Academic Program Review

ACADEMIC YEAR	2014	☒ Basic Skills ☒ Transfer ☐ Career Technical Education (CTE)
PROGRAM	French	
DEPARTMENT	World Languages and Communication	
DIVISION	Arts Letters and Learning Services	
SUBMITTER	Glenn Swiadon	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Reinforce web enhancement of courses with additional on-line activities and exercises for students of French, including planning and implementation of distance education in French.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: New textbooks in all French courses were adopted Spring, 2014. The new textbooks contain additional online exercices for use both in class and at home as compared to the old textbooks. A future program analysis will be necessary to show whether or not the change to the new textbooks will result in higher fill, enrollment, success and retention rates.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)

Identify Program Goal from Last Program Review:
Design and implement a course sequence in the form of a cycle of courses offered at regular intervals to allow for the obtention of an AA degree in French in two years.

Institutional Goal(s): ☐ 1 ☒ 2 ☐ 3 ☐ 4

☐ Met   ☒ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:
Program Pathways for French has put the French program on a schedule according to which French 100 and French 110 are offered every semester and French 201 is scheduled to be offered in the Fall, with French 211 scheduled to be offered in the Spring. A student who enrolled in French 100 would still need to wait one semester before being able to enroll in French 201 and would therefore, under the current arrangement, require five semesters to finish the degree.

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)

Identify Program Goal from Last Program Review: Hire one part-time faculty member for the French program.

Institutional Goal(s): ☐ 1 ☒ 2 ☐ 3 ☐ 4

☐ Met   ☐ Partially Met   ☒ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:
Two promising candidates did not meet the stringent requirements of the equivalency committee. They were both from foreign countries and did not provide the committee with sufficient documentation for degrees earned abroad. As long as the equivalency committee requires all candidates to provide American-style documentation, foreign- born candidates, especially those from third-world countries, will be at a disadvantage.
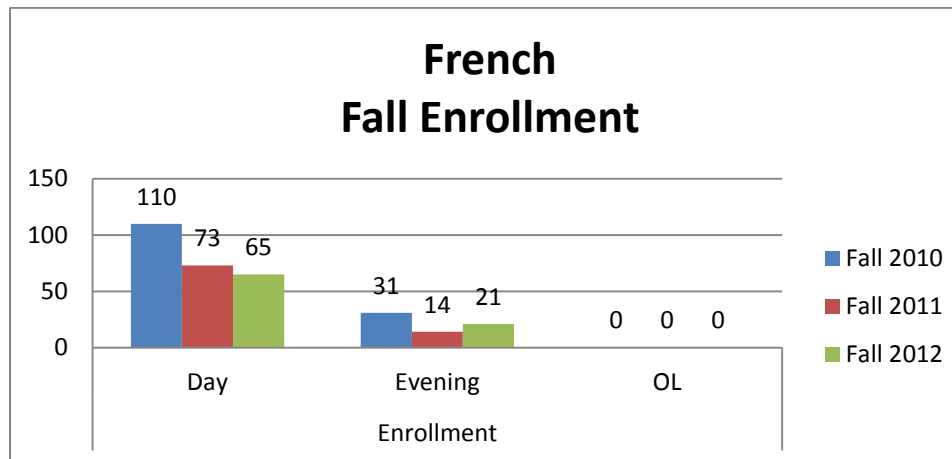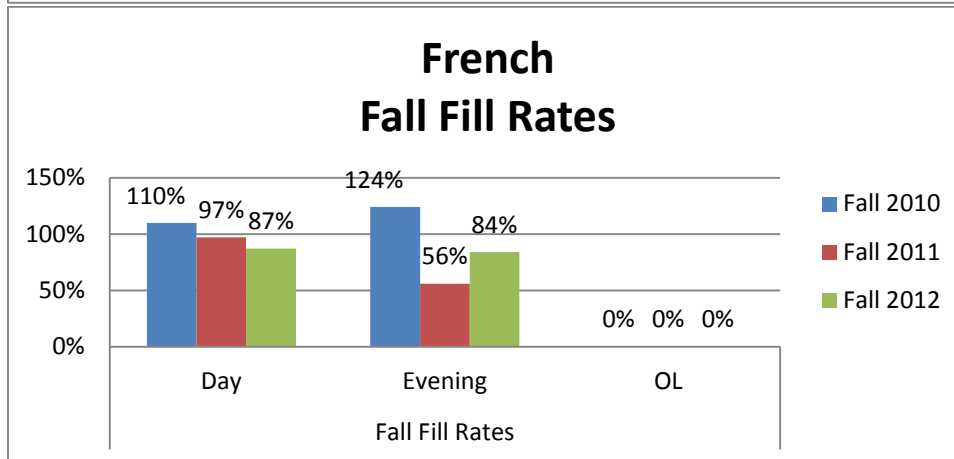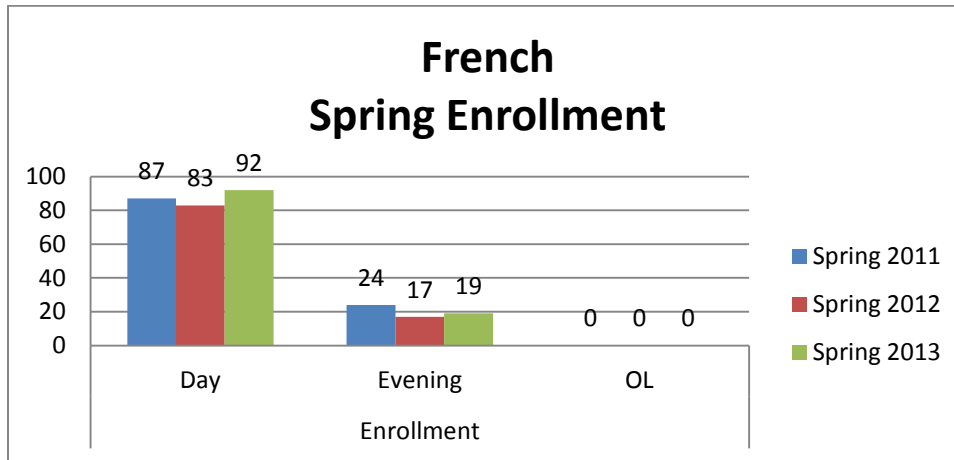
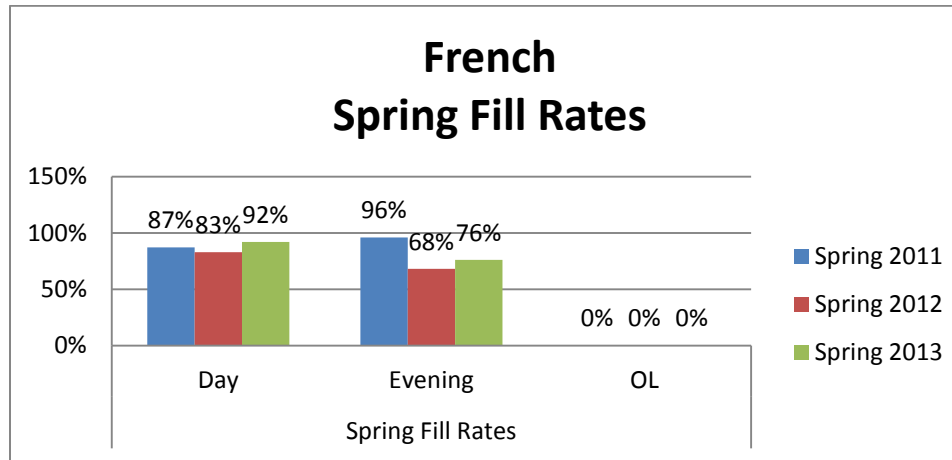Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

   Enrollment data for French classes for the period evaluated show: Fall day enrollment declined from 110 to 73 to 65. Fall extended day enrollment declined and then rebounded, going from 31 to 14 to 21. For Spring semesters, the data also show a decline followed by a rebound in enrollement, going from 87 to 83 to 92 for day, and for extended day, 24, 17 to 19. The dip may be explained by the unannounced change in the way students paid fees for enrollment. Latest data show an upswing in enrollment in three out of four categories.

   Because data show average enrollment based on all classes, the overall picture of the French program is not clearly seen. When data is presented to show enrollment for each course, they show strong enrollment in the majority of French courses offered.

French Fall Enrollment bar chart. Day: Fall 2010 = 110, Fall 2011 = 73, Fall 2012 = 65. Evening: Fall 2010 = 31, Fall 2011 = 14, Fall 2012 = 21. OL: Fall 2010 = 0, Fall 2011 = 0, Fall 2012 = 0.

French Spring Enrollment

Enrollment	Spring 2011	Spring 2012	Spring 2013
Day	87	83	92
Evening	24	17	19
OL	0	0	0

French Fall Fill Rates

Fall Fill Rates	Fall 2010	Fall 2011	Fall 2012
Day	110%	97%	87%
Evening	124%	56%	84%
OL	0%	0%	0%

French Spring Fill Rates

Day: 87% (Spring 2011), 83% (Spring 2012), 92% (Spring 2013)
Evening: 96% (Spring 2011), 68% (Spring 2012), 76% (Spring 2013)
OL: 0%, 0%, 0%

Spring Fill Rates

Term	Program	Day Sec-tions	Day Fill	Day Enroll	Day Mass Cap	Ex Day Sections	Ex Day Fill	EX Day Enroll	EX Day Mass Cap	Online Sections	Online Fill	Online Fill	Online Mass Cap
Fall 2010	FREN	4	110%	110	100	1	124%	31	25	0	0%	0	0
Fall 2011	FREN	3	97%	73	75	1	56%	14	25	0	0%	0	0
Fall 2012	FREN	3	87%	65	75	1	84%	21	25	0	0%	0	0
Spring 2011	FREN	4	87%	87	100	1	96%	24	25	0	0%	0	0
Spring 2012	FREN	4	83%	83	100	1	68%	17	25	0	0%	0	0
Spring 2013	FREN	4	92%	92	100	1	76%	19	25	0	0%	0	0

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

For the period evaluated, the maximum WSCH/FTEF was 478.55 in Fall, 2010. Since then, WSCH/FTEF has varied between a high

of 376.73 to a low of 364.85, except for Spring 2012, which was 339.39. The lowest score may be attributable to difficulties with collection of enrollment fees and change of time blocks due to lack of classrooms.

A more effective evaluation of productivity would be possible if the differences between types of courses being offered were taken into account. If a uniform goal of 525 is set for all classes, regardless of type, lumping large, required lecture courses in with elective courses that have smaller caps, education is reduced to a crude game of numbers, at odds with the mission of IVC, "to promote excellence in education that challenges students of every background to develop their intellect, character and abilities . . . " (mission statement). To resume, the reduction of education to a game of numbers that is tilted towards required lecture courses could be avoided were productivity goals analysed in terms of different types of classes.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

The overall success rate of 70% shows an increase as compared to the previous three-year evaluation success rate of 66%. The overall retention rate for the period being evalualed is 80% as compared to 81% for the previous three-year program review, demonstrating some stability.   In the success and retention data I was provided with in order to respond to these questions, I could not find separate statistics about day and extended day classes. (The French program has no online classes.) For the current evaluation period, the higher rates of retention in French 201 (93% for Fall 2011 and 88% for Spring 2012) and French 211 (93% for Spring 2011) than in the first semester program (83.25% from Fall, 2010 to Spring, 2012) are can be attributed to the greater dedication of students in the second-year program.

Term	Program	Day Enrollment	Day Success Rate	Day Retention Rate	Extended Day Enrollment	Extended Day Success Rate	Extended Day Retention Rate	Online Enrollment	Online Success Rate	Online Retention Rate
Fall 2010	FREN	110	65%	80%	31	65%	81%	0	0%	0%
Fall 2011	FREN	73	81%	93%	14	79%	93%	0	0%	0%
Fall 2012	FREN	65	65%	82%	21	67%	71%	0	0%	0%
Spring 2011	FREN	87	79%	89%	24	50%	63%	0	0%	0%

Spring 2012	FREN	83	71%	89%	17	65%	76%	0	0%	0%
Spring 2013	FREN	92	65%	88%	19	74%	79%	0	0%	0%
Average		595.0	71%	87%	147.0	65%	76%	0.0	#DIV/0!	#DIV/0!

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Statistics for student success rates in the categories of Mexican, Hispanic and Unknown are very close, 69%, 70% and 68%, respectively. The same is true about retention rates, for Mexican, 81%, for Hispanic, 86% and for Unknown, 84%. From this, it may be concluded that there is some confusion about the meaning of these categories. Are Mexicans Hispanic or something else? Be that as it may, the problem of identity and the meaning of these categories is beyond the scope of this program reviewer's analysis. If these categories are to be seriously analysed, their validity must be demonstrated by the authors of the questions. Insofar as African-American success and retention are concerned, the sample of two students over the course of seven semesters is too small to provide meaningful conclusions. Similarly, the sample for White students (six) for the same time period is also statistically insignificant. And what trends or gaps can be identified based on one Asian student from the same time period? The fact that the data for the French department provided such small samples puts into doubt the validity of any answers that can be drawn from these questions about ethnicity.

For the period evaluated, female enrollment in French classes tends slightly to exceed male enrollment. Nonetheless, the success rate for male students exceeds that of female students in five semesters out of seven. Conversely, retention rates for female students were invariably higher than rates of male student retention, although not by much. This last observation may be understandable if we consider that female and male students may react differently to the dynamics of teacher/student interactions in the classroom.

FREN															
	African-American			Hispanic			White			Other			Unknown, Non-Responsive		
	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	1	0%	0%	134	65%	81%	1	0%	0%	1	100%	100%	4	100%	100%

Fall 2011	0	0%	0%	79	81%	94%	2	100%	100%	0	0%	0%	6	67%	83%
Fall 2012	1	0%	0%	82	65%	79%	0	0%	0%	0	0%	0%	3	100%	100%
Spring 2011	0	0%	0%	100	75%	84%	2	100%	100%	2	50%	50%	7	43%	71%
Spring 2012	0	0%	0%	93	70%	87%	1	100%	100%	0	0%	0%	6	67%	83%
Spring 2013	0	0%	0%	106	67%	87%	0	0%	0%	0	0%	0%	5	60%	80%
Total	2	0%	0%	594	70%	85%	6	83%	83%	3	67%	67%	31	68%	84%

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

For the period under evaluation, no degrees were awarded. This is attributable to the unfortunate decision by Dean Ruhl in Fall, 2012,to cancel French 211 one week before the semester started. Eight students had already enrolled and four additional students contacted me personally the following weekend to tell me they were intending to enroll and to ask if the class was still being offered. Had the class not been cancelled, or had the decision to cancel the class been put off, at least until the start of the semester, there would potentially have been twelve to fourteen students eligible for graduation in French. In this instance, the ability of the French program to award degrees was directly undermined by lack of administrative support.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Program change can be sought that would permit students who are interested in completing the French major to do so in a timely fashion. Dean McNeece has said that one way to accomplish this might be to change the delivery system to allow French 201 and French 211 to be offered with more frequency. His recommendation was to combine the two classes, that is, to offer them at the same time, in the same place, dividing students into two groups that correspond to one or the other level of French (personal communication, February, 2014). The dean's recommendation is currently under consideration. Another recommendation intended to address the same issue would have students enroll in French 211 as an independent study, as occurs at the University of Maine, according to the January, 2014 edition of the "The NEA Higher Education Advocate". [A newly negotiated contract allows that] ". . . when UM classes are canceled for low enrollment, faculty teach students anyway so that

those students can get the courses and credits they need" (page 6). A third recommendation would be to take under consideration that courses with productivity above 525 could be used to offset the relatively low productivity of French 201 and 211.   Aimed at insuring the viability of the second-year program in French, this idea was hailed by members of the FMCAT team during their campus visit last year as "the kind of creative thinking" that could be applied to questions of productivity.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.
   Since the last three-year program review, class lectures have undergone extensive revision. Review and recycling of subject matter now take up more time than previously. In addition, the instructor has updated all class lectures concerning grammar with an eye toward making presentations of grammatical structures as clear as possible. New textbooks are being adopted in all French courses. The new first-year text contains a wide variety of online exercises and readings for use in class and at home. The new second-year text was chosen for its attractive presentation of culture, in the form of readings and films in French. If things go as planned, both these new texts will reinforce the ability of the French program to fulfill the mission of the college.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The French program continues to be quite viable. Program completion resulting in the award of an AA in French needs to be addressed, as stated above. However, it would be erroneous to think that the main goal of the French program is to create graduates in French. Consideration should be given to the reasons so many students study French at IVC. Many of them are working towards an AA or an AS degree in one subject or another. They will tend to enroll in French 100 for one semester because it satisfies the college's humanities requirement. Others who are planning to attend a four-year institution after graduation from IVC often choose to continue their study of French in French 110 in order to satisfy a foreign language requirement for transfer. Students who continue into French 201 and 211 may do so in order to transfer to a four-year institution with a three-semester language requirement or may have other motives that are equally worthy and in keeping with the mission of IVC, to foster excellence in education. They often seek to become fluent. In this respect, it is relevant to mention that linguistic studies show literacy skills in one language transfer ("lateralize") to other languages, so that the study of French at any level effectively contributes to basic skills acquisition. Some second-year students in French classes see French as a preferred field of knowledge that enables them to inquire into the nature of experience. Since higher education needs to be universal, it must permit many diverse types of students to attain their educational and careeer goals. In this last respect regarding career goals, according to a study published by the American Association of Colleges and Universities, average peak earnings for liberal arts and social science majors

exceed the average peak earnings of graduates of professional and preprofessional programs, $66,185 to $64,149 (cited in "Liberal Arts Graduates and Employment. Setting the Record Straight", http://www.aacu.org/leap/documents/nchems.pdf.

Given that there is only one instructor in French, FTES are projected to remain stable. Judging from the numerous crashers and high enrollment in French 100, it would be reasonable to think that additional sections of French 100 could be created and filled, were another instructor available. If this were the case, it would also be likely that there would be an increase in enrollment at higher levels.

The improvements in success rates since the previous three-year evaluation, the reworking of all lectures and presentations, and the adoption of new textbooks in all courses would indicate that the good quality outcomes of the French program can be expected to continue into the future.

C. FUTURE – LIST OF "SMART" (Specific Measurable Attainable Relevant Time-limited) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
	Identify Goal: To increase the quality of student outcomes.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	Objective: Assess the effect of adopting a new text on student outcomes.	
	Task(s): Examine data of student performance on old text vs. new text on oral and written assessments.	
	Timeline: Finish by Fall 2015	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$n/a

2	FUTURE PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Budget Priority #2	

Identify Goal: To increase reading comprehension.

Objective: To add three additional readings into the semester plan.

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☒ 2
☐ 3
☐ 4</td></tr>
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Task(s): Assess reading comprehension and student reaction to readings as compared to results with the previous text.

Timeline: two years

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$n/a

3	**FUTURE PROGRAM GOAL #3** Budget Priority #3	**INSTITUTIONAL GOAL(S)**

Identify Goal: Implementation of Program Pathways	☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: To give students of French a four-semester course sequence from French 100 through French 211.	
Task(s): Monitor enrollment and fill rates and create appropriate course schedules.	
Timeline: three years	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$n/a
			TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?

   The three program goals aim to increase student enrollment, fill, success and retention rates, with no additional budget requests.

   Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

	PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	ISLO(S) [Link PLO to appropriate ISLO(s).]
PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Demonstrate the ability to communicate with native speakers of French.	☒ ISLO 1 ☒ ISLO 2

Measurable Outcome Summary:	☒ ISLO 3
To measure the ability to communicate with native speakers, assessments were performed for all four communication skills: listening, speaking, reading and writing. Resulting data produced results that are expressed as weighted total percentages. For listening, mastery was 44.19%, satisfactory was 45.6% and unsatisfactory was 9.62%. For speaking, mastery was 47.8%, satisfactory was 40.4% and unsatisfactory was 6.96%. For reading, mastery was 27.34%, satisfactory was 67.16% and unsatisfactory was 8.27%. For writing, mastery was 32.5%, satisfactory was 64.47% and unsatisfactory was 9.84%. Student ability and performance, the nature and effectiveness of the assessment tool and the performance of the instructor are all reflected in the data, which is based on SLO assessments. However, difficulties arise when one attempts to determine the extent to which any single factor contributes to the results, since they all vary from semester to semester. Therefore, conclusions as to the effectiveness of the program based on the data as compared to other programs are problematic. In addition, please note that in assessments of this PLO, the instructor and other students stood in for native speakers.	☐ ISLO 4 ☒ ISLO 5

☒ Met   ☐ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)

PLO 2	**Identify Program Outcome:** Students will demonstrate cultural awareness.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: The data assessing the cultural awareness PLO are also expressed as weighted total percentages, as follows: 21.59% mastery, 61.72% satisfactory and 9.5% unsatisfactory.	
	Met X ☐ Partially Met ☐ Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: In future assessments of cultural awareness, a different type of assessment tool will be used.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)

PLO 3	**Identify Program Outcome:** Students will demonstrate level-appropriate literacy skills.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: This is a new PLO and has not yet been assessed.	
	☐ Met ☐ Partially Met ☐ Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	

***** ATTACH PLO/SLO GRID *****

SLO Grid								
Course	units	# SLOs Identified	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
French 100	5	5	5	1	3,5	4	3	5
French 110	5	5	5	1	1,3	2	2	1
French 201	3	3	5			1		3
French 211				5				

Student Learning Outcomes Assessment:

All SLOs have been assessed for French 100 and French 110. For French 201, three SLOs have been assessed and one assessment has been performed for French 211.

French PLO Grid

PLO Grid			
Program	PLOs Identified	Fall 2011	Spring 2012
French	**2**	0	1

We have only assessed the first two PLOs and will assess the third PLO for the next program review