

Academic Program Evaluation – FRENCH
Division – ALLS
Department - HWL

PROGRAM COMPLETION

ASSOCIATES DEGREE:

Required Courses: FREN 100, 110, 201, 211

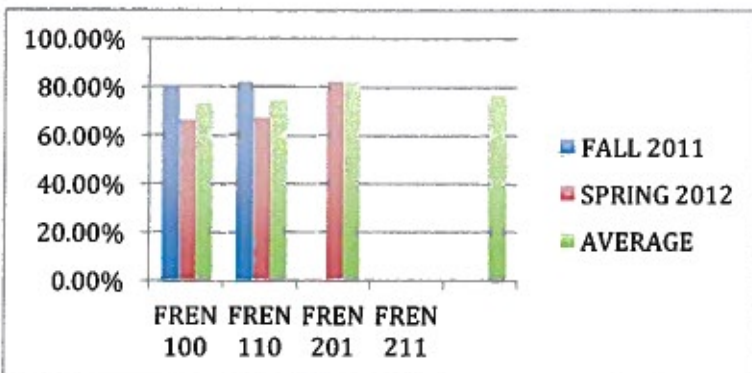
Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012

Recent Enrollment Demand: High <input checked="" type="checkbox"/> 92.9% Medium <input type="checkbox"/> Low <input type="checkbox"/>
Projection for Future Demand: Growing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining <input type="checkbox"/>
Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.) <p style="margin-top: 10px;"> Successes and Curricular Development: In spring 2012, the French department's suggestion to adopt a twenty-unit major consisting of four, five unit courses in French (French 100, French 110, French 201 and French 211) was approved by the Curriculum Committee. This change was intended to improve accessibility to the major by reducing completion time to four semesters, without compromising our responsibility to prepare majors for study at the upper division level upon transfer. Similarly, in order to make the program more efficient, French 220, French 232 and French 297 were deleted and French 180 was made dormant. Currently, courses that remain active are French 100, French 110, French 201, French 211 and French 230. </p> <p style="margin-top: 10px;"> More rapid completion of the major implies an accelerated pace of learning. Material previously covered over the course of three semesters, in French 100, French 110 and French 201, is now covered in French 100 and French 110. In spring 2012, a new textbook was therefore adopted for French 201. It was chosen in part because it can be used as the text both for French 201 and French 211, providing students with an economical option. </p> <p style="margin-top: 10px;"> The French Club continues to provide students global awareness by immersing them in the French-speaking community. Every semester, cultural field trips, French movies and/or visits to French restaurants supplement classroom activities. For </p>

example, fall 2012 semester, French Club members enjoyed a meal at a French restaurant in San Diego, where they were able to order food in French, and then toured the San Diego Museum of Art collection of European paintings with a French-speaking docent. In spring 2012, twenty members of the French Club visited to San Diego State University in San Diego to attend a play presented in French by French majors at San Diego State. Members of the French Club have recently started to discuss the possibility of a field trip to France and are investigating eventual sources of funding. I have contacted French-descended residents of the Imperial Valley to invite them to IVC to lecture on their community's role in the Valley's history.

Alternative delivery systems: In all French courses, the use of online resources has increased. As of spring 2012, all French classes incorporated online exercises from publishers' websites. In fall, 2012, Blackboard was incorporated into all French courses. Currently, all Blackboard home pages contain, in addition to links to publishers' websites, links to two or three youtube videos for in-class and at-home study.

Completion and success rates are normal to high for all levels of French. We experienced a slight decrease in our success rate in the spring 2012 but our average success rate is 76.50%. It is notable that the highest success and completion rates occurred in French 201, offered Spring 2012. Many factors are responsible for this success. Third semester students have more academic experience than first semester students, and may tend to be better prepared to take on the challenges of college, even at a more advanced level. By the third semester, students are no longer sampling courses in order to identify which ones correspond to their interests and abilities. Rather, they are continuing to study subjects they have found to be satisfying intellectually and in which they have experienced success.



I have been engaged in a comprehensive review of my lesson plans to renew my lectures in a way that reflects the my acquaintance with IVC French students gained during five years of teaching here. For example, I have significantly increased the amount of time spent on review and “recycling” of material to facilitate the acquisition of new concepts. While I still employ the technique of going from the known to the unknown to the teaching of French, I now frequently begin with a reminder of the known. I have also introduced practice midterm and final exams into the curriculum to familiarize students with expectations and procedures prior to the tests and to provide them with additional opportunities to study. By the same token, I have increased the number of kinetic classroom activities. For example, among the many changes I have made, teaching the French word for “to give” is now accomplished by students passing around the class a pencil, which they say they are “giving” to each other. Similarly, to teach the French words for “sweep” and “sweeping”, I brought a French “table broom” into class and demonstrated its use. Future completion and success rates will likely reflect this systematic ongoing review and adjustment of teaching methods.

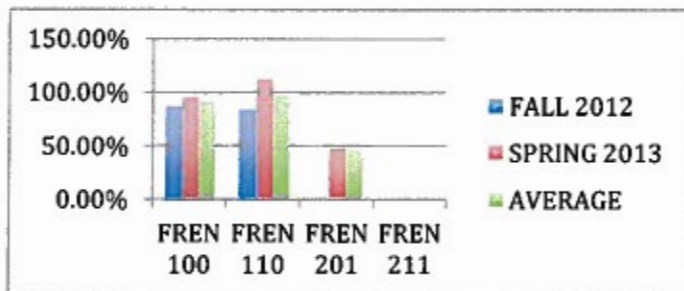
Interdisciplinary strategies enrich all French courses. Foreign language classes are intrinsically interdisciplinary since language and culture go hand in hand. Study of another language and culture exposes students to new interpretations of the world. It encourages them to think in new ways that confront their received knowledge and to reevaluate their beliefs and practices. On the other hand, the creation of interdisciplinary activities in cooperation with other departments is problematized by the need for all participants to speak and understand French. Nonetheless, content from other departments is continuously included in all French courses. It effectively creates interest and promotes learning in the classroom. For example, in beginning French, numbers are taught in the context of important historical dates and, in order to incorporate geography, maps are referenced during the study of adjectives of nationality.

Summary of Program “Health” Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

Overall fill rates for the 2011-2012 academic period declined compared to the 2010-2011 academic year:

	FALL 2011	SPRING 2012	AVERAGE
FREN 100	86.70%	86.70%	86.70%
FREN 110	88.00%	72.00%	80.00%
FREN 201		68.00%	68.00%
FREN 211			
			78.23%

However, during this academic period (2012-2013) we are experiencing an increase again with over 90% fill rate in French 100 and 110. For the current semester, the fill rate is as follows: French 100 (three sections), 92%, French 110 (one section), 112%, and French 201 (one section), 48%.



Fill rates rose consistently between fall 2009 and fall 2010. The sudden dip in enrollment in French courses starting spring 2011 is, no doubt, related to a similar phenomenon campus-wide for the same period, due to a change in the process for collecting enrollment fees. However, statistics for the current semester indicate a renewed trend toward rising enrollment in French, leading to a favorable prognosis for the second-year French program. A case in point is this semester's rise in the fill rate of French 110 (twenty-eight students, the highest enrollment for the last five years), to which a scheduling change from four days a week to two has, no doubt, contributed significantly.

Completion rates have risen consistently over the past three years. Although between fall 2011 and spring 2012 the rate dropped from 92% to 83%, considering the overall three-year average, the rate for that two-year period rose 13.33%. Similarly, the success rate over the last three years has gone up, by 15.94% in the first half of the period and 2.99% in the second half of the period. The increase in positive outcomes reflected by the rise in the completion and success rates can be attributed to changes I have brought to bear on the time schedule, delivery methods and teaching techniques that better suit the needs of IVC students.

Both first- and second-year French courses are vital for IVC to complete its institutional SLO of imparting global awareness. French is the only program we offer that provides a direct experience with another culture. In addition, the French major

allows us to accomplish our mission to provide lower division level classes to students in preparation for transfer to four-year institutions. If our students who transfer to four-year institutions do not receive this preparation, they will then enter their junior year and have to spend additional time and money trying to catch up to their peers. Additionally, students who enrolling in the first levels of French study are motivated by having a second-year program to aspire to and, thereby, there is increased enrollment at the beginning levels.

As noted above, French 201 experienced the highest rate of success and completion, when compared with other French courses in Spring 2012. However, its fill rate was in fact lower than that for other French courses. This difference between the success rate and the fill rate in these courses presents something of a dilemma for faculty and administrators: in second-year courses where fill rates are relatively low the success rate is high, whereas in first year courses, fill levels are high but success rates, while still good, are lower than in French 201.

During the previous three academic years, French 211 was only given once, in Spring 2011. The fill rate was 56% and the completion and success rates were quite high, 93% and 86%, respectively. The students who took the course would, today, be eligible to graduate as French majors. However, in Spring 2011, the French major required completion of twenty-three units and, as a result, they were not able to complete the major. The reduction in the number of units required to satisfy the major from twenty-three to twenty units did not take place until Spring, 2012.

Another factor limiting the growth and development of the French department is the difficulty we have encountered in our search to fill an adjunct faculty position. We have received and reviewed applications from more than ten candidates, although none of them has been deemed qualified by the equivalency committee. The participation of an adjunct faculty member in French would allow for an increase in the number of first-year feeder classes and thus would lead to higher fill rates in second-year courses.

Student Learning Outcomes and Program Learning Outcomes

Course	# Credits	# SLOs Identified	Fall 2011	Spring 2012	Fall 2012
FRENCH 100	5	5	3 & 5	4	3

FRENCH 110	5	5	1 & 3	2	2
FRENCH 201	5	5		1	
FRENCH 211	5	5			

We have been working diligently to comply every semester with the SLOs cycle assessments. During the last academic year, we have met as a department and individually with the Department's coordinator to discuss strategies, methodologies and share ideas about how to improve students' learning. We have updated all the SLOs in CurriCunet and every year we have tried to assess all the existing learning outcomes in our courses.

Program Learning Outcome Assessment.

During the fall 2011 semester, we identified our Program Learning Outcomes and we assessed the first program level outcome (Demonstrate the ability to communicate with a native speaker of French) during the spring 2012 semester. We assessed this outcome in three different classes. Overall, assessment results were positive. Students demonstrated oral comprehension and the ability to formulate responses to questions of the type they had previously been exposed to in class. This information reinforces the importance of in-class practice to the acquisition of pronunciation, vocabulary and grammatical structures. The necessity to allocate a significant amount of class time to the development of these linguistic skills has been shown. At this time, no curriculum changes are anticipated. However, the correlation between success on this kind of assessment and class attendance should be emphasized to students.

French 110 students were given three weeks to prepare an oral presentation. They were provided a rubric to guide them in their preparation and submitted a description of their topic in writing for instructor approval previous to the presentation. Approximately fifty percent of the class performed well (either "B" or "A") on the assignment. Those who performed best spoke about personal experiences that they had enjoyed or that had marked them in one way or another. Students who did not perform well were underprepared and/or did not follow instructions. A question/answer period at the end of their presentation allowed them to demonstrate oral comprehension and their ability to formulate spontaneous responses.

A more careful vetting of topics by the instructor was shown to be necessary to insure that student effort is concentrated on topics of high importance for class learning. In the future, rather than allow students great leeway in the choice of a topic for the presentation, they will be directed to choose a topic similar to the ones that have produced the best results in the past. Changes in course activities of this type and adjustments to curriculum may need to be taken into account in a rewriting of course outline and course description.

French 201 students were observed by the instructor in a French restaurant speaking French and interacting with a waiter who was a native speaker of French. I had asked the waiter to speak only French with the students and he was willing to play along. Students were able to communicate effectively with the French-speaking waiter to a considerable degree. They ordered food in French and were able to question the waiter about menu items. They demonstrated understanding by taking the waiter's explanations into account when ordering their meals.

Previous to our trip to the French restaurant, students had performed a role-play activity in class that involved using menus from real French restaurants to order food, with the instructor acting as the waiter. In the future, this activity will be improved by having students address eventual questions to the "waiter", rather than looking at their class notes. The data from this assessment confirm the value of the field trip to the French restaurant. The trip helped students to realize the importance of practice in class and allowed them to use their language skills in a real-life situation.

Success Rate of Student Learning Outcomes.

In French 100, reading comprehension was assessed by asking students questions about a text they had read on the subject of French culture. Results were extremely positive, indicating that the changes I made to the assessment instrument since the first time it was used were effective in promoting reading comprehension. An assessment was also made of French 100 students' oral comprehension and speaking ability using an oral exam rubric. The results were, again, encouraging. After reflection on the assessment, the rubric and exam questions were modified to facilitate student understanding during the exam and the accuracy of the assessment.

In French 110, after giving an oral presentation, students were assessed on their ability to conduct a question/answer period. Results showed that the class was split, with roughly half of the students scoring above "B". Changes that had been made following a previous assessment of oral presentations were shown to be effective in helping students to conduct a successful question/answer period. The assessment also revealed that students needed to put more thought into the choice of a topic in order to awaken class interest. In the future, changes will be implemented to help them to achieve this goal.

French 201 students assessed for performance in a *dictée* (dictation) showed satisfactory results. The assessment also suggested ways to improve students' ability in that area. As mentioned above, they were also observed *in situ* by the instructor as they interacted with a French-speaking waiter in a French restaurant. This assessment also showed overall positive results and demonstrated how the role-play activity that preceded the visit to the restaurant effectively prepared students to use the language for real communication.

Data for SLO assessment in French generally show a high percentage rate of success, which reflects the overall high completion and success rates for the entire French program. The evidence they provide also makes clear that repeated evaluation of a given SLO over the course of several semesters is necessary to assess the effectiveness of changes made to the program.

Future goals of program

Increase fill and success rates in all French courses.

Increase the number of French majors.

Improve the quality of course materials and investigate the availability of new texts and techniques.

Review course outlines and descriptions, making changes as necessary.

In conjunction with administrators, develop cooperative strategies that allow decisions affecting second-year courses to impact the program positively.

Continue and widen the search for an adjunct instructor of French.

Further consider the possibility of making a field trip to France available to students.

Resource requests from annual program review

Request funding to conduct a wider search for an adjunct faculty member in French: \$8730.00