



Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.



▼ 🏛️ Dept - (IIS) French



Program Mission Statement: The French department offers introductory and intermediate level curriculum covering language and cultures/contributions of the French-speaking world, with focus on developing accuracy and fluency in the oral, written, culturally appropriate communication skills established by the American Council on the Teaching of Foreign Languages (ACTFL). The program strives to serve transferring students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within French-speaking communities.



PLO1: Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics. Related ICC = Communication and Expression.

PLO2: Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text. Related ICC = Communication and Expression.

PLO3: Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. Related ICC = Communication and Expression.

PLO4: Demonstrate a steady grasp of the subtleties in the idiosyncrasies of French-speaking cultures, by analyzing and comparing the to one's own culture(s). Related ICCs = Critical Thinking; Global, Cultural, Social, and Environmental Awareness.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 1

I.E.2 #Student Employees:

I.E.3 % Full-time : (-10%)

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: No significant changes. There has been a marginal increase in enrollments over each of the last three years.

II.B.1 Overall Success Rate: No significant changes. Fluctuations have remained within a 4% range for non-success rates over the past three years (9% in 2012-13, 13% in 2013-14, and 11% in 2014-15)

II.B.2 Plan if Success Rate of Program is Below 60%: N/A

II.C Changes Imposed by Internal/External Regulations:

III.A Growth and Decline of Targeted Student Populations: Enrollment of targeted student populations has remained essentially even over the past 3 years (229 in 2012-13 versus 230 in 2014-15.

III.B Closing the Student Equity Gap: World Languages are now enforcing prerequisites, and it is anticipated that more careful monitoring of whether or not a student is prepared for the language level that s/he has selected should help to close the equity gap, however it is too early for data to be reliable enough to tell us if this is affecting success rates of targeted groups.

The Media Learning Center opened in Fall 2012, however no French sections have ever been assigned to that building, so no comment can be made about its use in helping to close the equity gap, as had been anticipated in prior APRUs.

The Multicultural Center serves as a gathering place for students to work together, which may be playing a role in academic motivation and support, although it is not possible to gather data to confirm this.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: The only targeted group with a success rate of below 60% in French are Latino/a students, with a 58% success rate in 2014-15. Progress has been made since 2013-14. Success rates are up 2%, and non-success rates are down 7% from last year.

III.D Departmental Equity Planning and Progress: Non-success rates for all targeted groups are down from last year: 6% decrease in non-success rates for African Americans, 4% decrease for Filipinos, and 7% decrease for Latino/a

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): "No Data Returned" when report was run.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): Blank page opened when report was run, with repeated attempts on 3 different computers.

V.A Budget Trends: Please refer to Dean's Summary.

V.B Funding Impact on Enrollment Trends: Please refer to Dean's Summary.

Further, it is anticipated that the Administration's decision not to offer French 3, 4, 5, or 6 every quarter for budgetary reasons (sections not filling to maximum 35 seat-count), has essentially led to the elimination of French 4, 5, and 6. This will have very serious consequences for our first-year (French 1, 2, 3) program. Fall 2013 was the last time French 6 was offered. Fall 2014 was the last time we had a French 4 class. (F15 had a French 4 section that was cancelled because it had 18 out of Administration's imposed minimum of 20 students enrolled at the cut-off date, two weeks prior to the start of the quarter. The French Department stands by its assertion that more students would have enrolled during that 2-week period, had they been given the chance.) Winter 2015 was the last time we offered French 5. Students will not even begin a language program if they cannot count on being able to complete the first year series, let alone the second year. At this point,



students needing a level 4 or higher of a language will wisely opt for a language other than French. Students currently enrolled in French 3 have had to wait a year or more for the opportunity to take the class. The current French 3 instructor reports that, due to this long gap, many of them are no longer sufficiently prepared for French 3 content, so success rates may decline. With the continuation of these minimal program offerings, we anticipate a decline in overall enrollments in the coming years.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): The VP for Instruction stated at a February 2016 IIS Division meeting that a request for a FT instructor should be included in our program reviews if part-time loads add up to 1.0 or more. PT load in the French Department is currently at 1.2, and this load will increase significantly upon the retirement of the sole FT instructor, effective January 2017.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s):

V.E.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity:

V.E.3 Equipment Justification:

V.F.1 Facility Request: Access to a language lab, either in the Media Learning Center or in the Advanced Technology Center.

V.F.2 Facility Justification: Access to a language lab is one of the most basic requirements for successful experimentation with the sounds of a language (both recognition and production), and for instructors to monitor student progress in those areas. It is most regrettable that our World Languages departments have been without a language lab for so many years. In the planning stages of the Media Learning Center, the IIS Division had Spanish instructor Cristina Moreno on the committee, representing the interests of the World Languages faculty and students. She retired suddenly in 2010, and whatever progress she had made in procuring us appropriate space has since been ignored. The Media Learning Center continues to have no designated space for language lab activities.

V.G Equity Planning and Support:

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: Please refer to the Dean's summary.

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop: "What were the assessments showing the results of receiving the requested resources over the last five years?" N/A: Previously requested language lab access has not yet been provided. Previously requested Banner training for faculty who are prerequisite clearance assessors has been supplied to a small degree, however there are continuing technical problems that are preventing access to Internet Native Banner.

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Last Updated: 04/15/2016

APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS: 20

