Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | French | |
| **DESCRIPTION/PURPOSE** | The French program enables students to grow intellectually and to live and work successfully in areas where the French language is spoken. The program supports the World Languages Department goals of linguistic and cultural competency. | |
| **DIVISION** | Arts and Letters | |
| **DEPARTMENT** | World Languages and Speech Communication | |
| **SUBMITTED BY:** | Glenn Swiadon | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **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.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **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.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **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.

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| **1** | **PAST PROGRAM GOAL #1** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Reinforce web enhancement of courses with additional online activities and exercises for students of French, including planning and implementation of distance education in French. | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Now using a new text with more online exercises in class and as homework. Given students familiarity with technology, this should have a positive impact in student learning. | | | | | |
| **2** | **PAST PROGRAM GOAL #2** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Design and implement a course sequence in the form of a cycle of courses offered at regular intervals to allow for the completion of an AA degree in French in two years. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | | Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Combined French 201 and French 211 to be able to offer the course each semester and therefore to complete the French major in two years. | | | | | | |
| **3** | **PAST PROGRAM GOAL #3** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  To hire a part-time instructor of French. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | | Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  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. | | | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

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

Enrollment. For the period Fall 2011 to Spring 2014, average day section enrollment is 78. For the previous evaluation period (Fall 2011 to Spring 2013), it is also 78 and for the current reporting period (Fall 2013 to Spring 2014), it is again 78 showing average enrollment to be generally stable since fall, 2011. For extended day sections, average enrollment for the period Fall 2011 to Spring 2014 is 21. For the previous evaluation period, it is 17.71. For the current reporting period is 28. This shows a considerable increase for the current reporting period over both the previous evaluation period and the period Fall 2013 to Spring 2014.

Fill Rate. The average overall fill rate for day sections Fall 2011 to Spring 2014 is 88.33%. For the previous evaluation period it is 89.79% and for the current reporting period it is 85.5%, indicating a slight decrease in fill rate of 4.29% compared to the previous evaluation period. For the extended day sections Fall 2011 to Spring 2014, average fill rate is 82.83%, for the previous evaluation period, 71%, and for the current reporting period, 106%, showing an increase of 35% in the current reporting period compared to the previous evaluation period.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

In terms of WSCG/FTEF, productivity for the period Fall 2011 to Spring 2014 is 335.74. For the previous evaluation period, it is 323.68. For the current reporting period, it is 359.84. The increase in productivity is understandable in the light of the similar increase in extended day enrollment and fill rates for the same period. When considering productivity for the French program, it should be noted that among teachers of foreign languages, it is generally accepted that, in order to maximize language learning, the optimum number of students is around 15. Extrapolating from this, our WSCG/FTEF seems reasonable.

1. **Success and Retention**

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

Success Rate. For day sections, overall average success for the period Fall 2011 to Spring 2014 is 67.39%. For the previous evaluation period it is 70.43%. For the current reporting period it is 61.31%. For extended day sections, average overall success rate Fall 2011 to Spring 2014 is 66.33%. For the previous evaluation period it is 70.90% and for the current reporting period it is 57.18%. In comparison with the previous evaluation period, the 9.12% drop in the day section success rate and the 13.72% drop in the extended day section success rate for the current reporting period may be due to a normal fluctuation in the linguistic abilities of the students who enrolled in different classes. Regarding the drop in the success rate in the day sections for the current reporting period, a change of textbook in Spring 2014 may be a contributing factor. However, in the extended day sections, because the difference between the success rates for Fall 2013 and Spring 2014 is negligible, the new textbook adoption does not appear to be a factor.

Retention Rate. For the period Fall 2011 to Spring 2014, the average overall retention rate in day sections is 83.82%. For the period Fall 2011 to Spring 2013, it is 87.97% while for the current reporting period it is 75.52%. For extended day sections, average overall retention rate Fall 2011 to Spring 2014 is 78%. For the previous evaluation period it is 79.71% while for the current reporting period, it is 77.05%. I believe that, in the future, success and retention data should be provided for individual courses to produce more meaningful analysis.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Data not provided.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

For the previous evaluations period, 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 by email the following weekend to tell me they intended to enroll and to ask if the class was still being offered. Had the course 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 to graduate in French. In this instance, the ability of the French program to award degrees was directly undermined through lack of administrative support. In spring, 2014, cancellation of French 201 also contributed to the difficulty of students pursuing a major in French.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

In all French courses, both first and second-year, new textbooks were adopted spring, 2014. The effects of the new textbook are currently being seen and will be analyzed during subsequent semesters. In fall, 2014, French 201 and French 211 were combined. The combined enrollments of these two courses is high enough to allow the courses to remain open thereby making it increasingly likely that, in the future, more students will be able to succeed in the French major.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

The adoption of new textbooks in all French courses requires a complete revision of course lectures. Both new textbooks use alternate delivery methods; the first-year book relies more on net-based materials, such as the eBook, and the second-year book uses film as a basis for discussions of culture, grammar and vocabulary.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

Program completion is expected to be facilitated by the introduction of the combining of French 201 and French 211 into one course. FTES is projected to remain stable or to increase due to dedication to future program goals and ongoing efforts to upgrade course content that will, in the future, impact positively on quality of outcomes.**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.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** To increase learning of French at IVC. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** To grow the number and success of students of French at IVC. | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | |
| **Task(s)** | | | |
| 1. Initiate search for a part time instructor | | | |
| **Timeline:**  Fall 2015 and Spring 2016 | | | |
| **Expense Type** | | **Funding Type** | **Budget Request** |
| One-Time  Recurring | | General District  Categorical (Specify) | **$ 25,000** |
| **How will this objective be measured?**  The department will increase the number of sections taught. | | | | |
| **How will the completion of tasks identified improve student/program success?**  The increased number of section will result in more students completing French courses successfully. | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  José Ruiz and Human Resources | | | | |

1. (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. [↑](#footnote-ref-1)