2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): FRENCH**

CLUSTER: AUBREY'S   **AREA OF STUDY: NOT SURE**

LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028CURRENT DATE: 3/6/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

French (no degree or certificate

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. *No changes have been made during the 2023-2024 academic year, with the exception of dropping the French 110 and French 210 courses since these credits are not transferable to another college or university. French 201 is offered in the Fall semester and French 202 is offered in the Spring semester. There has been a significant drop in the enrollment of students interested in French in comparison to the 2022 - 2023 academic year and the current academic year. There have also been situations, for reasons unknown, where students are enrolling in an advanced French course, with the approval of a counselor, and without having any exposure or introduction to the basics of French (French I). This could probably be due to the college's desire to increase enrollment without considering the impact that such a situation might have on a student, and even on the instructor, or it might be a reflection of the administrative office due to its unawareness of the matter. In these cases, the instructor had to identify the source of the problem for each of the students who were in this situation, and then, drop the student from the advanced course (French II). Only two students who have completed French I in the Fall 2023 semester are now enrolled in the French II 2024 semester.*

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

     Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
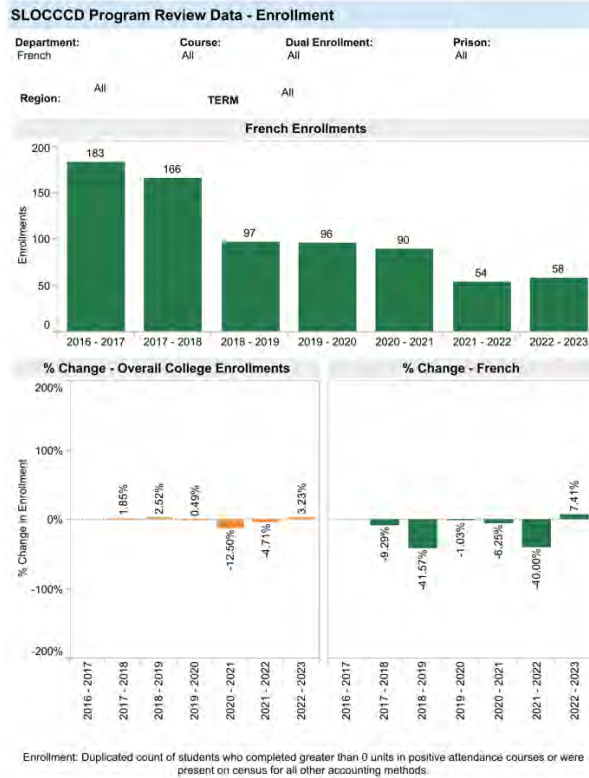   No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

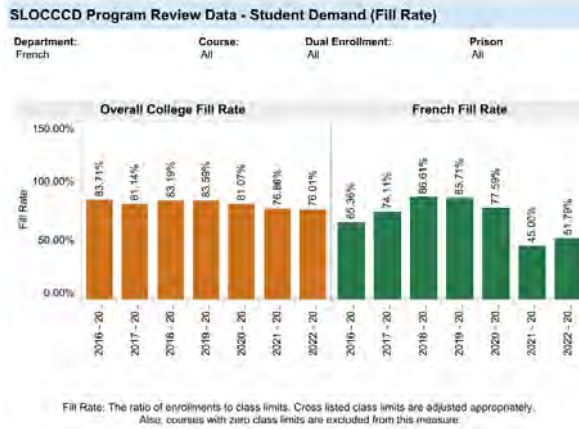A. **General Enrollment (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

| Department: | Course: | Dual Enrollment: | Prison: |
| French | All | All | All |

Region: All   TERM   All

French Enrollments

| 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 |
| 183 | 166 | 97 | 96 | 90 | 54 | 58 |

% Change - Overall College Enrollments

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| | 1.85% | 2.52% | 0.49% | -12.50% | -4.71% | 3.23% |

% Change - French

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| | -9.29% | -41.57% | -1.03% | -6.25% | -40.00% | 7.41% |

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In the last year (2022-2023) and during this current academic year (2023-2024), there has been a decrease in enrollment, not only in French, but also in other disciplines at Cuesta College, and this decrease is most likely due to the fact that more students are now completing courses online with other educational institutions. The most noticeable decline in French enrollment has been in this current academic year.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: French   Course: All   Dual Enrollment: All   Prison: All

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.
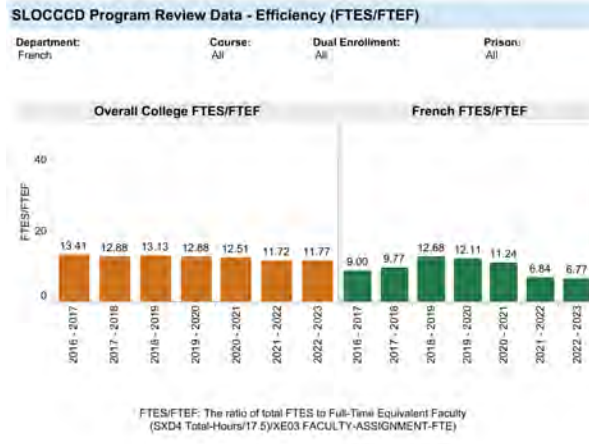
ENTER ANALYSIS BELOW

The enrollment of students in French was steady in comparison to the college fill rate but dropped after the 2020 academic year. This is probably because classes were offered only online until 2021. After this period, the enrollment number was a little lower until the 2023-2024 academic year. The Fall courses always have a higher number of students. The enrollment of students for the Spring 2024 course has experienced a significant decline.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: French Course: All Dual Enrollment: All Prison: All

Overall College FTES/FTEF: 13.41 (2016-2017), 12.88 (2017-2018), 13.13 (2018-2019), 12.88 (2019-2020), 12.51 (2020-2021), 11.72 (2021-2022), 11.77 (2022-2023)

French FTES/FTEF: 9.00 (2016-2017), 9.77 (2017-2018), 12.68 (2018-2019), 12.11 (2019-2020), 11.24 (2020-2021), 6.84 (2021-2022), 6.77 (2022-2023)

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

ENTER ANALYSIS HERE
Click here to enter text.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: French
Course: All
Legend:
- Face to Face Modality (green)
- Online Modality (red)

Successful Course Competion by Modality -French

Successful Course Competion by Modality Table - French

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	84.71%	76.00%	76.19%			82.76%
	Total Department Enrollm..	85.00	50.00	50.00			29.00
Online Modality	Department Success Rate				70.21%	85.19%	
	Total Department Enrollm..				47.00	27.00	

There is a notable and higher success rate indicated in the 2021-2022 academic year, but there is no explanation for this. The online course taught during the 2020-2021 academic year indicates the lowest percentage rate. This could be due to the fact that the course was offered only and completely online and that students were not accustomed to this format.

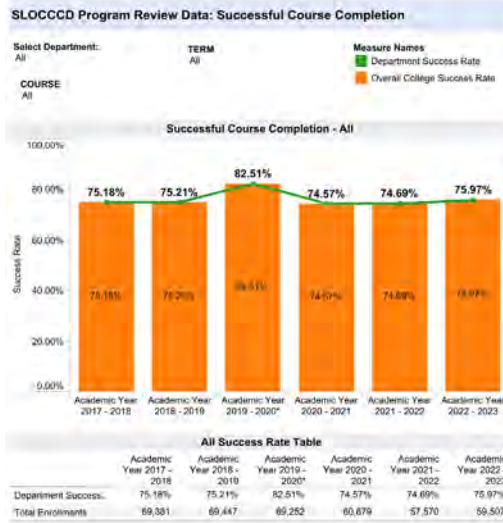E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

We don't offer a degree in French

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
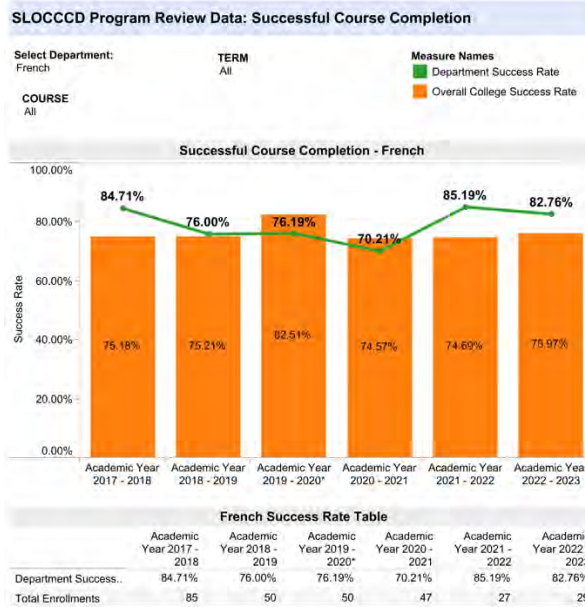Insert the data chart and explain observed differences between the program and the college.

College

SLOCCCD Program Review Data: Successful Course Completion

Select Department: All
COURSE: All
TERM: All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - All

	Academic Year 2017 – 2018	Academic Year 2018 – 2019	Academic Year 2019 – 2020*	Academic Year 2020 – 2021	Academic Year 2021 – 2022	Academic Year 2022 – 2023
Department Success..	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%
Total Enrollments	69,331	69,447	69,252	60,679	57,570	59,507

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

French

SLOCCCD Program Review Data: Successful Course Completion

Select Department: French
COURSE: All
TERM: All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - French

	Academic Year 2017 – 2018	Academic Year 2018 – 2019	Academic Year 2019 – 2020*	Academic Year 2020 – 2021	Academic Year 2021 – 2022	Academic Year 2022 – 2023
Department Success..	84.71%	76.00%	76.19%	70.21%	85.19%	82.76%
Total Enrollments	85	50	50	47	27	29

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

Grades among students of the last year, when compared to those of the previous year, seem to be equivalent in terms of numbers. However, students who use web-related programs, or other resources that are not related to the actual textbook, do not do as well as the students who follow the curriculum. These students have been advised not to
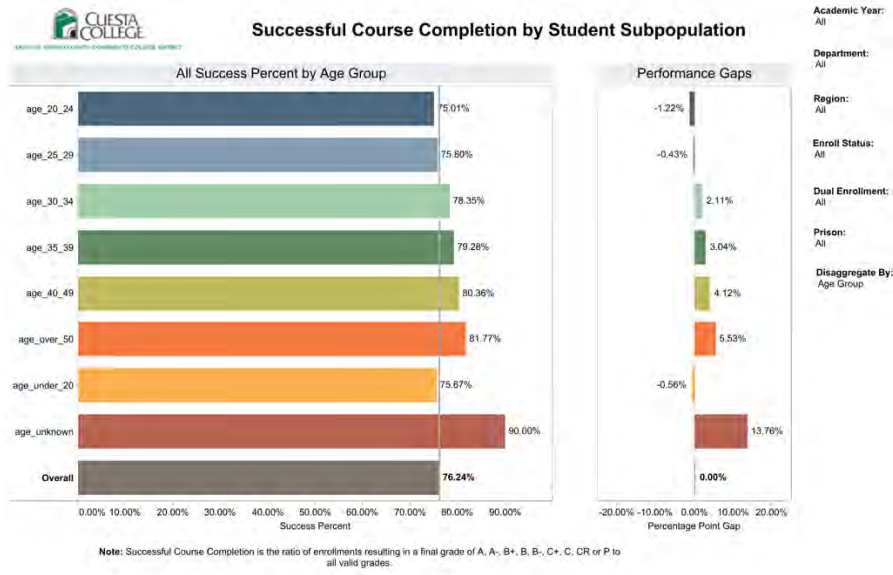
rely heavily on these outside resources. Those who redirect their studies according to the curriculum do better in their grades than those who continue to follow other online resources.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

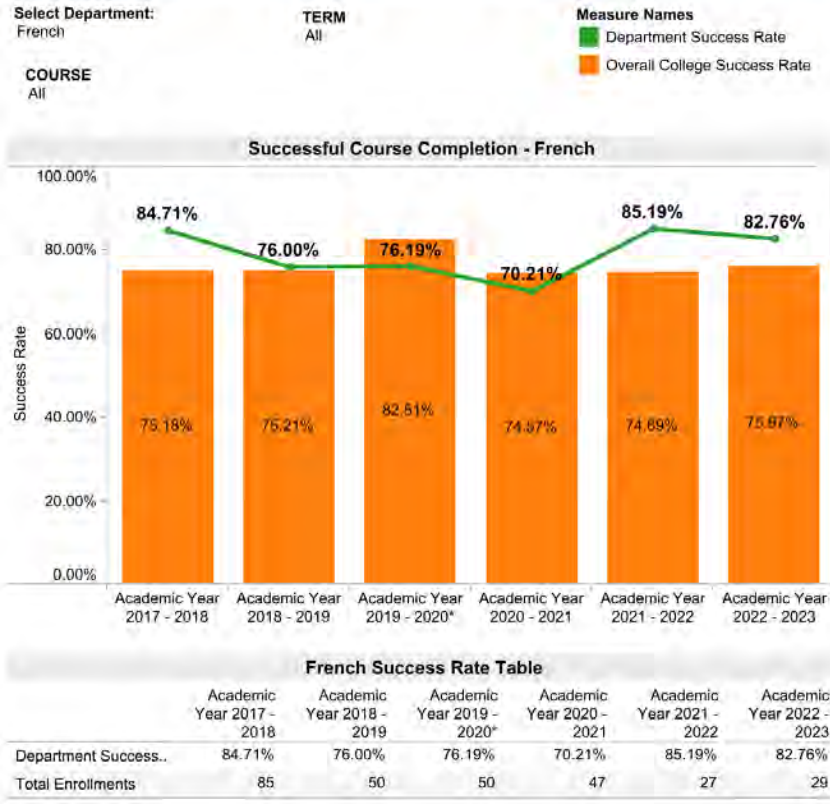The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

All College Age Group Disaggregated Student Success

Successful Course Completion by Student Subpopulation

All Success Percent by Age Group		Performance Gaps	Academic Year: All
age_20_24	75.01%	-1.22%	Department: All
age_25_29	75.80%	-0.43%	Region: All
age_30_34	78.35%	2.11%	Enroll Status: All
age_35_39	79.28%	3.04%	Dual Enrollment: All
age_40_49	80.36%	4.12%	Prison: All
age_over_50	81.77%	5.53%	Disaggregate By: Age Group
age_under_20	75.67%	-0.56%	
age_unknown	90.00%	13.76%	
Overall	76.24%	0.00%	

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

French Age Group Disaggregated Student Success

8 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
French

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - French

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success (green line)	84.71%	76.00%	76.19%	70.21%	85.19%	82.76%
Overall College (orange bars)	75.18%	75.21%	82.51%	74.37%	74.69%	75.87%

French Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	84.71%	76.00%	76.19%	70.21%	85.19%	82.76%
Total Enrollments	85	50	50	47	27	29

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

I decided to analyze age group for French because there are different reasons in motivation between younger students and older for enrolling in the class. The age difference among students reflects the overall academic and/or personal goals. The students who are traditionally recognized as "college age" students usually enroll in a language course in order to complete an academic requirement that may be specific to their "major". These students intend to have their completed course units transferred to another college or university in the future. Those students who are considered as "non-college age" students usually enroll in a language course for personal interests, such as travelling as a tourist, enjoyment of learning, and/or sometimes, for business purposes.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _____ year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _____ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR, which has incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR	Past Due Date for	Re-scheduled date for	Completed

Prefix and Course #	Modification	modification	(yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

Checklist

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☒ Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

In this upcoming year, French is transitioning to an online hybrid modality to capture more enrollment.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.