

INSTITUTIONAL GOAL

	<p>- The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p>
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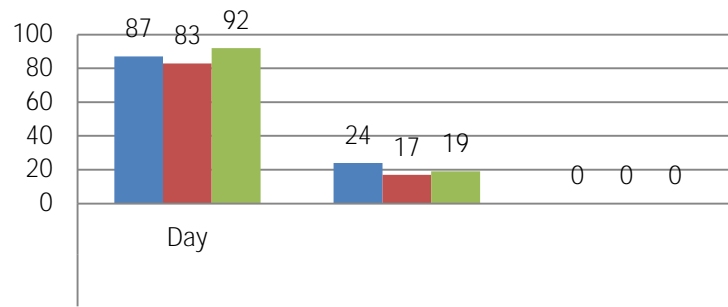
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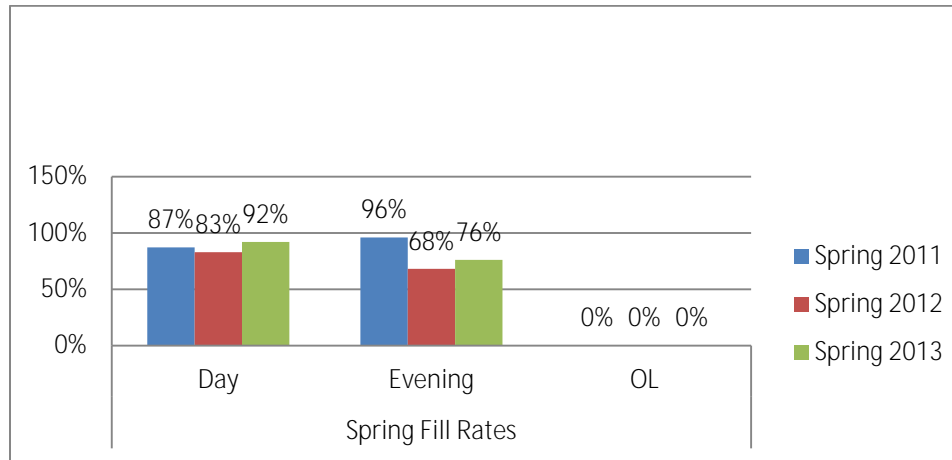
List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

(Describe past program goals.)	(Check all that apply.)
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	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.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	
	New textbooks in all French courses were adopted Spring, 2014. The new textbooks contain additional online exercises 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.	

<input type="checkbox"/>	<p>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.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4





Term	Program	Day Sections	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 evaluated 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.

Spring 2012 Spring	FREN	83	71%	89%	17	65%	76%	0	0%	0%
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| Fall 2011 | 0 | 0% | 0% | 79 81% 94% 2 100% 100% 0 0% 0% 6 67% 83%

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

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

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	<p>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.</p>	<input checked="" type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	

Students will demonstrate cultural awareness.	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
<p>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.</p> <p>Met X <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	

***** 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								