



1/8/2018

## Instructional CPPR for the FRENCH DISCIPLINE

### MODERN LANGUAGES PROGRAM

Program: Modern Languages    Discipline: French    Planning Year: 2016

Last year CPPR Completed: 2012

Unit: Humanities

Cluster: Humanities

### I GENERAL INFORMATION AND PROGRAM OUTCOMES

#### A. General Description about the discipline

- **Program Mission**

Students in the Cuesta College French Discipline acquire the tools to be academically successful, develop critical thinking skills and learn to appreciate the contributions of all people in a diverse society.

- **History of the program**

Significant changes or improvements since the last Program Review

- A change in offerings. We now offer two French 201 classes during the day in the Fall and two French 201 classes, one in the day and the other in the evening in the Spring. Our 202 class is held in the morning every Spring. Starting in Spring of 2018 we will have only two day classes, one

of French 201/110 and the other of French 202/120. We no longer will have an evening French 201/110 class.

- We now have an embedded tutor with availability in the classroom and in the Student Success Center for tutoring of all levels of French.
- Publicity in the form of small posters created by French instructor Marshall Johnson, to advertise our offerings and instructors.
- Radio publicity organized by French Instructor Marshall Johnson
- We continue with an Instructor-supervised hour per week in the Multicomputer Room 6103 where students work on timed writings, computer skills in French, research on French websites and in-depth grammar practice for students. Students learn to navigate the French Internet, use accent marks with a French keyboard and practice dictionary skills. Students have appreciated the additional time spent with instructor help and the collaborative learning with classmates. Students in French 202/120 now have an email exchange with students in France and work on communication skills. The nine-hour time difference between France and California is a challenge to setting up skype and so we continue with the email exchange.
- A two-year Construction school called Ecole de Construction from Felletin, France visited our classroom and exchanged emails with the students. Several of our students took them to meals and activities. The school came twice-the second time in Spring of 2015 bringing construction students who were also studying English to the Central Coast. These French students attend a two-year university similar to Cuesta except it is primarily a technical college rather than academic. The students receive a DEUG, which is the equivalent of our A.A. degree. These students toured homes under construction and visited the area. They had multiple interactions with students from our French classes both in the classroom and at social events our students organized for their benefit. Susan Lloyd with much invaluable help from Cuesta's College Director of Workforce Economic Development Matthew Greene and Engineer Building Inspector Public Works of San Luis Obispo Doug Nelms organized the visits. This was a very successful occasion for international educational exchange. Instructor Susan Lloyd met in Dordogne the following summer with Instructor Dany Chamboredon English professor in Felletin, to exchange information including a video made of Dany's students' trip. The video is

an important record of Cuesta French Program's outreach to a French school and evidence of our cultural exchange.

- Countywide publicity with beautiful mini posters created by our French Instructor Marshall Johnson were distributed to public and private High Schools, and posted in Chamber of Commerce, libraries, grocery stores, gyms, travel agencies, cafes, and French businesses such as wineries and Fromagerie Sophie. We covered the Central Coast from Cambria to San Luis Obispo as well as the N. County to Paso Robles. Student surveys indicate the success of these posters.
- Polls administered to every class and every semester to collect information on where the students had studied previously, where they heard about our French Program, where they saw our publicity, which classes, times and locals they were interested in for their French Studies and why. This has helped us know where to distribute publicity and which times to offer for our two levels of classroom-taught French. We have also learned from these polls how very important referrals from Cuesta counselors has been.
- Attendance at every publicity event Cuesta has put on. Both French instructors Susan Lloyd and Marshall Johnson have set up and worked each event. We distribute our publicity, answer questions, gather contact information and promote our Modern Languages. We send out electronically our publicity brochures to every student indicating an interest in Cuesta's French classes.

**List current faculty.** The past years of budget reduction and Accreditation issues have caused many changes in the French Discipline. Sally Girard has taught two French 201/110 per semester and Independent Studies and has overseen challenges to French 203. After officially retiring in December of 2010, Sally taught her last class in Spring of 2015. Marshall Johnson began teaching in for Cuesta in the Fall of 2006. He taught French 201/110 in N. County through Fall of 2015. He taught French 201/110 daytime in San Luis Obispo Spring 2015 and Fall 2015 and teaches one evening class of French 201/110 every Spring beginning Spring of 2016. Spring 2018 Marshall was no longer scheduled to teach his evening class. Susan Lloyd, lead instructor, teaching at Cuesta since 1986, including 17 years teaching Spanish, teaches French 202/120 and French 201/110. After officially retiring following 37 years of teaching at Cuesta College, December 2010, Sally Girard was 'separated' and still teaching two French 201/110 classes per semester. This master teacher was beloved by her students and is acutely missed. We now offer only one French 202/120 per year. In Spring 2013 the course offerings were reduced to two classes on the SLO campus. Susan is teaching one French 201/110 and one French 202/120. We cut our summer daytime French 201/110 class. Fall 2013 S. Lloyd taught two FR 201/110 classes. Spring 2014 S. Lloyd taught

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one FR 202/120 and one FR 201/110. Fall 2014 she taught again one FR 202/120 and one FR 201/110 class. In Spring of 2015 she taught also one 202/120 and one 201/110. Fall of 2015 again she taught one 202/120 and one 201/110. Spring of 2016 she also taught one 202/120 and one 201/110. Fall of 2016 she taught two 201/110. Spring of 2017 she taught one 202/120 and one 201/110.

We noted that the Spring enrolment of FR 202 was very strong and thus the decision to teach FR 202 only once a year in the Spring was a wise one. Having two FR 201's per semester has helped keep our FR 202 strong. In the Spring when S. Lloyd teaches only one FR 201, M. Johnson taught one in the evening, with some students continuing on to FR 110 in the Fall and then to FR 202 in the Spring. Currently, in the Spring of 2017 the French 202 class was enrolled with 27 students on the first day of teaching. French lead all Modern Languages in enrolment per class from the beginning of Spring's enrolment period.

- The Program Review was conducted during the Fall of 2017. Lead instructor Susan Lloyd, with input from Marshall Johnson and statistics from Ryan Cartnal, collected data from Ryan's Institution Research Website, student assessments, internet research, SLOA's and student polls which were conducted in every class every semester. Participants in the French Program Review were:

Susan Lloyd, Lead French Instructor Marshall Johnson, Part-time Instructor Laetitia Wallimann, embedded tutor from Switzerland and Cuesta College French Tutor at the Student Success Center, Petra Clayton Former Curriculum Representative, Former Coordinator Modern Languages Program, Tony Rector-Cavagnaro, Languages Communication Department Chair

### **B. Discipline-specific Objectives**

Students will acquire French vocabulary and knowledge of French grammar and syntax to be able to communicate verbally and in written form. They will learn about life in French-speaking cultures and gain an appreciation of diverse societies.

### **C. Discipline-specific Outcomes**

The French Discipline has continued the Student Learning Outcomes with student surveys every semester in every class. After all French classes were assessed, the results were tallied and discussed by the instructors in the Discipline. Goals were set and then reevaluated the following term. In our first discussion, we considered the methods and advantages of student-to-student versus instructor-to-student orals. Students feel more at ease with student-to-student oral interviews but at the 201/110

level many students did not have the pronunciation skills required to be consistently comprehensible. Instructor input was needed even at the 202/120 level. Students also found oral comprehension challenging and so we decided to increase to recorded oral tests. French 202 students did far better in their writing due to expanded vocabulary, which was to be expected. We also found there were more no-shows for student on the 201 level. French 202 students showed greater mastery of their language skills and were, in general, more engaged in the course.



### **Student Learning Outcomes**

#### **1. Interpersonal Oral Communication**

Students will demonstrate their ability to comprehend French questions and statements, spoken at regular speed, and formulate oral questions and responses when engaging in conversations with native and non-native speakers in real time, providing information, expressing feelings and exchanging opinions on a variety of topics.

#### **2. Interpersonal Communication (Reading/Writing)**

Students will demonstrate reading and writing proficiency in the course of written exchanges with native and non-native speakers using idiomatic French.

#### **3. Interpretive Listening**

Students will demonstrate their ability to comprehend and interpret recorded or live French spoken at regular speed by native and non-native speakers on a variety of topics.

#### **4. Interpretive Reading**

Students will demonstrate their ability to comprehend and interpret authentic and non-authentic texts written by native and non-native writers on a variety of topics.

#### **5. Presentational Writing**

Students will demonstrate their ability to present information, concepts and ideas in French to an audience of native and non-native readers of French on a variety of topics.

#### **6. Cultural Competency**

Students will be able to describe and discuss the relationship of selected cultural products or practices to the values and attitudes found in French-speaking cultures.



## **II PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND INSTITUTIONAL OBJECTIVES**

The Modern Languages Program supports the district's efforts in achieving:

**Institutional Goal 1:** Institutional Objective 1.1: "Increase the percentage of transfer-directed students who are transfer prepared. "

- French contributes to student-success by increasing their knowledge of vocabulary derived from Latin. French students are also made aware of grammar terms and sentence structure, which helps them with their English skills. Student continuing on to a UC must take a foreign language, thus French contributes to students' completion of Area C for CSU, IGETC, and UC transfers. Students pursuing the AAT in Spanish degree must complete French 201 and students

completing the International Studies AA, may complete French courses as part of this degree.

**Cuesta's GE rubric** makes two references to the GE course pattern's intention to "prepare students to lead enriched lives in our multicultural society". Cuesta's French Program prepares students in these ways:

- Our French classes have welcomed speakers from the following French-speaking countries: France, Morocco, Tahiti, Haiti, Canada, Switzerland, Belgium and Madagascar.
- Our French classes have included students from the following French-speaking countries: Madagascar, Haiti, Algeria, France, Belgium, Tahiti, Canada, Morocco, Ivory Coast, Algeria and Switzerland who share their experiences.
- Our French instructors have lived and taught in four French-speaking countries, and traveled to the following Francophone countries: Morocco, France, Monaco, Switzerland, Canada, the Caribbean Islands and Tahiti.
- Our courses include extensive cultural references and experiences including sampling of authentic French cuisine, listening to French music, seeing Impressionist art, viewing slides from the living experience and travels of the instructors and such realia as travel brochures, French perfume, currency and clothing brought to class. We also have hosted a Construction school from France for two separate occasions. The students came into class, to share a meal and participate in activities in class. Students then invited them to barbecues and other outings. Some exchanged emails and continued correspondence. In the summer of 2015, French student from Orleans, Valentin, came into class to work with the students, several of whom invited him to typical California activities; hikes, meals, barbecues, musical events and continued email correspondence after his departure.
- Our French 202 students participate in email exchanges with students in schools in France.

**Cuesta's rubric for Area C:** Arts and Humanities states that students who acquire second language skills fulfill Area C because "language acquisition is a door to understanding the arts and humanities of other cultures". Classroom discussion on contemporary topics such as the wearing of the veil by Muslim women in France, the educational system, American versus French eating habits, religion, differences in dress, etiquette, formal and informal addressing of others, the organization of cities and shops and family relations are included in the classroom teaching.

**Institutional Learning Outcome #4b** refers to "understanding of world traditions and the interrelationship between diverse groups and cultures". **ILO #5b** states that students must "demonstrate knowledge and sensitivity to diverse groups and cultures through studying the world's languages, societies and histories."

- We touch on such topics as colonialism in N. Africa, Haiti and Tahiti, the N. African population living in France, holidays in Christian and Moslem French-speaking countries, different ways of dressing and the concept behind these choices, and experiencing freedom and lack of it due to prejudice. One of the most moving classroom presentations was one by a young journalist from Paris who had to leave because she was Jewish and no longer safe in France. She spoke of her amazement at the freedom of speech she had at Cuesta and how she could not safely be this forthcoming in Paris. The same class meeting welcomed a young Christian woman raised in Morocco who presented her positive view of living in a predominantly Moslem society.
- **Scheduling:** In response to student demand, the French discipline has modified the schedule by offering French 202/120 only once a year and by adding an evening class of French 201/110 in the Spring. This class has since been cancelled to increase FTES. Some students mentioned in our poll being more alert and better able to learn at the later times. We have stopped offering French in N. County and have noticed many students with N. County addresses are attending our SLO campus classes. We no longer schedule summer classes in order to increase our numbers in the Fall and Spring. We have had the range of mid-morning, early afternoon and evening offerings. Monday Wednesday or Tuesday Thursday. We feel moving the Spring 2019 offering of French 201/110 to the more popular 11:00 time will improve the FTES in that class.

**Institutional Objective 1.2:** “Increase the percentage of degree- or certificate- directed students who complete degrees or certificates. “

- French is an option for the Liberal Arts degree “Emphasis in Arts and Humanities” for students who are planning to transfer in Art, Art History, Communications, Drama, English, French, Spanish, German, Music and Philosophy. French is a choice for fulfilling the language requirement for transfer to the UC system. The A.A. in International Studies requires two semesters of the same language. The Spanish AAT degree requires French as a third language.
- The Global Studies Degree also includes French 203.
- In 2015-16 there were 5 students who were rewarded this degree, all enrolled in French. Nine students earned the degree between 2014 and 2017. We have had five students earning the International Studies AA degree. We now have Global Studies, which requires second semester French.

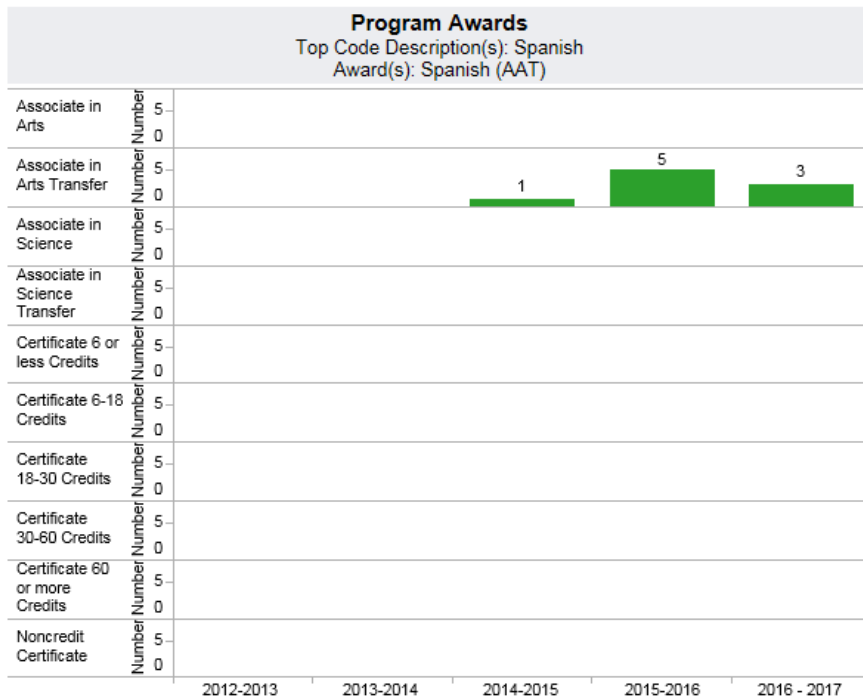




**SLOCCCD Program review Data; Degrees and Certificates Awarded for International Studies and Spanish Programs:**

**SLOCCCD Program Review Data: Degrees and Certificates Awarded**

Program:  Award Type:

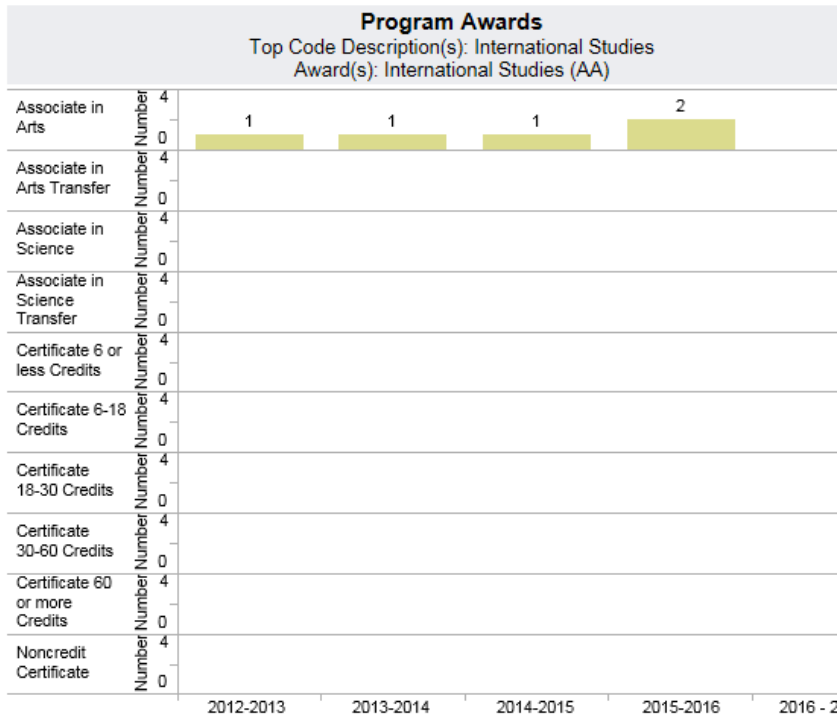


**Program Awards Table**

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts Transfer	Spanish (AAT)			1	5	3
	<b>Total</b>			1	5	3
<b>Grand Total</b>				1	5	3

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  Award Type:



**Program Awards Table**

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016
Associate in Arts	International Studies (AA)	1	1	1	2	
	<b>Total</b>	1	1	1	2	
<b>Grand Total</b>		1	1	1	2	

**Institutional Objective 2.2:** “Increase the local High School capture rate”.

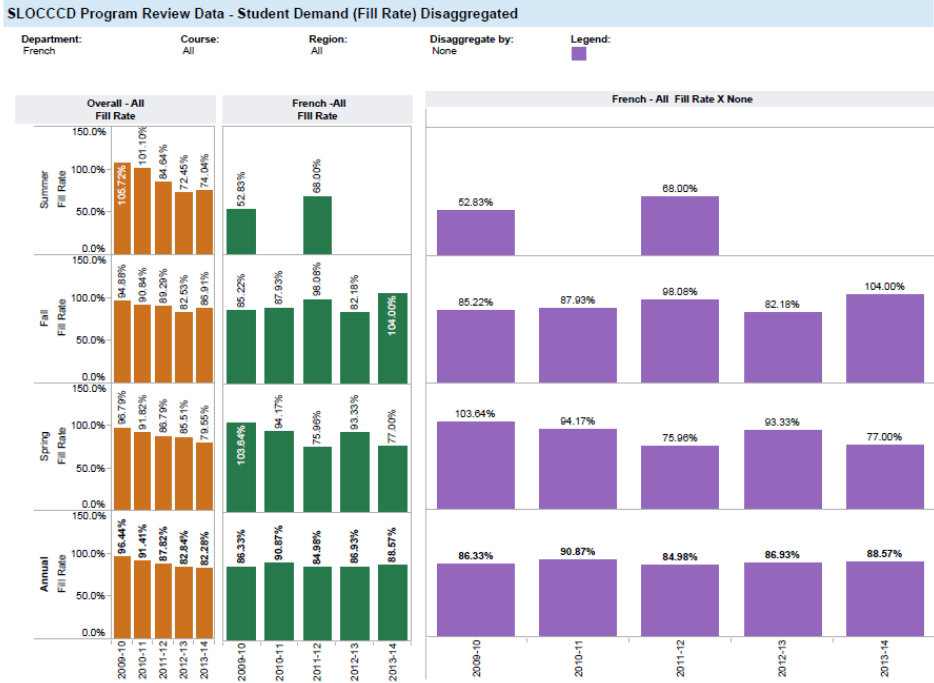
- Cuesta instructors have distributed publicity to local High Schools, most of which, unfortunately, no longer offer French. We do have students from Morro Bay, Arroyo Grande, Cambria, Nipomo and Paso Robles as well as local charter

schools. We also have Cal Poly students who prefer our French classes because they are communicative rather than mainly reading and writing. We have distributed posters and brochures to the following High Schools: Cambria, Morro Bay, San Luis Obispo, Mission H.S. , Atascadero and Paso Robles. We welcome High School enrichment students into our French classes and encourage them in their studies. We also encourage homeschoolers and their parents and have had several families during the evening and day classes. We advise them of our support system in the French discipline, which has included Brandon McCullum, B.A. in French and Laetitia Wallimann, native French speaker from Switzerland, who is presently Cuesta's French embedded tutor and our Student Success Center tutor. Students love working with Laetitia who has such patience and interest in their learning and who is at the same time approachable and a native speaker. She works with small groups of more accelerated students in the conversation classes as well as students who are struggling. We encourage all students to further practice conversational skills by enrolling in our French 110 and French 120 classes. We encourage them to continue on to French 202 with a slide show presented towards the end of each semester in French 201/110.

- Our student polls indicate that our publicity along with counselors referrals have significantly helped our enrolment.



### III PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS Enrollment



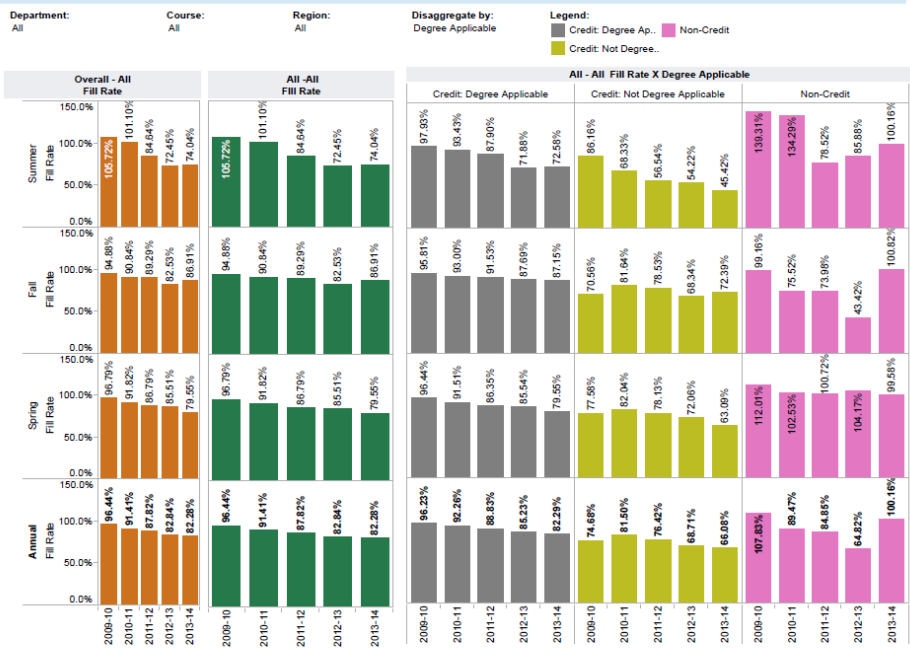
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Looking at the data from the SLCCCD Institutional Research and Assessment website, we see the progression from Fall 2012 to Spring 2016 in FTES, student enrolment, success and retention. In the previous review we addressed the problems of Cuesta’s near loss of accreditation and the results of the deep cuts. We are still recovering from this period. As languages are among the most difficult subjects, college students take, we have appreciated the embedded tutor and Success Center tutoring Cuesta provides for the French Discipline. Current high enrolment in our Spring French 202 classes demonstrates students enjoyment of our French 201 classes.

The overall college FTES/FTEF 2016-2017 was 13.46. The French Discipline averaged 9.06. To ensure student success, Modern Languages should have smaller caps because of the communicative nature of the courses. We note that for a French 202/120 class to fill, healthy French 201/110 classes need to precede it. We have had high enrolment in French 202/120 classes because of offering two French 201 classes every Fall and only one French 202 a year. We do note that the great majority of students in

the French 202 classes come from the previous semester. The results from the schedule change and publicity drive were that French had a 98.08% fill rate in 2011-2012 and a 104% fill rate in Fall of 2013-2014. (French 202/120 had a nearly 100% fill rate on the first day of class in Spring of 2018.) We emphasize that in the Spring of 2013, our French 202 class is over enrolled by 120% with 30 students and a waiting list of 2. The French 201 class was over enrolled by 128% with 32 students. There was a waiting list of 7. We offered a second French 201/110 class after this occurrence and then added an evening class which was offered for 3 semesters. Due to the wish of increasing efficiency, we no longer offer the evening class. We are left with just one French Instructor, tenured Susan Lloyd and two classes offered in French per semester- in the Fall two daytime French 201 classes and in the Spring a 201 and a 202 class. We have also increased the cap to 28 to allow maximum enrolment in the French program.

**SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated**



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

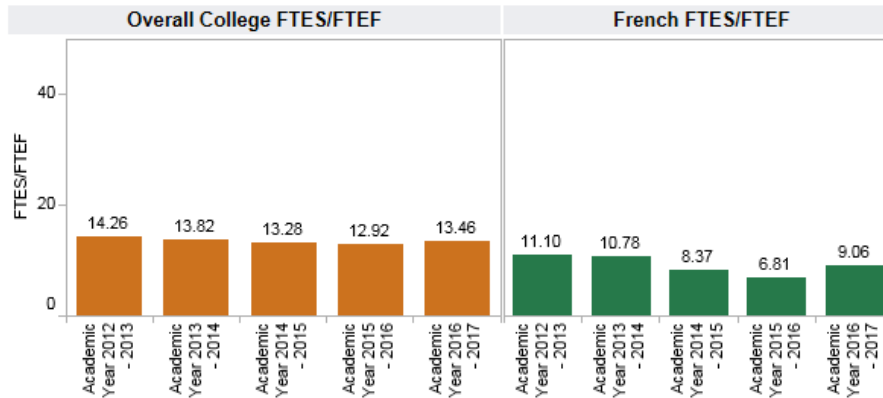
Our success averaged 81.63% in 2015-2016. Overall college success for the same year was 74.46% and in 2016-2017 our overall success rate was 80.43% while the overall college was 74.71%.

The French Discipline has historic excellent retention. We feel this is due to the individual attention our students receive and the support system in place for all French students here at Cuesta. Bryan McCollum and Laetitia Wallimann, our embedded and Student success tutors have been very popular with students. Their schedules have been filled with students who wish additional practice in conversation, preparation for exams and small group or one on one grammatical explanations. One of the stated reasons for students to drop a class is lack of contact with the instructors. All instructors and tutors have regular contact with the students who respond with an increased effort allowing them to continue on each semester. Another motivator for a student to stay enrolled is Group Presentations. We have presentations in both levels of French. Students get to know each other and form interdependent groups not only to prepare the presentation but also to study, forming a practical support group. We are dedicated to the success and retention of our students and continuously do our best to assure that all students regardless of individual challenges and capabilities continue to actively participate in their goal of learning French.



## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: 
 Course: 
 Dual Enrollment: 
 Prison:



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Though French has a lower FTES/FTEF than the overall college. It has increased significantly in the year 2016/2017.

Looking at data from the SLCCCD Institutional Research and Assessment website, we see the progression from Fall 2012 to spring 2016 in FTES, student enrollment, success and retention. The numbers in the French Department reflect turmoil from the previous Accreditation difficulties. Also, languages are among the more difficult subjects a college student takes. They are also one of the most beneficial for improving language skills and memory.

The overall college efficiency is 13.46 while in French we averaged 9.06. Even though pedagogically, languages must have smaller caps because of the communicative nature of the course, we increased our limit to 28 in the interest of efficiency. We note that for a French 202/120 class to fill, robust French 201/110 classes need to precede it. We had a very healthy French 202 in Spring of 2016 and Spring of 2015 because of the two consecutive semesters of strong French 201 numbers. Results from the schedule change and publicity drive were that French had a fill rate of 104% in 2013-2014. In the Spring of 2013, our French 202 class was over enrolled by 120% with 30 students. There was a waiting list of two classes worth. The French 201/110 class was over

enrolled by 128% with 32 students. There was a waiting list of 7. We expect numbers to further increase as Cuesta recuperates more fully from accreditation struggle. The students per section remained comparable with other Modern Language classes. Indeed, in Spring of 2018, French had an average fill rate several students above all other Modern Languages on the first day of class and this from the beginning of enrolment, whereas campus-wide enrolment was down.

Other changes positively affecting enrolment have been in part due to our embedded tutor/student success center Laetitia Wallimann. She thoroughly enjoys working with the students and has significantly helped retention and success in our French Program. French was awarded an embedded tutor, Laetitia Wallimann, for Spring of 2018, even though most embedded tutors were only allowed in Basic skills, Math and English. Laetitia was observed working in the Student Success Center and rehired on the basis of her effectiveness. Tutors like Laetitia have helped French maintain our high retention and student success.





## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

French

COURSE

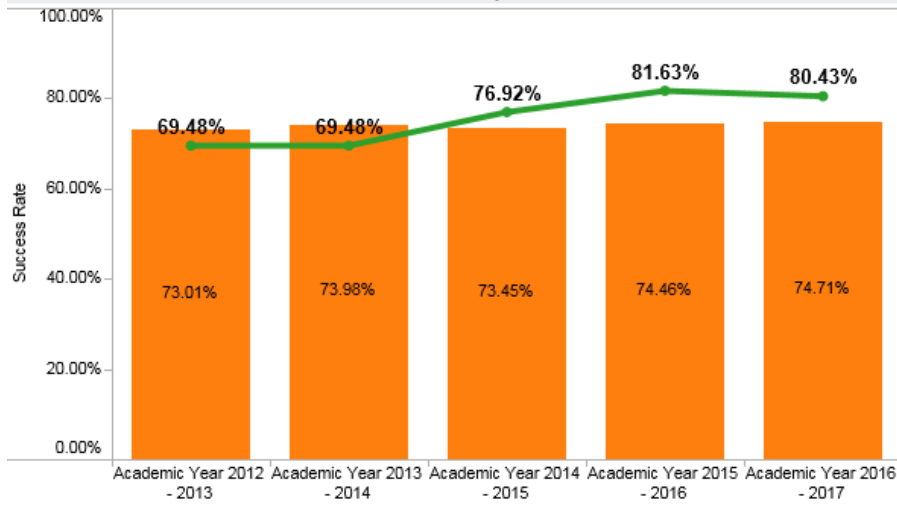
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Department Success Rate

Overall College Success Rate

### Successful Course Completion - French



### French Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	69.48%	69.48%	76.92%	81.63%	80.43%
Total Enrollments	154	155	117	98	93

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Our success averaged 81.3% in 2015-2016 Overall college success for the same year was 74.46% thus we were 7 points higher than the state. Our success averaged 80.43% in 2016-2017. Overall college success was 74.71%. We were 6 points higher than the overall college. Our success has been increasing each year.

The French Discipline has excellent success and retention. We feel this is due to the individual attention our students receive and the support system in place for all French students here at Cuesta. Laetitia Wallimann Cuesta student tutor from Switzerland is our Cuesta French tutor. One of the stated reasons for students to drop a class is lack of contact with the instructors. All instructors and tutors have regular contact with the students who respond with an increased effort, which allows them to continue in each semester. We are dedicated to the success and retention of our students and continuously to our best to assure that all students regardless of individual challenges and capabilities continue actively participating in their goals of learning French. We work closely with accelerated students also to ensure a challenging enjoyable experience.

#### IV CURRICULUM REVIEW

##### COURSES AND PROGRAMS

Current review Date Spring 2016

Reviewer Susan Lloyd

##### 1. Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
FR 201	yes	no	No	yes: Spring 2013 (Textbook update)	no
FR 110	yes	no	No	yes: Spring 2013 (Textbook update)	no
FR 202	yes	no	No	yes: Spring 2013 (Textbook update)	no
FR 120	yes	no	No	yes: Spring 2013 (Textbook update)	no
FR 203	yes	no	No	yes: Spring 2013 (Textbook update)	no



## 2. COURSE REVIEW

Indicate on the Five-year Cycle calendar below when a minor or major modification will be submitted.

Course Number	French 201	French 110	French 202	French 120
1. Effective term listed on COR	Date: 2013	Date: 2013	Date: 2013	Date: 2013
2. Catalog / schedule description is appropriate	yes <sup>1</sup>	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance NA Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate(now 28)	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Library materials are adequate and current *	yes	yes	yes	yes

### **3. Programs**

**Program/Certificate Title :** Neither French nor Modern Languages offers a degree.

**Currently active:** N/A

**New program since last CPPR:** N/A

**Program Modification since last CPPR:** N/A

**Deactivated since last CPPR:** N/A

### **4. Five- Year Cycle Calendar**

During the following five-year cycle, all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.

All French courses have been updated and are currently annotated with an effective date of "Fall 2016". All courses reflect current course content, textbooks and conform to CurricUNET formatting standards. Therefore, a five-year cycle calendar is not needed at this time. All French courses will be reviewed again in five years at the time of the next Comprehensive program and Planning review.

### **Additional Curriculum Information**

The French Discipline meets the needs of a broad spectrum of student's interests and needs from beginners to intermediate levels by offering transferable and non-transferable courses at level 1 and 2 and credit by exam at level 3. French 110 and 120 are designed for the students who wish to further their conversational skills, who wish to review vocabulary after completing French 201 and 202 and who wish to practice their language skills before traveling or studying or working abroad. These French Conversation and Reading classes allow students to continue their French studies over 4 semesters. The lighter homework load encourages participation of students who do not need transferable credits and who wish a less work-intensive class. It allows students who are transferring to improve their GPA's. Students who have enrolled in FR 110 and 120 include: travelers, professional singers, employees at local wineries and restaurants, inventors, Francophiles,

students planning to attend work/study programs and those who wish to perfect their communication skills for communication with French-speaking family members. With French 202 only offered in the Spring, French 110 helps students stay fluent in French between semesters.

French 203 is designed for the native or near-native student who is self-motivated. It allows for the continuation of French 202 level using the same test and workbooks.

Beginning Spring 2013, French 203 was made available via "Credit by Exam". We have had students succeeding in this level every year. This modality is designed for students who are either native or near-native speakers or independent learners. Students are required to prepare on their own for a comprehensive exam, in which all Student Learning outcomes are assessed. The assessment includes an oral interview. Students enrolled in French 203 "Credit by Exam" often enroll in French 120 for a refresher of second semester French in a classroom environment.

#### **V Discipline Student Learning Outcomes for French**

1. Demonstrate aural-oral proficiency in the course of initiating, sustaining and bringing to closure face-to-face conversations with native and non-native speakers, using idiomatic French in the present, future simple, past, conditional, and subjunctive tenses. (Interpersonal Communication-listening/Speaking).
2. Demonstrate reading and writing proficiency in the course of initiating, sustaining and bringing to closure written exchanges with native and non-native speakers, using idiomatic French in the present, future simple, past, conditional and subjunctive tenses, while demonstrating an expanded vocabulary through dictionary use. (Interpersonal Communication-Reading/Writing).
3. Demonstrate aural proficiency when interpreting audio/video recorded and live idiomatic French spoken by native and non-native speakers in the present, future simple past, conditional and subjunctive tenses (Interpretive Listening).
4. Demonstrate reading proficiency when interpreting authentic and non-authentic texts written by native and non-native writers in idiomatic French in the present, simple future, past conditional and subjunctive tenses, while demonstrating an expanded vocabulary through dictionary use, (Interpretive reading).
5. Demonstrate writing proficiency when composing and revising written information, concepts and ideas using idiomatic French in the present,

simple future, past conditional and subjunctive tenses, while demonstrating an expanded vocabulary through dictionary use and while working in a timed setting. (Presentational Writing).

6. Describe and discuss in French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures while demonstrating sensitivity towards cultural implications of language use. (Culture).

#### **VI Student Learning Outcomes and Assessments**

Course or program Assessment Summary

Division; LANGUAGES AND COMMUNICATION Discipline: FRENCH

Date Fall 2017

Course in Discipline-FR 201: French 1

Faculty involved with the assessment and analysis; Susan Lloyd, Sally Girard, Marshall Johnson, Petra Clayton.

Course-to-Program outcome mapping document\*\* is completed. Yes X

**I Student Learning Outcome Statements** Student will be able to:

1. Demonstrate aural-oral proficiency when engaging in conversations with native and non-native speakers using idiomatic French in the present tense (Interpersonal Communication-Listening/Speaking).
2. Demonstrate reading and writing proficiency in the course of written exchanges with native and non-native speakers using idiomatic French in the present tense (Interpersonal Communication-Reading/Writing).
3. Demonstrate aural proficiency when interpreting recorded and live idiomatic French spoken by native and non-native speakers in the present tense (Interpretive listening).
4. Demonstrate reading proficiency when interpreting authentic and non-authentic texts written by native and non-native writers in idiomatic French in the present tense (Interpretive reading).
5. Demonstrate writing proficiency when composing and revising written information, concepts and ideas for an audience of native and non-native readers using idiomatic French in the present tense, while also demonstrating dictionary and word processing skills (Presentational Communication-Writing).
6. Describe and discuss the relationship of selected products and practices to the values and attitudes found in French –speaking cultures and demonstrate awareness of the links between language and culture (Culture).

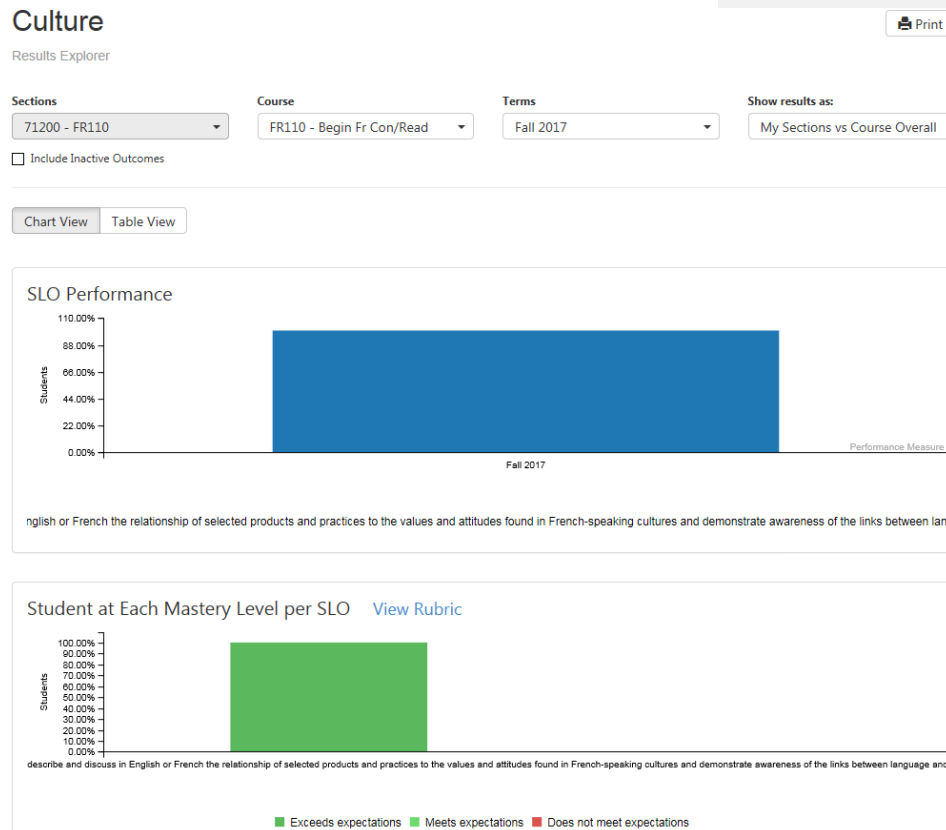
II Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)

III Assessment Administration Plan (dates, sample size or selection of course sections, scoring procedures.)

See chart.

IV Assessment results Summary (summarize data).

Fall 2017



# Culture

Results Explorer

 Print

Sections

71211 - FR110

Course

FR110 - Begin Fr Con/Read

Terms

Fall 2017

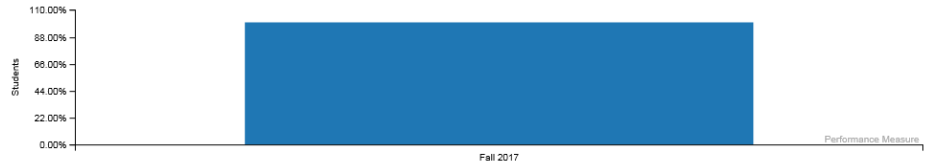
Show results as:

My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View

## SLO Performance



nglish or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between lan

## Student at Each Mastery Level per SLO [View Rubric](#)



describe and discuss in English or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between language and

■ Exceeds expectations ■ Meets expectations ■ Does not meet expectations



# French 201 Fall 2017

## Culture

Results Explorer

Print

Sections

70841 - FR201

Course

FR201 - French I

Terms

Fall 2017

Show results as:

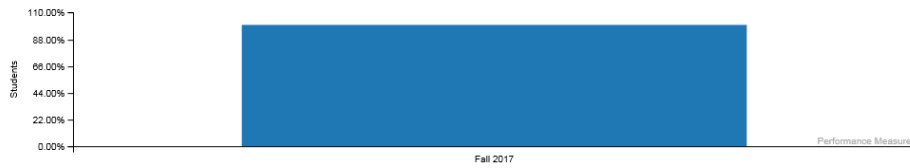
My Sections vs Course Overall

Include Inactive Outcomes

Chart View

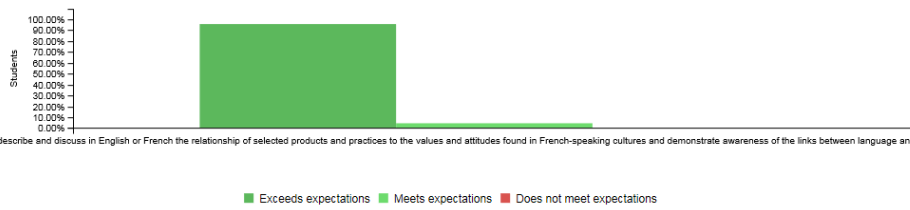
Table View

### SLO Performance



nglish or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between lan

### Student at Each Mastery Level per SLO [View Rubric](#)



describe and discuss in English or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between language and

■ Exceeds expectations ■ Meets expectations ■ Does not meet expectations

# Culture

Results Explorer

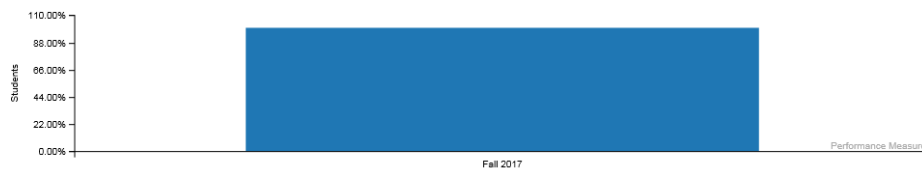
Print

Sections: 70842 - FR201 Course: FR201 - French I Terms: Fall 2017 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View

## SLO Performance



nglish or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between lan

## Student at Each Mastery Level per SLO [View Rubric](#)



describe and discuss in English or French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between language and

Students viewed 45 slides twice showing different aspects of the French culture. After hearing Instructor's narrative, they discussed the slides. The difference between American and French city life was highlighted. Students were asked to compare typical French and American cities. What is the difference in the stores, streets, cars, people, products, monuments and organization of the towns? All but one student received the rating of A.

Of all the assessments, we found Culture to be the most successful. Students in all classes had an excellent knowledge of French city life. They listed a variety of differences. They showed a very good knowledge of life in a French city. When we had students rate Culture in the indirect surveys we started out with, the results were weak. It was the presentation of the culture to which students responded so well. The visual input in the form of slides as well as instructor input and class discussion was very effective.

## Spring 2017

### Reading FR 110

Print

Results Explorer

Sections

32766 - FR110

Course

FR110 - Begin Fr Con/Read

Terms

Spring 2017

Show results as:

My Sections vs Course Overall

Include Inactive Outcomes

Chart View

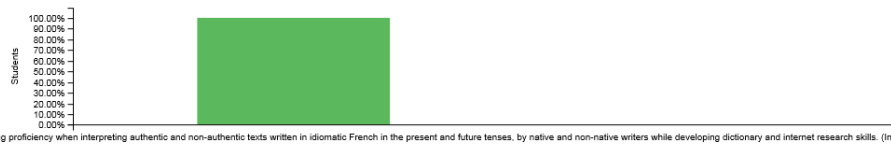
Table View

#### SLO Performance



Interpreting authentic and non-authentic texts written in idiomatic French in the present and future tenses, by native and non-native writers while developing dictionary and internet research skills.

#### Student at Each Mastery Level per SLO [View Rubric](#)



High proficiency when interpreting authentic and non-authentic texts written in idiomatic French in the present and future tenses, by native and non-native writers while developing dictionary and internet research skills. (Interpretation)

Students on the FR 110 level did quite well. Usually FR 110 has already had the equivalent of French 201.

# Writing

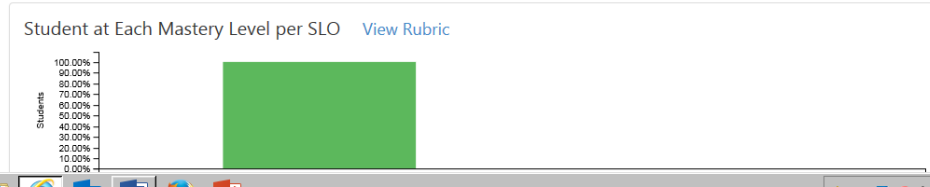
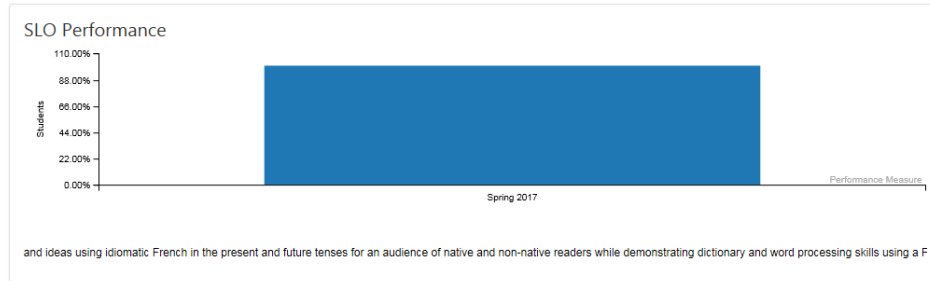
Results Explorer

Print

Sections: 32768 - FR201 Course: FR201 - French I Terms: Spring 2017 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View



Students enjoyed writing about their future homes. Students received high scores and successfully used grammar and vocabulary in their descriptive paragraphs. They sometimes sacrificed correctness for creativity but as a more free writing is encouraged on similar exercises on exams, this was to be expected.

## French 201 Spring 2017

### Spring 2017 French 120

#### Reading



Results Explorer

Sections

30570 - FR120

Course

FR120 - French Conver And...

Terms

Spring 2017

Show results as:

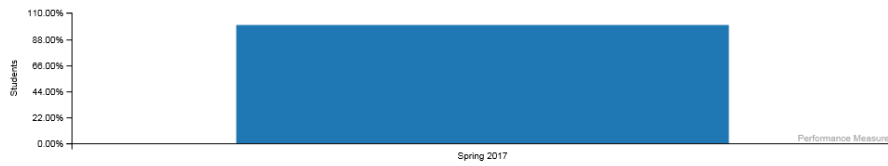
My Sections vs Course Overall

Include Inactive Outcomes

Chart View

Table View

#### SLO Performance



when interpreting authentic and non-authentic texts written in idiomatic French in the present, simple future and past tenses by native and non-native writers while demonstrating dicti

#### Student at Each Mastery Level per SLO [View Rubric](#)



strate reading proficiency when interpreting authentic and non-authentic texts written in idiomatic French in the present, simple future and past tenses by native and non-native writers while demonstrating dictionary skills

# Writing

Results Explorer

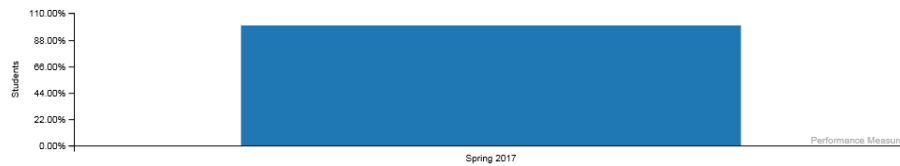
Print

Sections: 30563 - FR202 Course: FR202 - French II Terms: Spring 2017 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

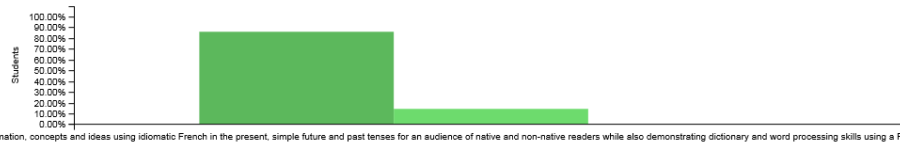
Chart View Table View

## SLO Performance



s using idiomatic French in the present, simple future and past tenses for an audience of native and non-native readers while also demonstrating dictionary and word processing skills

## Student at Each Mastery Level per SLO [View Rubric](#)



nation, concepts and ideas using idiomatic French in the present, simple future and past tenses for an audience of native and non-native readers while also demonstrating dictionary and word processing skills using a Fr

Students in French 202 showed a significant degree of improvement over French 201. FR 202 showed a mastery of the language and a richness of vocabulary. Their paragraphs, for the most part, were correct and expressive.

# Fall 2016 French 201 French 201 70841

## Writing

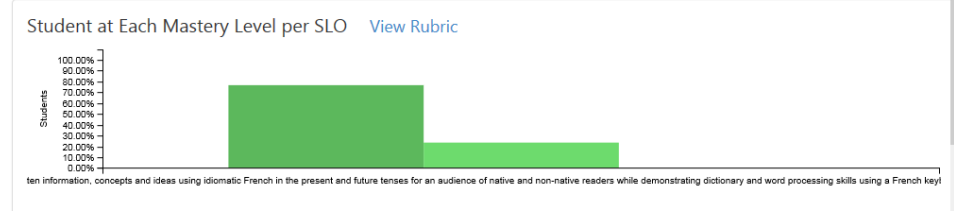
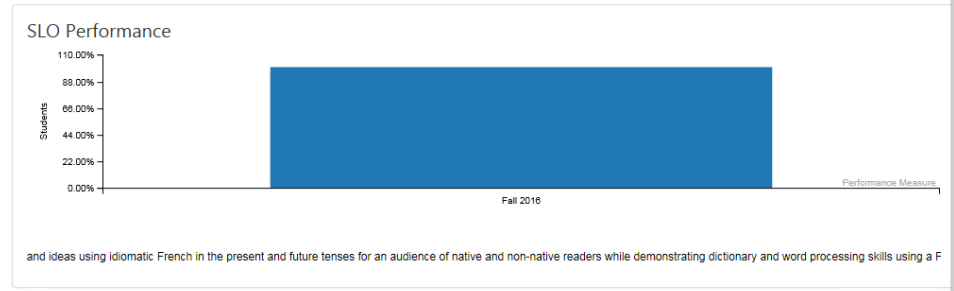
Print

Results Explorer

Sections: 70841 - FR201 Course: FR201 - French I Terms: Fall 2016 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View



## Fall 2016 French 201 CRN 70842

### Writing

Results Explorer

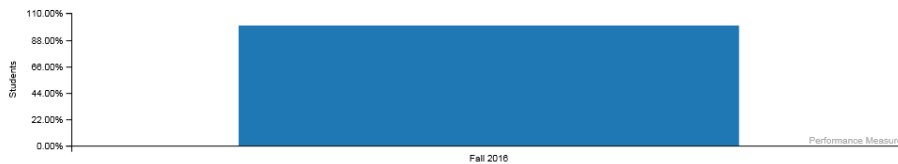
Print

Sections: 70842 - FR201 Course: FR201 - French I Terms: Fall 2016 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

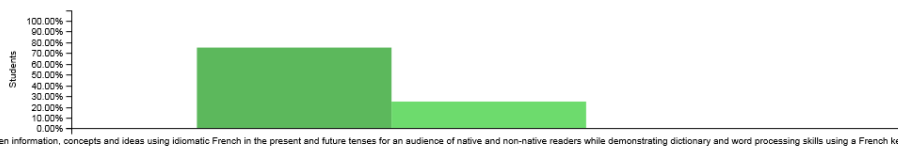
Chart View Table View

#### SLO Performance



and ideas using idiomatic French in the present and future tenses for an audience of native and non-native readers while demonstrating dictionary and word processing skills using a F

#### Student at Each Mastery Level per SLO [View Rubric](#)



ten information, concepts and ideas using idiomatic French in the present and future tenses for an audience of native and non-native readers while demonstrating dictionary and word processing skills using a French key)

Nine students were assessed with 5-A, 2-B, 2-C, 1-D and 3 no shows. Students were unusually weak this semester. Lower scores often indicate weaker bases. As years go by with fewer and fewer High Schools offering French, students come to Cuesta French classes with lower abilities. One exception has been Hispanic students. They are often referred by counselors and have a strong understanding from the beginning because of their mastery of Spanish, their first Latin language. The same has been true of those students who are preparing an A.A.T. in Spanish or have studied Spanish.

We noticed a significant difference between the writing abilities of French 201 and French 202. The 201 group wrote in simpler sentences with several mistakes in spelling and grammar. The 202 group had a more extensive vocabulary and included a wider variety of information.



# Spring 2016 French 110 Reading FR 110

Results Explorer

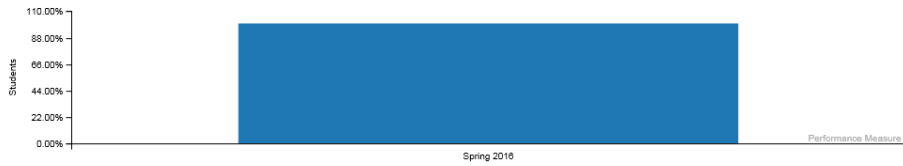
Print

Sections: 32766 - FR110 Course: FR110 - Begin Fr Con/Read Terms: Spring 2016 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View

## SLO Performance



riting authentic and non-authentic texts written in idiomatic French in the present and future tenses, by native and non-native writers while developing dictionary and internet research s

## Student at Each Mastery Level per SLO [View Rubric](#)



ing proficiency when interpreting authentic and non-authentic texts written in idiomatic French in the present and future tenses, by native and non-native writers while developing dictionary and internet research skills. (Inte

# Writing

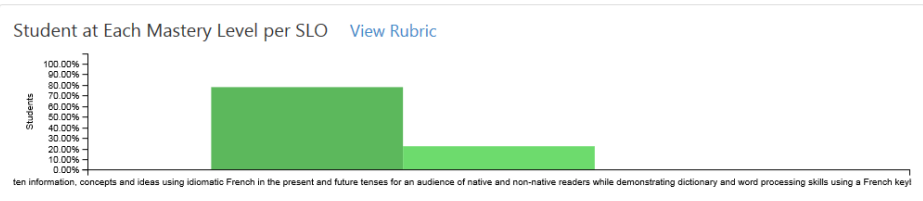
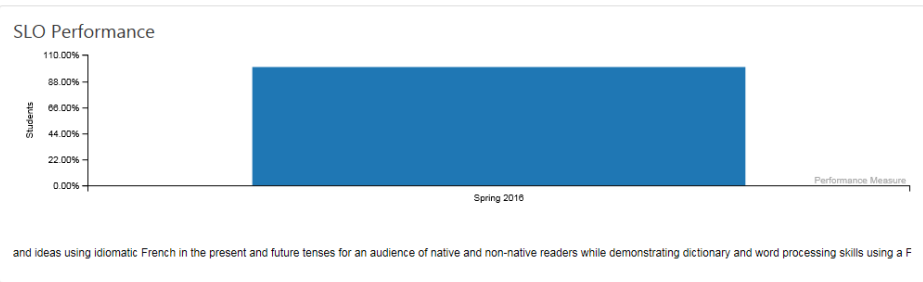
Results Explorer

Print

Sections: 32768 - FR201 Course: FR201 - French I Terms: Spring 2016 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View



9 students were assessed with 7-A, 2-B showing that this class was a strong one this semester.

## Spring 2016 French 120

### Reading

Results Explorer



Sections

30570 - FR120

Course

FR120 - French Conver And...

Terms

Spring 2016

Show results as:

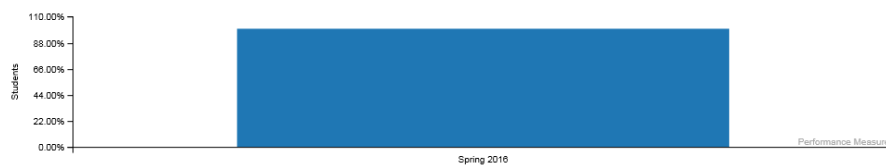
My Sections vs Course Overall

Include Inactive Outcomes

Chart View

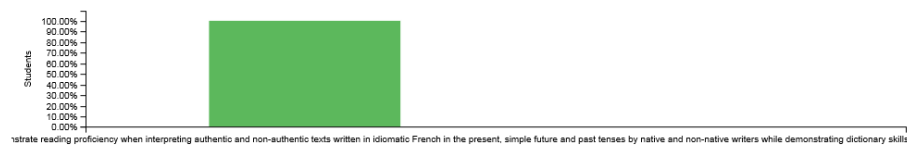
Table View

#### SLO Performance



when interpreting authentic and non-authentic texts written in idiomatic French in the present, simple future and past tenses by native and non-native writers while demonstrating dicti

#### Student at Each Mastery Level per SLO [View Rubric](#)



strate reading proficiency when interpreting authentic and non-authentic texts written in idiomatic French in the present, simple future and past tenses by native and non-native writers while demonstrating dictionary skills

6 students were assessed with all receiving A. These were very strong students who mostly came from French 202 the previous semester.

# Writing

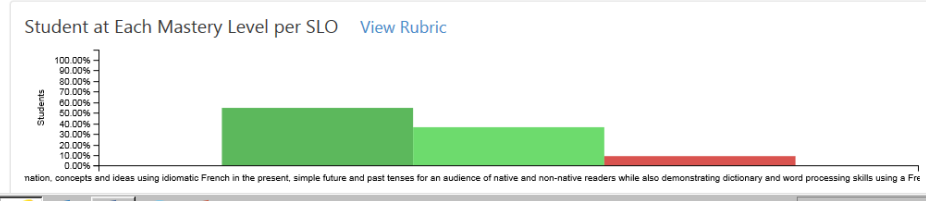
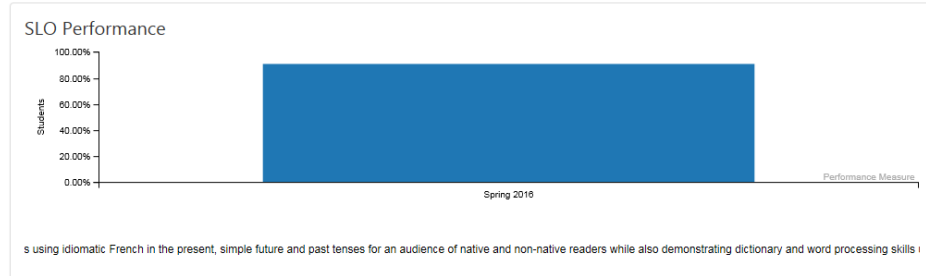
Results Explorer

Print

Sections: 30563 - FR202 Course: FR202 - French II Terms: Spring 2016 Show results as: My Sections vs Course Overall

Include Inactive Outcomes

Chart View Table View



## Fall 2017 #5 Culture (Photos des villes en France)

Class	# of students	Results
French 201 CRN 70842	10	A-10
French 201 CRN 70841	22	A-21, B-1
French 110 CRN 71211	3	A-3
French 110 CRN 71200	2	A-2

**Fall 2016 and Spring 2017 # 4 Writing) (Maison Ideale et Poste ideale)**

	<b># of students</b>	<b>Results</b>
<b>Fall 2016</b>		
French 201 70841	19	A-15, B-4
French 201 70842	16	A-13, B-3
French 110 71211	1	B-1
<b>Spring 2017</b>		
French 201 CRN 32768	11	A-9
French 110 CRN 32766		B-1
French 202 CRN 30563	21	A-13, B-6, C-2
French 120 CRN 30570	1	A-1

**Fall 2015 and Spring 2016 # 4 Writing (Maison Ideale et Poste Ideale)****Fall 2015**

<b>Class</b>	<b># of students</b>	<b>Results</b>
French 201 CRN 70842	9	A-5, B-2, C-1, D-1
French 202 CRN 70843	10	A-9, B-1
French 203 CRN 78321	3	A-3

**Spring 2016**

French 201 CRN 32768	9	A-7, B-2
French 110 CRN 32766	1	B-1
French 202 CRN 30563	10	A-5, C-4, D-1, no show-1
French 120 CRN 30570	6	A-6

Students enjoyed this topic, which was evident by the number of sentences and examples they gave in their replies. They sacrificed correctness for expression (creativity) but this is encouraged on their Chapter exams to encourage fluency.

French 202/120 students made far fewer mistakes in spelling and grammar as compared with students in French 201. Some did not properly proofread their answers, neglecting to make agreement between nouns and adjectives or conjugating correctly in one sentence and then not( even with the same verb) in another.

This lack of proofreading cause lower scores on tests. We are now emphasizing the importance of reviewing all work turned in, especially on tests. The embedded tutor and I go over the written part of each exam before the students turn them in and point out mistakes for them to correct. We demonstrate proofreading and correction. Most of the time they know what they should have written. They leave the test with corrected tests and thus the test itself is a learning opportunity.

**FALL 2014 and Spring 2015 #2 Listening (L'appartement de Julien et L'interview)****Fall 2014**

Class	# of students	Results
French 201 CRN 70842	17	A-9, B-5, C-2, D-1, no show- 3
French 201 CRN 70840	9	A-5 ,C-4
French 201 CRN 70841	9	A-5, B-2, C-2
French 202 CRN 70843	10	A-8, C-2

**Spring 2015**

French 201 CRN 32768	9	A-6, B-1, C-1, D-1, no show-1
French 202 CRN 30563	17	A-14, B-3

Fall 2014 with interpretive Listening, the first time we used "L'interview", students were confused by the possible answers. Sometimes students did not answer as the questions were not clear enough. We modified and clarified the answer sheet and found an improvement. We also added 5 more questions to the oral.

Instead of the recommended two times to listen to the Oral Comprehension, we played the recording three times. We have found that students take longer in a test setting to process the information. In a real setting, the request for repetition can be made or the request to slow down. We also have paused the recording when important information or more complicated information is given. We learned we should include more listening exercises during class in a non-testing environment. We also feel boosting the students' confidence in their listening comprehension by encouraging success with these measures would increase their

overall understanding of spoken French. We also encouraged students to listen several times to the Homework recordings at the end of the chapters. We pointed out that the rate of their oral comprehension would increase.

**Fall 2013 and Spring 2014 #3 Reading (Le Quartier et Le Pauvre et Son Pain)**

Fall 2013	# of students	Results
French 201 CRN 70841	23	A-11, B-8, C-3, D-1 no show-2
French 201 CRN 70842	19	A-10, B-4, C-3, D-2 no Show 2
<b>Spring 2014</b>		
French 201 CRN 70842	12	A-3, B-5, C-3, D-1
French 202 CRN 30463	20	A-11, B-9, no show-1

Reading; In French 202, we chose a text from a chapter including the imperfect tense. We found students were confused by the questions asked and that in the future we needed to write clearer questions for which there is a definite answer. The lower scores did not come from lack of ability so much as unclear questions.

**Fall 2012 and Spring 2013 #1 Interpersonal Communication (Orals)**

Spring 2013	# of Students	Results
French 201 CRN 32768	21	A-16, B-1, C-3, no show-3
French 202CRN 30563	20	A-10-, B-7, C-2, D-1 no show-1
French 120 CRN 30570	2	A-2
French 203 CRN 32846	1	A-1



Interpersonal Communication included the Orals students took in French 201/110 and French 202/120. We found that students were more at ease when they signed up with a partner to practice and attend the orals. In French 201/110 the instructor asked the questions because of the beginning students' lack of correct pronunciation which increase inability to understand the question. In French 202/120, students also chose a partner with whom to practice and to take the test. These students asked each other the questions as their ability to pronounce correctly was increased at this level. Students in both classes randomly chose questions (20 for FR 202 and 10 for FR 201). The student with the best comprehension was the first to be asked the question. Students decided themselves who this was. This resulted in a positive model for the other student as well as an icebreaker as they did not have to be the leader in answering the questions. Students have found the oral exam to be more stressful than the written exam and these measures have helped students to overcome this nervousness.

**Course or Program Assessment Summary**

*Division:* **LANGUAGES AND COMMUNICATION**      *Discipline :* **FRENCH**

*Date:* **Jan 11, 2018**

*Course in discipline -* **FR 201: French I**

*Faculty involved with the assessment and analysis:* **Susan Lloyd, Sally Girard, Marshall Johnson, Petra Clayton**

Course-to-program outcome mapping document\*\* is completed Yes   **X**  

1	Student Learning Outcome Statements  X Course	Student will be able to  1. demonstrate aural-oral proficiency when engaging in conversations with native and non-native speakers using idiomatic French in the present tense (Interpersonal Communication - Listening/Speaking).. 2. demonstrate reading and writing proficiency in the course of written exchanges with native and non-native speakers using idiomatic French in the present tense (Interpersonal Communication - Reading/Writing).
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		<ol style="list-style-type: none"> <li>3. demonstrate aural proficiency when interpreting recorded and live idiomatic French spoken by native and non-native speakers in the present tense (Interpretive Listening).</li> <li>4. demonstrate reading proficiency when interpreting authentic and non-authentic texts written by native and non-native writers in idiomatic French in the present tense (Interpretive Reading).</li> <li>5. demonstrate writing proficiency when composing and revising written information, concepts and ideas for an audience of native and non-native readers using idiomatic French in the present tense, while also demonstrating dictionary and word processing skills (Presentational Communication - Writing).</li> <li>6. describe and discuss the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between language and culture (Culture).</li> </ol>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<ul style="list-style-type: none"> <li>• <b>PLO #1 was chosen for <u>direct</u> assessment for Fall of 2012 and Spring of 2013.</b> Students were administered an oral interview. PLO #1 uses student-to-student (French 202) and instructor-to-student (French 201). The French 202 orals are conducted in the familiar tu as the students are speaking with each other. The French 201 orals are conducted in the formal using vous as it is the instructor who asks the questions.</li> <li>• <b>PLO #3 Reading</b> was administered in <b>Spring 2014</b>. Students read a paragraph and answered comprehension questions.</li> <li>• For the academic year <b>2014-2015 PLO #2 Listening</b> was administered in the <b>Fall of 2014</b>. Also <b>PLO #2 Listening</b> was used in <b>Spring of 2015</b> Students listened to a recorded story and answered comprehension questions.</li> <li>• <b>PLO #4 writing</b> was administered in <b>2015-2016</b>.</li> <li>• In <b>Fall of 2015</b>, students in both levels wrote about the future. In French 202 this was their future job. In French 201 it was their future home. Students enjoyed imagining their lives in coming years as demonstrated by their use of descriptive words.</li> <li>• French faculty used a rubric with three assessment criteria in determining the number of students who performed successfully: 1. Comprehension 2. Grammar 3. Pronunciation</li> </ul>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<ul style="list-style-type: none"> <li>• The end of the semester is when the student assessments take place.</li> <li>• All levels and sections are tested.</li> <li>• All students are scored with a rubric of A, B, C, D.</li> <li>• No show students were not scored</li> </ul>
4	<p>Assessment Results Summary (summarize Data)</p>	<ul style="list-style-type: none"> <li>• See charts on specific semesters. .</li> </ul>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>French faculty participated in the discussion of the pros and cons of the various assessment methodologies.</p> <p><b>PLO #1 Interpersonal Communication</b></p> <ul style="list-style-type: none"> <li>• type of interaction (instructor-to-student or student-to-student)</li> <li>• number of questions asked/answers given (from 10 to 15 per student)</li> <li>• type of address (formal and/or familiar)</li> <li>• type of verbal exchange (highly scripted, somewhat scripted or mostly extemporaneous)</li> </ul> <p><b>PLO #3 Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehensible questions</li> <li>• Student levels compared with suitability of questions as a factor in correctness</li> <li>• Number of questions asked in each level</li> </ul> <p><b>PLO #2 Listening</b></p> <ul style="list-style-type: none"> <li>• Number of times students could hear the recording</li> <li>• Effectiveness of pausing before important sentences</li> <li>• Number of questions asked in each level</li> </ul> <p><b>PLO # 4 Writing</b></p> <ul style="list-style-type: none"> <li>• Creative expressing vs correctness in scoring</li> <li>• Number of sentences or paragraphs required for each level</li> <li>• Comparison of French 201 and French 202 in use of grammar and vocabulary</li> </ul> <p><b>PLO # 5 Culture</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of slides with instructor commentary as input</li> <li>• The use of class discussions and groups to increase ideas before the assessing of individuals</li> <li>• The assessment success as being the highest of all PLO's to date</li> </ul>
6	Recommended Changes & Plans for Implementation of Improvements	<p><b>PLO #1</b> Students need to practice regularly in class, with varying partners. Both the tu and vous form should be practiced as the Instructors use the polite form with students and students use the familiar form with classmates. In addition, this prepares students for real life communication. Orals are often stressful for students, thus the student-to-student orals are preferred with minimal instructor intervention.</p> <p><b>PLO #3</b> Students were a bit confused by questions with unclear answers. We decided to eliminate non-important parts of the paragraph and clarify the answers.</p>

		<p><b>PLO #2</b> Students were confused by one question that we decided to leave as it was more subtle than the others were. Students needed to know the answer by inferring information. We felt this was higher-level thinking and important especially as the students were tested towards the end of the semester. We also decided to have students regularly listen to more recorded conversations with non-graded questions to further their ability to comprehend recorded French.</p> <p><b>PLO #4</b> Students enjoyed writing about their imagined ideal home. We graded not mainly on grammar but on use of descriptive words. This encouraged creativity and is reflective of how we grade the written paragraphs on chapter exams.</p> <p><b>PLO #5</b> Students thoroughly enjoyed the slides on France. They were attentive and engaged during the discussions in class. The idea of discussing in groups also was successful. Students had a good comprehension of French culture as attested to by the very high scores.</p> <p>.</p> <p>French faculty will continue their methodology for oral finals/exit interviews. All French Language faculty reported their assessment results again at the end of spring 2014, 2015, 2016 and 2017 for a comparison with the fall 2013 through 2017 data. French Faculty has now assessed all PLOs in the past five years, (see Assessment Calendar). Results were collected and used for analysis and collegial discussions regarding teaching and testing methods and their effectiveness.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	French faculty participated in the meetings of Modern Languages faculty during these past 5 years. Every semester French faculty met and discussed findings and ideas for improving student responses. Lead instructor Susan Lloyd met with Sally Girard and Marshall Johnson to discuss assessment results, compare rubrics and delivery and decide on methods of improvements



Division: **LANGUAGES AND COMMUNICATION**      Discipline : **FRENCH**

Date: **Jan 11, 2018**

Course in discipline - **FR 202;French II**

Faculty involved with the assessment and analysis: **Susan Lloyd, Marshall Johnson, Sally Girard, Petra Clayton**

Course-to-program outcome mapping document\*\* is completed Yes   **X**  

1	<p>Student Learning Outcome Statements</p> <p><b>X</b> Course</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. demonstrate aural-oral proficiency in the course of initiating and bringing to closure face-to-face conversations with native and non-native speakers using idiomatic French in the present, simple future and past tenses (Interpersonal Communication-Listening/Speaking)</li> <li>2. demonstrate reading and writing proficiency in the course of initiating, sustaining and bringing to closure written exchanges with native and non-native speakers, using idiomatic French in the present, simple future and past tenses, while also developing dictionary and word processing skills using a French keyboard (Interpersonal Communication-Reading/Writing).</li> <li>3. demonstrate aural proficiency when interpreting audio/video recorded and live idiomatic French spoken by native and non-native speakers in the present, simple future and past tenses (Interpretive Listening).</li> <li>4. demonstrate reading proficiency when interpreting authentic and non-authentic texts written in idiomatic French in the present, simple future and past tenses by native and non-native writers while also demonstrating dictionary skills (Interpretive Reading).</li> <li>5. demonstrate writing proficiency when composing and revising written information, concepts and ideas for an audience of native and non-native readers using idiomatic French in the present tense, while also demonstrating dictionary and word processing skills (Presentational Communication-Writing)</li> <li>6. describe and discuss the relationship of selected products and practices to the values and attitudes found in French-speaking cultures and demonstrate awareness of the links between language and culture (Culture).</li> </ol>
2	<p>Assessment Methods Plan</p> <p>(identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<ul style="list-style-type: none"> <li>• <b>PLO #1</b> was chosen for <u>direct</u> assessment for <b>Spring 2013</b> for the interdisciplinary Modern Languages assessment which corresponds to <b>FR 202</b> Course Outcome <b>#1</b>. Students were administered an oral interview of 20 questions. In French 202 these were asked student to student with the instructor facilitating when needed. The French 202 orals were conducted in the familiar tu as the students are speaking with each other.</li> <li>• <b>PLO # 3 Reading</b> was administered in the Academic year <b>2013-2014</b>. Students read a paragraph and then answered questions.</li> <li>• For the <b>academic year 2014-15 PLO #2 Listening</b> was administered. Students listened to a recorded story and then answered comprehension questions. <b>Spring 2015 PLO #2 Listening</b> was assessed again. Students made far fewer mistakes in FR 202 than they did in FR 201. Their spelling and grammar were much improved. Some did not carefully proofread their answers, neglecting to make agreement between nous and adjectives or conjugation which was correct in one</li> </ul>

		<p>sentence but not in another. This class was weaker than the previous FR 202 largely because the preceding semester's 201 classes were at a lower level from the start of the semester. This could come from the fact that fewer high Schools offer French. Fr 120 In Spring 2016: These were very strong students who mostly came from FR 201 the preceding semester.</p> <ul style="list-style-type: none"> <li>• The faculty in French administered an oral interview/exit interview.</li> <li>• French faculty used a rubric with four assessment criteria in determining the number of students who performed successfully: 1. Comprehension 2. Grammar 3. Pronunciation</li> <li>• French employs student-to-student interaction and Instructor to student interaction.</li> <li>• For <b>PLO #1</b>, Interview partners are suggested in this way: Instructor makes a list with two columns. On one side are students with the higher level of oral skill and the other column has students at the lower level of skill. Students may select a partner from the opposite list. Each student asks and answers 15 questions.</li> <li>• . The order is random. <ul style="list-style-type: none"> <li>• The student-to-student orals are conducted in the familiar address. The instructor- to- student orals use the formal address. The type of address is determined by the instructor. The verbal exchange is scripted.</li> <li>• <b>PLO # 4 writing</b> was administered in <b>2015-16</b>. Students wrote about the future, French 201 wrote in the simple future about their future jobs and how their lives would change once they were no longer students. Students demonstrated by their creative use of vocabulary, their enjoyment of this topic.</li> <li>• French faculty used a rubric with 4 assessment criteria in determining the number of students who performed successfully. A, B, C, D.</li> </ul> </li> </ul>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<ul style="list-style-type: none"> <li>• See chart</li> <li>• Performance was scored as A, B, C, D.</li> </ul>
4	Assessment Results Summary (summarize Data)	<ul style="list-style-type: none"> <li>• <b>PLO #1 Interpersonal Communication in Spring of 2013</b> Overall 95% of all students who participated in the direct assessment of <b>PLO #1 succeeded</b>. 5% of all students who were registered (21) did not participate in the assessment event. Since no-shows did not earn a performance score, they were not included in the calculation of performance success/failure. 50% earned an A (10 students), 35% earned a B (7 student), 10% earned a C (2 students). And 5% (1 student) earned a D.</li> </ul> <p><b>PLO #3 Reading Spring 2014</b> Overall all 95% of students assessed succeeded and only 5% of students did not show. 55% received A, 43% received B.</p> <p><b>PLO #2 Listening Fall 2014 and Spring 2015</b> Overall 100% of student succeeded with 80% receiving A and 20% C. in Fall. In Spring 82% received A and 18% received B.</p>

		<p><b>PLO #4 Writing Fall 2015 and Spring 2016</b> 100 % of the students succeeded with 90% A and 10% B in Fall. In Spring 90% of students succeeded with 50% a, 40% b AND 10% D.</p> <p><b>PLO #4 Writing in Spring of 2017</b> had 100% of the students succeeding with 62% A, 29% B and 10% C.</p> <p>French 202 is no longer offered in the Fall and therefore we have not yet assessed Culture in FR 202. That will take place in Spring of 2018 after this report is already finished.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p><b>PLO # 1 Interpersonal Communication</b> French faculty participated in the discussion of the pros and cons of the various assessment methodologies, such as</p> <ul style="list-style-type: none"> <li>• type of interaction (instructor-to-student or student-to-student)</li> <li>• number of questions asked/answers given (from 6 to 10 per student)</li> <li>• type of address (formal and/or familiar)</li> <li>• type of verbal exchange (highly scripted, somewhat scripted or mostly extemporaneous)</li> </ul> <p>Assessment was student-to-student on level 2. It was found that students were more comfortable with student-to-student on both levels. Level 2 students had sufficient pronunciation skills to be effectively understood by their classmates. The results of the assessment showed that level 2 students prepared more consistently for the orals.</p> <p><b>PLO #3 Reading</b> French faculty participated in the discussion of the questions used to assess student comprehension. We decided to add more questions and also to clarify those asked as students left some blank and answered others incorrectly.</p> <p><b>PLO # 2 Listening</b>, French faculty participated in the discussion of the lower level of student comprehension. We decided that the problem did not lie in the test but rather in the difficulty of students understanding spoken French. We decided to have students listen to more oral recordings in class. We also verified the need to listen to the recording three times, sometime pausing to permit processing of information. We felt this reflected real conversations where one can ask for a phrase to be repeated or spoken at a slower pace.</p> <p><b>PLO #4 Writing</b> French faculty participated in the discussion of the writing assessment and found that the choice of topic was excellent. Students spent a fair amount of time answering and used descriptive phrases and a richer vocabulary than French 201 who were also writing about the future. Students showed their enthusiasm for imagining a future job and a life where earning money allowed them to fulfill their dreams. They contrasted their future working life with their present student life.</p>

<p>6 Recommended Changes &amp; Plans for Implementation of Improvements</p>	<p>French faculty will continue their methodology for oral finals/exit interviews. French had been administering their oral during the 12th week and moved their oral exam closer to the end of the semester, or the 14<sup>th</sup> week. . All Modern Languages faculty reported their assessment results again at the end of spring 2014 for a comparison with the fall 2013 data. Effective fall 2014, in an effort to assess all PLOs in the next five years, French faculty participated in assessing either PLO #2 (see Assessment Calendar). Results from direct assessment were collected across all four languages and will be used for analysis and collegial discussions regarding teaching and testing methods and their effectiveness.</p> <p>The showing of slides for #5 Culture was highly successful with 95% of the students achieving A. They displayed good knowledge of the difference between life in French and American cities. This was the most successful PLO to date. We feel this attests to the excellent job French instructors do teaching culture. We are looking forward to assessing Culture in our French 202/120 classes and expect the same success.</p> <p>For a discussion of the success rate in the French discipline please see section III of the CPPR Addendum for French.</p> <p>Just like on level 1, level 2 students need to regularly practice in class with different partners. Both tu and vous forms should be practiced as the instructors use the polite form with students and students use the familiar form with classmates. Also this prepares students for real life communication. Orals are often stressful for students. thus the student-to-student orals are preferred with minimal instructor intervention.</p> <p>Questions need to be clear. Reading selections need to closely reflect questions asked. Students need to proofread their answers.</p>
<p>7 Description or evidence of dialog among course or program-level faculty about assessment plan and results</p>	<p>French faculty participated in the meetings of Modern Languages faculty from Spring 2013 to Fall of 2017.</p> <p>After each assessment period, lead instructor Susan Lloyd also met with Sally Girard and Marshall Johnson to discuss assessment results, compare rubrics and delivery and decide on methods of improvements. All three instructors were in agreement to continue orals at the end of the semester with Level 2 instructors continuing student-to-student questioning and both levels using increased in-class practicing. We modified the Reading Assessment to clarify comprehension questions after determining that the results were not consistent with student knowledge and that some questions were left blank because of student confusion. We decided to keep the assessment method for Culture, given the high student success in French 201 and use the same presentation in the Spring of 2018 for our French 202/120 students.</p>



Division: **LANGUAGES AND COMMUNICATION**      Discipline : **FRENCH**

Date: **Jan 11, 2018 INFO**

Course in discipline - **FR 203: French III**

Faculty involved with the assessment and analysis: **Susan Lloyd, Sally Girard, Marshall Johnson, Petra Clayton**

Course-to-program outcome mapping document\*\* is completed Yes   **X**  

1	<p>Student Learning Outcome Statements</p> <p><b>X</b> Course</p>	<p>Student will be able to :</p> <ol style="list-style-type: none"> <li>1. 1. Demonstrate aural-oral proficiency in the course of initiating, sustaining and bringing to closure face-to-face conversations with native and non-native speakers, using idiomatic French in the present, future simple, past, conditional, and subjunctive tenses. (Interpersonal Communication-Listening/Speaking).</li> <li>2. . Demonstrate reading and writing proficiency in the course of initiating, sustaining and bringing to closure written exchanges with native and non-native speakers, using idiomatic French in the present, future simple, past, conditional and subjunctive tenses, while demonstrating an expanded vocabulary through dictionary use. (Interpersonal Communication-Reading/Writing).</li> <li>3. Demonstrate aural proficiency when interpreting audio/video recorded and live idiomatic French spoken by native and non-native speakers in the present, future simple, past, conditional and subjunctive tenses (Interpretive Listening).</li> <li>4. Demonstrate reading proficiency when interpreting authentic and non-authentic texts written by native and non-native writers in idiomatic French in the present, simple future, past, conditional and subjunctive tenses, while demonstrating an expanded vocabulary through dictionary use. (Interpretive Reading)</li> <li>5. Demonstrate writing proficiency when composing and revising written information, concepts and ideas using idiomatic French in the present, future simple, past, conditional and subjunctive while demonstrating an expanded vocabulary through dictionary use and while working in a timed setting. (Presentational Writing)</li> <li>6. . Describe and discuss in French the relationship of selected products and practices to the values and attitudes found in French-speaking cultures while demonstrating sensitivity towards cultural implications of language use. (Culture)</li> </ol>
2	<p>Assessment Methods Plan</p> <p>(identify assessment instruments, scoring</p>	<p>15 questions were used as well as the rubric of comprehension 50%, grammar 25% and pronunciation 25%. The oral interview was conducted instructor-to-student using the formal vous.</p> <ul style="list-style-type: none"> <li>• Course Outcomes 1,3,4,5 and 6 were assessed using</li> </ul>

	rubrics, SLO mapping diagrams)	<ul style="list-style-type: none"> <li>• Oral interview (SLO#1)</li> <li>• Writing PLO #4</li> <li>• Written exams (chapter and final exams) (SLO#3,4,5)</li> </ul>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<ul style="list-style-type: none"> <li>• The class size: 3 students participated in each assessment event. Performance was scored as A, B, C, D. The only option for students wishing to study level 3 of French at the time was to enroll in 2 units of Independent Studies. They enrolled in two consecutive semesters, reached the proficiency level of French 203. The three students completed the assessments in Spring of 2016. PLO #4 writing was assessed..</li> </ul>
4	Assessment Results Summary (summarize Data)	<b>Overall 100% of all students who participated in the direct assessment succeeded. 100% earned an A (3 students)</b>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>French faculty participated in the discussion of the pros and cons of the various assessment methodologies of the oral interview, such as:</p> <ul style="list-style-type: none"> <li>• type of interaction (instructor-to-student)</li> <li>• number of questions asked/answers given (20 per student)</li> <li>• type of address (formal)</li> <li>• type of verbal exchange (somewhat scripted)</li> </ul>
6	Recommended Changes & Plans for Implementation of Improvements	<p>French faculty participated in examining various scoring rubric models in an effort to create a common rubric by which to define student performance for a score of A, B, C, D, F in the oral interview of French 203.</p> <p>French faculty will continue their methodology for oral finals/exit interviews. French had been administering their oral during the 12<sup>th</sup> week and moved their oral exam closer to the end of the semester, or the 14<sup>th</sup> week. For a discussion of the success rate in the French discipline please see section III of the CPPR Addendum for French.</p> <p>Beginning Spring 2013 French 203 was available via "Credit by Exam". A comprehensive test was administered and all course Student Learning Outcomes have been assessed, when students have enrolled in FR 203, including writing and an oral interview.</p>

## VII END NOTES

Considerable time and effort was put into researching and preparing the following document. The contents significantly add to the French Discipline Review. We have included updated and pertinent information this cycle.

## PROGRAM ANALYSIS FORM – QUALITATIVE DATA

### Modified Qualitative Indicators

#### I The impact of French studies on the general education curriculum or the curriculum of other programs.

- At least *one third* of our students of French have as a goal to obtain their AA and transfer to a 4 year institution.
- French is needed for G.E. requirements in Area C, *Artistic and Cultural Knowledge*. Those students already in the French Program need to finish their second semesters of French to complete their IGETC requirements.
- French is needed for Spanish AAT and for *International Studies Degrees*. French 203 is a part of the Global Studies Degree.
- Knowledge of French is important in many other degrees, such as Law, Administration, Political, Science, Fashion Design, Culinary Arts, Journalism, Music, Psychology, Architecture, and Viticulture Practices. (***Institutional Learning Outcome # 1***).
- *Researchers in science, technology, medicine and business* on the cutting edge have an advantage in reading studies in the original language. French-speaking countries are at the forefront of technological innovations, scientific research and discoveries, such as nanotechnology, nuclear energy, aerospace technology, high-speed rail services, fiber optics, microchips, video gaming, commercial satellites, HIV virus research, medical genetics and reconstructive surgery. Most American institutions require a reading knowledge of *French* for scholars to conduct research. (***Outcome #3***).
- Students need French for training and vocational aspirations. Our students have learned French to participate in WWOLF, an overseas organic farming organization. We have had students training for *Medicins sans Frontieres* Doctors without Borders, missions, and the International Year of Light by UNESCO in Paris where they presented a musical invention. We have had students learning French to marry native French Speakers, to become nannies in France and to become fluent in order to further their schooling in a French University.
- The impact of the French-speaking world on the arts (music, painting, sculpture, film, theater, dance, cuisine, photography, fashion and architecture) is noteworthy.
- (***Outcome #2***) Knowledge of French, with its embedded Cartesian logic, enhances developmental skills in creative and critical thinking, problem solving, grammar and

memory improvement.

- **Outcome #5)** Students study French artists and writers. France has won more Nobel Prizes for literature than any other country.
- The English language has a vocabulary that finds its richest source of at least 60% in French. This helps students improve their scores in comprehension of texts, including vocabulary, on *standardized tests*. [http://en.wikipedia.org/wiki/List\\_of\\_English\\_words\\_of\\_French\\_origin](http://en.wikipedia.org/wiki/List_of_English_words_of_French_origin).
- French remains the second most influential language in the world. (Language Today) It is the only language spoken as a native language on every continent. France remains the most popular tourist destination worldwide. Knowing French allows communication in a non-English-speaking country. (**Outcome #4**)
- French is the *second most taught* language after Spanish in the U.S. It is the only language along with English taught as a foreign language in *every continent*.

## II The potential impact on diversity at Cuesta College.

- Cuesta College French classes often have students from French-speaking countries, especially athletes, most often basketball players. We have had students from Belgium, Tahiti, Haiti, Canada, France, Algeria, Morocco, and Switzerland, all countries studied in French class.
  - We have young High School students and those from the senior citizen population.
  - Up to 60 % of our classes have been Hispanic students who find French an easy transition from their native Spanish. The growing Hispanic population needs French as a choice besides their native language.
  - A large percent are academically disadvantaged.
- Knowledge of French will help those working toward global peace and those in humanitarian efforts. It is a well-recognized fact that the deficit of foreign language learning constitutes a risk for national security and the efficacy of diplomacy. French is an official or working language in: United Nations, NATO, European Union, Doctors Without Borders, International Olympic Committee, Universal Postal Union, Amnesty International, UNESCO, and International Red Cross.
- It is a language spoken in many continents and cultures, enabling students to understand foreign cultural practices, values, norms and institutions. In our classes, students study life in Moslem countries, in overseas former slave colonies, in Canada, as well as in France. Our classes prepare students to live abroad, to experience firsthand diversity. Creating greater awareness of diversity should be by expanding not reducing foreign language offerings.

### III Effects on local business and industries-

- French is currently used in *restaurants*, at *vineyards*, in *cinema*, with *couture*, airlines, import-export businesses, in translation services and the *armed services*.
- French is the second most useful language in *global diplomatic* and *business* affairs. French is important in creating a world-class educational system, finding jobs, building connections to people around the world for *humanitarian* purposes and solving world problems as it is spoken by over 200 million people on five continents as a first or second language. It is *second* only to the English-speaking bloc. The European Union, the second largest trading bloc in the world, has French as an official language. (French Embassy)
- *Electronic communication* is increasingly important; French is among the *top five* languages used on the *internet*. Our students learn to navigate the French Internet, writing in French with accent marks, using online dictionaries. Part of our *curriculum* is email exchange with students in France. French provides opportunities for *networking globally*. **(Outcome #6)**
- French speakers are in demand in banking, *finance*, international market analysis, *diplomacy*, hotel management, *tourism*, translation, interpretation, *international trade*, *journalism*, aviation, national security, education, health care, customer service and *law enforcement*. Quebec is our 8<sup>th</sup> largest *trading* partner. Canada requires labeling in French and English on all imported products. Other French-speaking countries have French-labeled products. . France is the *second* largest *investor* in the U.S. The U.S. is the *leading* investor in France.
- Sports and travel, cycling, tennis, horseracing, automobile racing are prominent in France. France is an official language at the Olympics.
- 30% of foreign books and 50 % of foreign films are in French. For travel, France is the most visited country in the world.

*Efforts to develop international trade and increased awareness of other cultures to facilitate economic development mean that those with strong programs in place will benefit.*

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### IV Other indicators in current IPPR via the APPW, CPPR:

- This year we are focusing on Culture for our SLO. Our classroom's updated data projector system has greatly improved students' ability to enjoy power points and slides on French speaking countries . Our efforts are positively affecting student success and retention.
- Our past curriculum changes included work on the internet and computer skills, increasing our students' technical abilities as well as increasing classes to 5 units thus providing added time for input.
- Our county-wide publicity and schedule changes including moving to a block schedule, offering an early afternoon class at SLO and increasing to 5 units have strengthened our program.

*French is an efficient program.* French is among the languages requiring the least amount of instructional hours to reach a high level of speaking proficiency. (Defense Language Institute) The

Program has been reduced to avoid low numbers. Presently, the French Program has 2 sections per semester. We have cut back significantly since the last Program Review. The results are very encouraging. This Spring of 2018, French was the highest filling, by several students, of any of the Modern Language classes from the beginning of enrolment. As Spring of 2018, enrollment was down campus-wide, this success was even more impressive. French has a solid fill rate and excellent retention and success rate for Cuesta College. This helps other class enrollments as our students stay in French classes and continue as students at Cuesta.

***V Explanation of program and the district's ability to fulfill institutional goals and objectives***

***Institutional Goal #1 Students' completion of degrees***

- *Students need to continue their French studies to complete IGETC requirements, complete their A.A. degree in International Studies, the AAT in Spanish and The Global Studies degree (FR 203).*
- *The GE courses should prepare students "to lead enriched lives in our multicultural society", (see references to culture and art), strengthen students' intellectual skills, (see discussion of critical thinking and study of French), introduce students to core concepts of major disciplines; see discussion of French-derived words in English.*

***Institutional goal #2 Needs of local service area***

- *The local service area is one of an expanding wine industry. Our publicity has created interest from individuals wishing to travel, to go to school or for their local business. The restaurant business is also expanding, with new French restaurants. We have many students who work with French-speaking tourists at restaurants, hotels and wineries.*
- *We are reaching out to an older demographic to pull in members from the outside community. We have several High School students continuing their language studies here.*
- *We have students traveling to France for school, to become au pairs, to work on organic farms and at Euro Disney.*
- *We have students of French speaking heritages who wish to learn their family's native language.*
- *Global Languages make significant contributions in culture, diversity, job preparation, technology and science.*

**#4 Integrated planning** The French Program is carefully considering class times in its effort to increase enrolment. The FTES/FTEF is on par with the Spanish Program. Spring of 2018 had French in the lead for Fill Rate from the opening of registration.

**#5 Partnerships with local educational institutions, civic organizations, businesses, and industries.** We work with the High Schools, distributing publicity and teaching High School students who attend our classes. We also work with local Charter schools and Home Schooled students. We contact local businesses, previously mentioned, to assess their needs for French courses and to let them know of our offerings.

We have Cal Poly students attending our language classes.

