All Fields

French

Cover

Overview
Program Review Year

Title French

Year of Last Comprehensive Review Fall 2017

Year of Last Mini Update, if applicable 03/13/2022

Originator McDonald, John

Area Dean Robert Gutierrez

Division
Language Arts

Department
Foreign Language

Subject

- FREN - French

Is this a review for a degree/certificate or all the courses in the subject?
All Courses

Courses

- FREN 001A - Elementary French - Active
- FREN 001B - Elementary French - Active
- FREN 001L - Foreign Language Lab - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

> **1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**
> - **Access**
> - **Curriculum and programs**
> - **Services**
>
> **2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**
> **Areas of focus are:**
> - **Increase visibility**
> - **Develop strategic partnerships**
> - **Building campus community**
>
> **3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**
> **Areas of focus are:**
> - **Communication**
> - **Employee development**
> - **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

  > The EVC Foreign Language Department has its roots back to 1975, beginning with 6 offered courses in French (Elementary, Intermediate and Conversational). In 1976 these courses were scaled back, covering 2 levels of language acquisition, and one level of conversation.
  >
  > The full-time ESL faculty member assigned to teach French retired at end of Spring 2022. Since then, the program has depended on the San Jose City full-time French instructor to teach a split load at both colleges or to rely solely on part-time instructors to teach the courses.
  >
  > French 1B is transferable to UC, fulfilling an IGETC requirement. French has no certificate/degree programs. The full course sequence is French 1A, 1B, and lab. French has not been a priority language for EVC.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

  > The last comprehensive review identified having a 'Language Lab' which would give students the opportunity to record spoken French in an environment where speaking is allowed without disturbing others. This goal has not been achieved.
  >
  > The French program is solely comprised of two courses and a lab. It has been flat lined for a number of years offering one section of each course per semester.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

  The requirement to move fully online during the pandemic provided a challenging environment for the program. An accomplishment has been dual enrollment students taking the course. This aligns to the college mission.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

  n/a

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

  Over the next three years, French courses may need to be offered in different modalities than in the past. Enrollment in the traditional in-person courses have remained flat with low fill rates (43%). Offering sections is the modalities of Fully Synchronous: 100% Zoom meetings, Synchronous Hybrid: partially on campus and partially on zoom, or Online Blend: partially asynchronous and partially synchronous may garner additional enrollment.

  The college could investigate the potential of offer French under a CCAP agreement with a local feeder high school.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

FREN 001L - Foreign Language Lab	Created: 11/13/2020
Create / Modify DE Course	Originator: Kenneth Jardin
FREN 001B - Elementary French	Created: 12/07/2021
Modify Course	Originator: Kenneth Jardin
FREN 001A - Elementary French	Created: 07/23/2020
Create / Modify DE Course	Originator: Kenneth Jardin

Program Success Rate 76.3%

Program Set Standard **: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 72%

Recommendation: **90% of the 6 year average success rate could be your program standard (average x 0.9).**

<u>*Program Success Goal*</u> **: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 76%

- **Is your program success rate higher or lower than the campus?**

  Higher

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

  The French 001L Lab helps students succeed in and outside the classroom.

- **Is the current program success rate higher than the program set standard?**

  Yes, the program success rate is higher than the set standard.

- **How close is the program to meeting the program success goal?**

  The success rate of 76.3% is higher than the program set standard of 72%.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  The provided program set standard for success rate is 76.3%, which is higher than the college standard of 72%. There is no discussion due to French not being a program. All that could be addressed are individual course section success rates.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**

  Program Average Total Enrolled
  4.000

  Program Success Rate
  75.000

- **Asian: 9380 - 79.320%**

  Program Average Total Enrolled
  27.000

  Program Success Rate
  84.980

- **Black or African American: 464 - 61.430%**

Program Average Total Enrolled
3.000

Program Success Rate
56.250

- **Hawaiin/Pacific Islander: 95 - 65.790%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  50.000

- **Latinx: 9005 - 64.730%**

  Program Average Total Enrolled
  12.000

  Program Success Rate
  67.050

- **Two or More Races: 614 - 70.030%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  75.000

- **Unknown: 1655 - 72.640%**

  Program Average Total Enrolled
  7.000

  Program Success Rate
  76.450

- **White: 1256 - 73.480%**

  Program Average Total Enrolled
  4.000

  Program Success Rate
  75.420

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**

  Program Average Total Enrolled
  27.000

  Program Success Rate
  77.190

- **Male: 10154 - 69.610%**

  Program Average Total Enrolled
  24.000

Program Success Rate
74.720

- **No Value Entered: 77 - 72.590%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  87.500

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

  Program Average Total Enrolled
  9.000

  Program Success Rate
  78.450

- **18-24: 15285 - 69.350%**

  Program Average Total Enrolled
  20.000

  Program Success Rate
  69.620

- **25-39: 4470 - 75.390%**

  Program Average Total Enrolled
  6.000

  Program Success Rate
  65.460

- **40 & Over: 2065 - 78.860%**

  Program Average Total Enrolled
  17.000

  Program Success Rate
  86.970

- **Unknown: 16 - 71.080%**

  Program Average Total Enrolled
  0.000

  Program Success Rate
  0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

There are no statistical equity gaps in the program. Black and Hawaiian/PI have lower success rates; however, the number of students is 3 or less.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

  All disaggregated areas are achieving the performance goal with the exception of Black, Hawaiian/PI and the 25-39 age group. These three areas are the lowest segments in student numbers within their categories.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

  n/a . Courses are in-person

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AA**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0
  Discussion

- **AS**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0
  Discussion

- **AS-T**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0
  Discussion

- **AA-T**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0

  Discussion

- **Certficate less than 12 units**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0

  Discussion

- **Certificate of 12-18 units**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0

  Discussion

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**

  Program Average Headcount
  17.000

  Program Percentage of Total
  65.400

- **Day & Evening: 2929 - 32.100%**

  Program Average Headcount
  9.000

  Program Percentage of Total
  34.600

- **Evening: 1022 - 11.200%**

  Program Average Headcount
  0.000

  Program Percentage of Total
  0.000

- **Unknown: 530 - 5.800%**

  Program Average Headcount
  0.000

  Program Percentage of Total
  0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**

Program Average Headcount

9.000

Program Percentage of Total

31.000

- **Half Time or less than half time: 6084 - 66.700%**

  Program Average Headcount

  17.000

  Program Percentage of Total

  58.600

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  The program does not currently offer courses in the evening, which is the largest gap between the program and college enrollments. The program is small and enrollment numbers do not justify adding courses in the evening.

  There are no course sections taught in the evenings. French is not a program. These two courses are taught one section per semester. No changes to the course schedule pattern is being recommended. There are no recommendations for French to become a program.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  N/A

- **c. Based on the data, would you recommend any changes?**

  Below is a table illustrating colleges offering French in the Bay 10 Region. French is consistently taught within at least one college in each representative district. It appears to be a strategy to offer French at a single college per district. EVC and SJCC are unusual that both colleges in the district offer French. There could be discussion with SJEVCCD on the viability of both colleges continuing French.

College	District	French
EVC	SJEVCCD	Yes
SJCC	SJEVCCD	Yes
DeAnza	FDACCD	Yes
Foothill	FDACCD	No
West Valley	WVMCCD	Yes
Mission	WVMCCD	No
Ohlone	Ohlone	Yes
Gavilan	Gavilan	No

Canada	SMCCD	No
San Mateo	SMCCD	Yes
Skyline	SMCCD	No
Chabot	CLPCCD	Yes
Las Positas	CLPCCD	Yes
Alameda	Peralta	No
Merritt	Peralta	No
Laney	Peralta	Yes
Berkeley	Peralta	Yes
Cabrillo	Cabrillo	Yes

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**

  Program Headcount
  14.000

  Program Percentage of Total
  53.710

- **Male: 4075 - 44.640%**

  Program Headcount
  12.000

  Program Percentage of Total
  45.070

- **No Value Entered: 37 - 0.410%**

  Program Headcount
  1.000

  Program Percentage of Total
  3.350

Student Demographic: Age

- **17 & Below: 486 - 5.310%**

  Program Headcount
  5.000

  Program Percentage of Total
  19.480

- **18-24: 5493 - 60.210%**

Program Headcount
10.000

Program Percentage of Total
37.390

- **25-39: 2168 - 23.800%**

  Program Headcount
  3.000

  Program Percentage of Total
  12.620

- **40 & Over: 966 - 10.600%**

  Program Headcount
  9.000

  Program Percentage of Total
  32.290

- **Unknown: 8 - 0.090%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**

  Program Headcount
  2.000

  Program Percentage of Total
  10.420

- **Asian: 3689 - 40.480%**

  Program Headcount
  14.000

  Program Percentage of Total
  54.100

- **Black or African American: 208 - 2.290%**

  Program Headcount
  1.000

  Program Percentage of Total
  5.600

- **Hawaiian/Pacific Islander: 36 - 0.400%**

  Program Headcount
  1.000

Program Percentage of Total
3.130

- **Latinx: 3636 - 39.850%**

  Program Headcount
  6.000

  Program Percentage of Total
  22.460

- **Two or More Races: 248 - 2.730%**

  Program Headcount
  1.000

  Program Percentage of Total
  4.790

- **Unknown: 690 - 7.520%**

  Program Headcount
  4.000

  Program Percentage of Total
  12.470

- **White: 573 - 6.300%**

  Program Headcount
  2.000

  Program Percentage of Total
  8.010

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

  The program generally has low enrollment with a fill rate below 43%. Fall semesters have a larger headcount than spring semesters. Spring enrollments have been consistent. Since Fall 2019 enrollments have declined each fall semester. A large part of the declines could be attributed to the pandemic. The enrollment decline is in general alignment with the college percentage decline. For a program offering courses in-person, it may take longer to reach fall 2019 enrollment numbers. Dual enrollment students attending class at EVC are an important segment of the student enrollments.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

  The program enrollment in Black, Asian, Native American, and Hawaiian/PI is higher proportionally than the college's. The proportion of LatinX students is lower than the college's.

The program has a higher percentage of 17 & below and 40 & over students. The program has a strong connection to the dual/concurrent enrollment program.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

To increase the percentage of 18–24-year-old students, there could be an emphasis on French meeting general education and transfer requirements. A connection with counseling could assist students planning their transfer pathways to select French as an option to complete IGETC requirements.

In recognizing low test scores and late assignment submissions, an instructor can refer students to the tutorial center directly or through the early alert process which can increase student persistence and success rates. Faculty and the dean can identify groups that may need additional activities to increase success.

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.70% EVC Productivity: 14.43

Program Capacity
66.10%

Program Productivity
13.31

Is your capacity rate higher or lower then the campus?
Higher

Is your productivity goal higher or lower than the campus?
Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:
n/a

Curriculum

Related Assessments
FREN 001A - Elementary French- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Kenneth Jardin (/Form/Module/Index/1442)
FREN 001A - Elementary French- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Kenneth Jardin (/Form/Module/Index/1444)
FREN 1A- Created: 09/30/2021 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/1463)
FREN 1A- Created: 09/30/2021 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/1464)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

All courses have been updated within the 6YR timeline. French 1A and 1AL were last modified in January 2021 and French 1B and 1BL were last modified March 2021.

With DE addendums the courses can be taught in various modalities to meet the needs of students. The following modalities could be used to teach French:

- Asynchronous Hybrid: partially on campus
- Fully Synchronous: 100% Zoom meetings
- Synchronous Hybrid: partially on campus and partially on zoom
- Online Blend: partially asynchronous and partially synchronous

Fully Asynchronous: 100% online, would not be an ideal format to teach a foreign language.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

  French 1A, 1AL, and 1B offer basic French-language instruction to a wide variety of students who are interested in learning a major world language. French 1A, 1AL, 1B, and 1BL are the core sequence for a two-year college foreign language program. These courses meet the foreign language IGETC requirement, CSU breadth general education requirements, and local associate degree general education requirements.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

  n/a

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

  No significant new strategies have been developed.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

  There are no plans to develop additional curriculum or degree/certificate programs.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

  FRENCH 1A and 1B are transferable to US/CSU and lower-division breadth/general education requirements before transferring to the California State University (CSU) or to the University of California (UC). Articulation agreements are up-to-date.

  French is offered to high school students through dual/concurrent enrollment.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

    n/a

Student Learning Outcome and Assessment

Related Assessments

FREN 001A - Elementary French- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Kenneth Jardin (/Form/Module/Index/1442)

FREN 001A - Elementary French- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Kenneth Jardin (/Form/Module/Index/1444)

FREN 1A- Created: 09/30/2021 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/1463)

FREN 1A- Created: 09/30/2021 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/1464)

Student Learning Outcomes

FREN 001A - Elementary French - Write French at the novice level with proper spelling, word usage, and syntax. (Active)

FREN 001A - Elementary French - Listen and comprehend spoken French at the novice level. (Active)

FREN 001A - Elementary French - Speak French at the novice level with grammar and vocabulary. (Active)

FREN 001A - Elementary French - Read and comprehend French at the novice level. (Active)

FREN 001A - Elementary French - Recognize and properly use cognates and false cognates. (Active)

FREN 001A - Elementary French - Recognize facts about culture, customs, and geography of France and Francophone countries and relate them to one's own culture. (Active)

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

    n/a

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

    All French courses currently have student SLOs that are being evaluated with quizzes, tests, and a final exam.

Formative and summative assessments include the following components: an oral presentation, pronunciation exercises, a listening activity, and vocabulary and grammar activities.

French 1A and 1B completed SLO assessment activities in October 2021.

Course level SLOs have been completed. There are no program level SLOs.

There are no departmental meetings for French. In the past all French sections were taught by a single full-time faculty member with a split load between ESL and French. Since his retirement, the courses have been taught by part-time faculty or SJCC full-time French faculty.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

The SLO assessment has not had any impact on student learning.

Since the retirement of the full-time faculty member, the French courses have not been taught for a full cycle of improvements for an instructor to comment on them.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Historically, there has been no full-time French faculty member. The French courses were taught by a full-time ESL faculty member in addition to his ESL course load (retired as of end of Spring 2022). So, associate faculty have been and continue to be the French-language instructors.

There are no positions connected to French. The courses are taught by adjunct faculty or SJCC full-time French faculty.

Below is a table illustrating colleges offering French in the Bay 10 Region. French is consistently taught within at least one college in each representative district. It appears to be a strategy to offer French at a single college per district. EVC and SJCC are unusual that both colleges in the district offer French. There could be discussion with SJEVCCD on the viability of both colleges continuing French. Or should instruction be focused at one college. Based on the number of colleges offering French, it does appear to be a viable language regionally.

College	District	French
EVC	SJEVCCD	Yes
SJCC	SJEVCCD	Yes
DeAnza	FDACCD	Yes
Foothill	FDACCD	No

West Valley	WVMCCD	Yes
Mission	WVMCCD	No
Ohlone	Ohlone	Yes
Gavilan	Gavilan	No
Canada	SMCCD	No
San Mateo	SMCCD	Yes
Skyline	SMCCD	No
Chabot	CLPCCD	Yes
Las Positas	CLPCCD	Yes
Alameda	Peralta	No
Merritt	Peralta	No
Laney	Peralta	Yes
Berkeley	Peralta	Yes
Cabrillo	Cabrillo	Yes

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

  There are none.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

  Funds meet the needs of salary. No requests for additional funding.

  Budget not needed for discretionary expenditures (supplies, materials). The only budgetary need is adjunct salary and benefits.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

  No external funding exists for these three courses.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

  No current department specific technology or equipment is required. To teach the courses, general classrooms are needed with the district standard technology available.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Total Cost

Attach Files

Attached File

IEC Reviewers

IEC Mentor
Robert Brown

IEC Second Reader
Vicki Brewster