

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: French

Date: December 14, 2012

Members of the Instructional Program Review Team: Zujian Zhang

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

**The program introduces French language and culture to students and community by offering from Elementary French 1A and French 1B courses, to Intermediate French 2A course, French Independent Study courses in the last six years. We are the only one of the four colleges of PCCD and one of the very few East Bay community colleges to be able to offer intermediate French courses for years.*

**In fall 2012, through successful negotiation with Cengage Publishing Group, the French program has adopted a Voila! 6th edition + "iLrn" Method Custom tailored for Laney College. One of the advantages of this computer centered method is that has significantly reduced the cost for students, while expanding the array of resources made available to learning.*

**The productivity and census data show the following results:*

Fall 2009: --FTES/FTEF: 17.74; --Census: 208

Fall 2010: --FTES/FTEF: 17:26; -- Census: 138

Fall 2011: --FTES/FTEF: 17:63; --Census: 141

which can be considered quite satisfactory, given the severe reduction of classes during that period of time.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?
The curriculum is being updated every year, it is current and effective.
- b. Please indicate how many active courses are in the department inventory.
There are currently three French 1A classes and one French 1B class each semester. If the budgetary situation improves, we plan to offer French 2A course again as early as Spring 2014.
- c. How many of those have been updated in the last 6 years?
All of them have been kept up to date.
- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
In Spring 2013, the French program will check and address the articulation status of French 1B, as some doubt has been raised recently.
- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
The department has conducted a curriculum review in 2010.
- f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?
We work together with the Laney Articulation officer to maintain all French courses up to date.
- g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
The French program was among the first programs to fulfill the SLO planning and assessment cycle, and the faculty members have been teaching along the lines in each course.
- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)
N/A
- i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.
Our program is assessed by tests, oral presentations and final written exams. To those tests and exams the measurement tools include online homework reviews and grading by instructors on chapter basis.

- j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))
N/A

- k. Recommendations and priorities.
* **Smart class rooms should be used for French 1A and 1B courses, using the "iLrn" method.**
* **Re-offer French 2A every other semester, starting Spring 2014.**

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
Word processing with language specific accent marks, video clips and culture specific language games (such as tongue twisters) have been used to stir students' interest and enhance their learning process.
- b. How does the department maintain the integrity and consistency of academic standards within the discipline?
To maintain academic standards and to enhance teaching method and maintain accessibility to online resources, the instructors attend seminars, study workshops and other functions such as working with such textbook publishing group as Cengage.
- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.
French 1A always have approximately 40 students each class and even more, and French 1B between 20-30. Class of this size necessarily results in lack of class practice and some students have difficulties focusing on study for social economic reasons.
- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.
French 1A classes are always offered during day time: in morning and early afternoon. . French 1B has been always offered at night for working students to attend. As more students have expressed demand for a day time French 1B course, we consider modifying to an earlier evening time in the near future.
- e. Recommendations and priorities.
N/A

5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Retention trend in the French program clearly shows a significant improvement, which is as follows:

<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>60%</i>	<i>62%</i>	<i>70%</i>

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Adopt methods and ways to motivate and encourage students in learning, such as using online resources, pair up students with native speakers when available, and continue to use instructors' office hours.

- c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

**Chapter-based tests on regular basis; two major oral presentations each semester are required; the "iLrn" program we are using provides self-assessing tools for each chapter.*

**Classroom verbal activities and oral presentations encourage students to interact with each another and with instructors.*

** We use student learning assessment results as a quantitative reference for improvement.*

- b. Recommendations and priorities.

Diversify activities to encourage students to be more involved in learning French, using French songs and fun activities via "iLrn" and YouTube, watching French movies, and encourage to set up study groups.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

The program currently has one full time instructor and no active part-time instructor in Fall 2011 and Spring 2012 semesters. One active part-time instructor is and will be engaged in Fall 2012 and Spring 2013.

- b. Describe your current use of facilities and equipment.
Instructors currently use Smart Classroom and TV.
- c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
** As the long time part-time instructor may retire fall 2013, the French program needs to recruit at least one replacement instructor.*
** As we have adopted Laney custom tailored French program called Voila! + “iLrn”, smart classrooms are required to use e-book and online resources for both French 1A and French 1B.*
- d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.
The cut of student academic support center has had a severe impact on student learning process: they are constantly asking the question: where can I find a tutor? We as instructors hate to tell them to figure it out themselves!
- e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?
In the few years to come, we want to sustain a quality instruction by using the “iLrn” method, which implies a familiarization with all the resources it provides and exchange ideas with other colleges that using it, such as CCSF, Chabot College and CSU East Bay.
- f. What does the department recommend that the college do to maintain quality educational programs and services?
**Smart classrooms and human staffing as stated above.*
**We strongly hope the student academic support center could be reinstated as the budgetary situation improves to provide paid tutors.*
- g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)
N/A
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7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department’s connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?
We always encourage students to join study abroad programs, such as the Summer in Paris Program run by CCSF.

- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

N/A

- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

N/A

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

N/A

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

N/A

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
We are fully aware that many students wanting to fulfill a foreign language requirement in order to transfer to 4-year colleges. We are maintaining good standards of instructions and continue to sustaining the UC and CSU transferability of our French courses at our best. To do this, we maintain communication flow with other key faculty members such as the articulation officer and the Curriculum Committee at Laney.

- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

N/A

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

We are offering as many classes as possible to respond to the needs of the students of the constituencies, while trying to schedule both day time and evening classes.

- h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

The only part time instructor has not been evaluated in the past three years, since she was on and off due to budgetary situation.

- i. Recommendations and priorities.
Smart class rooms are crucial to maintain quality instructions with the “iLrn” method.

Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.
2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College’s integrated planning process.
9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College’s planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

WSCH (Weekly student contact hours): The number of class contact hours a course is scheduled to meet per week in a given semester. A “full load” of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

1 FTES = 15 WSCH for two semesters = 30 WSCH.

Since a standard semester meets for 17.5 weeks, it follows that

1 FTES = 15 WSCH x 17.5 weeks x 2 semesters = 525 class contact hours.

FTES for a class = (Enrollment) x WSCH x 17.5 / 525 = (Enrollment) x WSCH / 30

Example: 25 students in a class that meets 3 hours per week:

FTES = $25 \times 3/30 = 75/30 = 2.5$

FTEF (Full Time Equivalent Faculty): Also known as load equivalency.

1 FTEF = 1 instructor teaching 15 “equated hours” per week for 1 semester.

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester:

FTEF = $3/15 = .2$

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week: FTEF = $(3 + 5 \times .8)/15 = 7/15 = 0.47$

FTES/FTEF – Productivity: FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation: FTES/FTEF = number of full time students per full time faculty member

Example: 40 students taking a lecture class that meets 3 hours per week:

$$\text{FTES} = 40 \times 3 / 30 = 4$$

$$\text{FTEF} = 3 / 15 = 0.2$$

$$\text{FTES/FTEF} = \text{Productivity} = 4 / 0.2 = 20$$

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:

$$\text{FTES/FTEF for a lecture class} = \text{Enrollment}/2.$$

DSCH - Daily student contact hours (applies only to DSCH designated classes):

Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

Successful Course Completion Rate for a Class: Number of course completions with grade A, B, C or Pass divided by Total number of course completions.

Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

Retention Rate for a Class: Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.

Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

Persistence Rate Fall to Spring: Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

College Drop Rate: Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.