completed

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are happy to announce that all four French courses required for a certificate of Achievement in French no longer require the purchase of textbooks.

FT and PT faculty collaborated in the creation of 4 OER textbooks for FREN 101, 102, 201 and 202. This project was supported by multiple CALM implementation grants. An additional grant was awarded by the ASCCC OER Initiative to support our collaboration with faculty from Chabot College to expand the FREN 101 and 102 textbooks and transform them into interactive, online books. All four textbooks are now hosted by Libretexts.org.

A new ZTC textbook for FREN 140 is in the works and will be completed by August 2024. This is not a required course for the completion of a French AA or Certificate.

Prior Year PRP Goal 2

Brief Description

Increase authentic language experiences & cultural events for students

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Our department is continuing to hold the Café International event each semester to showcase World Language programs at Palomar. In Fall 2023, students participated in a French Career Fair. In Spring 2024, we are establishing a new French Club at Palomar. We are also planning to establish a future study abroad program in France. We will continue to brainstorm more ways to provide extra opportunities and experiences to students, including French film festivals, language fairs, and other available programs in the local community and in the media. Our OER textbooks also offer numerous links to authentic language resources on the Internet.

Prior Year PRP Goal 3

Brief Description

Increase offering of hybrid courses in French

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This goal was put on hold during the Covid pandemic. We will discuss options for resuming our hybrid course offerings.

Prior Year PRP Goal 4

Brief Description

Tailor schedule to attract new students

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

French and other languages have seen high enrollment rates in our online courses during the pandemic. We will continue to offer students the option to take online courses and accommodate students that would otherwise not have enrolled in face-to-face courses.

Prior Year PRP Goal 5

Brief Description

Increase inclusion/awareness of PT Faculty

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

FT and PT French faculty have collaborated in the creation and maintenance of 4 OER French textbooks. We are currently working on a 5th book together.

Prior Year PRP Goal 6

Brief Description

Hiring and maintaining a French tutor in the World Languages Resource Center, acquire more learning materials for the WLRC and provide more learning opportunities in the WLRC

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 7

Brief Description

Create a HyFlex classroom and offer HyFlex classes in French

Goal Status

No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

A HyFlex-equipped classroom would allow the departments to offer HyFlex classes giving students the option to attend class in person or virtually. HyFlex course offerings will make French courses more equitable and accessible. It can also increase enrollment and retention rates. this goals will support the return of hybrid French classes.

Describe any changes to your goals or three-year plan as a result of this annual update.

Previously, we had 2 separate goals (Increase authentic language experiences & cultural events for students & Increase cultural events) which are now presented as one (see goal 2 above).

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Creation of a Study Abroad Program in a French-speaking region.

How will you complete this goal? Include Strategies and Timeline for Implementation.

World Languages faculty will work together with College administration and external institutions (universities, study abroad support services) to establish a study abroad program

Outcome(s) expected (qualitative/quantitative)

A study abroad program will give students authentic language experience and significantly increase their proficiency in French. It would also be valuable for students in other departments and disciplines such as as History and Art.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

A study abroad program aligns with our emphasis is on the expansion of cross-cultural awareness, and the development of speaking, listening, reading and writing skills in the target language.

Expected Goal Completion Date

8/15/2027

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

Title of new position

Instructional Support Assistant I

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and students and short-term employees have been used to substitute for this position. Tutoring and individual support to serve students is an accreditation goal. The World Languages Resource Center (WLRC) could be open more hours to serve a wider student population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position eliminates the need to hire multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position helps with the ongoing PRP goal to hire and maintain staff and tutors in the WLRC. As stated in the mission of the World Languages Department, emphasis is on the expansion of crosscultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Educational Vision Plan 2035 Objective

| 1:3 | 2:3 | 3:1 | 3:4 |

If the position is not moved forward for prioritization, how will you address this need?

The plan will be to continue to hire student and short-term hourly staff. We will open the WLRC for as many hours as possible with the staff we have and request this position again next year.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

   If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Beatrice Manneh

Date

4/7/2024